

ELTLT

CONFERENCE PROCEEDINGS

*The 6th English Language Teaching, Literature, and Translation
International Conference 2017*

UNNES in collaboration with AWEJ

Conference Proceedings

**“Beyond 21st Century Education in ELT, Literature and Translation: Linking
Theories to Contextualized Practices”**

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Editors: Siti Wachidah, M.A., Ph.D (State University of Jakarta)

Dewi Rochsantiningsih, M.Ed., Ph.D (Sebelas Maret University)

Dr. Rudi Hartono, M.Pd (State University of Semarang)

Dr. Mirjam Anugerahwati, M.A (State University of Malang)

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Telp. & Fax. (024) 8508071

Email: eltlt.unnes@gmail.com

Web: www.eltlt.org

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Preface



ELTLT has become one of the greatest annual events for Semarang State University. It can be seen from its improving participants and presenters year by year. ELTLT 2017 has successfully invited leading linguists, researchers, scholars, and lecturers to present varied topics with its main theme “Beyond 21st Century Education in ELT, Literature and Translation: Linking Theories to Contextualized Practices”.

The objectives of the 6th International Conference on ELTLT are to exchange and share ideas as well as research findings from all presenters. Also, it provides the interdisciplinary forum for those involved to present and discuss the most recent innovations, trends, concerns, practical challenges encountered and the solutions adopted in the field of English Language Teaching, Literature, and Translation.

As the chairperson of the conference, I would like to express my sincere gratitude to all keynote speakers – Prof. Dr. h.c. Juliane House (Hamburg University), Aslam Khan bin Samahs Khan (Executive Vice-Chairman of Erikan Education Group and Vice President of MELTA), Leslie Barratt, Ph.D (Professor Dr. Leslie Barratt, Professor Emerita of Linguistics Indiana State University, Professor of Graduate Studies Rajabhat Roi-Et University), Rochayah Machali, Ph.D (University of New South Wales, Australia), and Said M. Shiyab, PhD (AWEJ’s editorial board member and the Director of Graduate Studies of Modern and Classical Language Studies at Kent State University, U.S.A). Then, it is my honor to say welcome to 200 presenters coming from many universities in Indonesia and some from other countries.

On behalf of the organizing committee, we express our thank to Prof. Dr. Fathur Rohman, M.Hum as the Rector of UNNES and Prof. Dr. Agus Nuryatin, M.Hum as the Dean of the Faculty of Languages and Arts for their support.

Welcome to the 6th ELTLT 2017.

Arif Suryo Priyatmojo

Chairperson of ELTLT 2017

English Department

Faculty of Languages and Arts

Universitas Negeri Semarang

Welcome from the Dean of Languages and Arts Faculty



As the Dean of Languages and Arts Faculty, we are proud to have an annual international conference such as ELTLT 2017.

To be chosen as presenters for the parallel presentation in this conference is a considerable honor and achievement. I would like to congratulate the presenters who have been selected, as well as the reviewers who have chosen the successful presenters. Obviously not everyone interested in the chosen topic could attend this conference, so the post-conference proceeding will present to a much wider audience issues related to the topic. The proceeding is also a proof that the contributions of presenters are valued.

I also would like to offer my congratulations and appreciation to the organizing committee who have been working to prepare the conference, and to all keynote speakers, featured speakers, presenters, and participants for such an impressive conference.

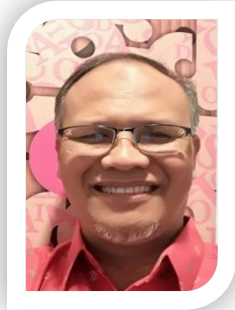
We hope that through this annual ELTLT conference, there will be a stronger bond amongst academics, especially those with the expertise of English language teaching, literature, and translation. I wish you a wonderful conference.

Semarang, October 2017

Prof. Dr. Agus Nuryatin, M. Hum

The Dean of Languages and Arts Faculty
Universitas Negeri Semarang

Welcome from the Head of English Language and Literature Department



We are privileged to organize this annual conference. This year ELTLT is actually the fifth conference; the first, namely ELTL (English Language Teaching and Literature) Conference, was last 4 year. We have received quite a lot of abstracts and most were accepted for presentation. Surprisingly, the number was doubled as compared to last year and last 4 years. This means that more academics are interested in our conference and trust us as organizer of the conference.

Therefore, I would like to congratulate the organizing committee who has been working hard to prepare the conference. I also would like to extend my deepest gratitude to all keynote speakers, presenters, and participants for their contribution to our conference.

I do hope that this annual ELTLT conference could serve as a bridge that channels bond amongst academics, especially those with the expertise of English language teaching, literature, and translation.

With best wishes for a rewarding and successful conference!

Dr. Rudi Hartono, M.Pd.

Head of English Language and Literature Department
Faculty of Languages and Arts
Universitas Negeri Semarang(UNNES)

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ACTIONAL COMPETENCE IN CONVERSATION TEXTS OF LANGUAGE SKILL BOOK – CLASS XII ENGLISH ELECTIVE INDIA

A. Tenry Lawangen Aspat Colle

English Department, Graduate Program

Semarang State University

Semarang, Indonesia

tenry.colle@gmail.com

Abstract

English textbook plays important role to support English teaching learning process. Therefore, the teacher must choose appropriate English textbook because the quality of textbook influences the quality of teaching learning process itself. One of standards in choosing English textbook based on communicative competences. Actional competence as one kind of communicative competences became the central idea of this study which focused on describing the actional competence realized in conversation text of Language Skill Book – Class XII English Elective CBSE India. This study was descriptive research based on the content analysis. There were 8 texts presented as transactional conversations and 2 texts was interpersonal conversations. And then, Information became most prominent actional competences used was 60, 14 %, followed by opinion was 17, 71%. Then, suasion was 7, 38%, interpersonal exchange was 6, 27%, feeling was 4, 42%, future scenarios was 3, 32% and the last problem was 0, 73%. Here, the writer suggested that (1) opening and closing structure of 4 transactional conversation texts should be revised and (2) asking for clarification as functional language should involve in actional competence (3) every education element must pay attention to the quality of the core and elective textbook published.

Keyword: actional competences, conversation text, English textbook

Introduction

English textbook plays important role in classroom because provides beneficial guidance and covers the English materials that teachers need to deliver. Therefore, the teacher must select suitable English textbook to fulfill the students need. There are many different perspective can be used to choose, develop, and design material in English textbook appropriate, one of them is Communicative competence. Communicative competence is a term introduced by Hymes (1972), who defined it as the ability to convey and interpret messages and to negotiate meaning with other speakers in specific contexts.

The component of communicative competence that relates to the way of people convey and understand their intent in communication is called actional

competence. This competence involve knowledge of speech acts and language function which are patterned and sequenced in real-life situation. (Celce-Muricia et.al. 1995). Knowledge of language functions itself, divided into seven keys areas which are interpersonal exchange, information, opinions, feelings, suasion, problems and future scenarios.

In this current article, actional competence focused on knowledge of language function used in transactional and interpersonal conversation text of Language Skill Book – Class XII English Elective CBSE India. And the question of the study formulated was “How were the actional competence realized in conversation text of Language Skill Book – Class XII English Elective CBSE India?” this research aimed to describe the realization of actional competence of conversation text

found in English textbook. Hopefully, it could provide further knowledge about actional competence. Also, it could contribute practically for English teachers to select suitable English textbook which provide good material on it. It also can be used for government and book publisher as consideration to make better conversation text in English textbook.

Methodology

This research was a descriptive research based on the content analysis. According to Krippendorff (2004: 37), content analysis is a research technique for making replicable and valid inferences from texts (printed matter, recorded speech, visual communications, works of art, artifacts) or other meaningful matter to the contexts of their use. In this case, the writer aimed to describe the realization of actional competence of conversation text found in English textbook. The object of this research was 10 conversation texts found in Language Skill Book – Class XII English Elective CBSE

India published by Central Board of Secondary Education in 2014.

The data was collected through some steps which were: (1) Observing; observing the English textbook by reading deeply. (2) Selecting; selecting all conversation text provided in every unit of English textbook. After gaining the data, the data were analyzed by the following steps: (1) Identifying and classifying the conversation text into: (a) transactional, interpersonal or both of them; (b) clauses based on the actional competences found on it. (2) Counting the percentage of actional competences types occur of each conversation in order to find out the most dominant actional competence by using: $p = \frac{f}{N} \times 100\%$ (Arikunto, 2006). And the last, (3) Interpreting the data and drawing conclusion.

Finding and Discussion

The finding of this study presented in the following table:

Table 1. Actional Competence of the Texts

Text	Kinds of Text	Clauses	Actional Competence							%
			A	B	C	D	E	F	G	
1	Transactional	68	-	39 (57, 35%)	27 (39, 70%)	1 (1, 47%)	1 (1, 47%)	-	-	100%
2	Transactional	66	-	51 (77, 27%)	6 (9, 09%)	7 (10, 60%)	-	-	2 (3, 03%)	100%
3	Transactional	16	1 (6, 25%)	8 (50%)	2 (12, 5%)	-	4 (25%)	-	1 (6, 25%)	100%
4	Transactional	35	-	27 (77, 14%)	1 (2, 85%)	2 (5, 71%)	3 (8, 57%)	-	2 (5, 71%)	100%
5	Interpersonal	12	-	-	9 (75%)	-	-	-	3 (25%)	100%
6	Transactional	13	3 (28, 03%)	6 (46, 15%)	1 (7, 69%)	-	3 (23, 08%)	-	-	100%
7	Transactional	7	3 (42, 86%)	2 (28, 57%)	-	-	2 (28, 57%)	-	-	100%
8	Transactional	11	2 (18, 18%)	4 (36, 36%)	-	-	3 (27, 27%)	2 (18, 18%)	-	100%
9	Interpersonal	22	2 (9, 09%)	12 (54, 54%)	2 (9, 09%)	2 (9, 09%)	4 (18, 18%)	-	-	100%
10	Transactional	21	6 (28, 57%)	14 (66, 66%)	-	-	-	-	1 (4, 76%)	100%
Total		271	17 (6, 27%)	163 (60, 14%)	48 (17, 71%)	12 (4, 42%)	20 (7, 38%)	2 (0, 73%)	9 (3, 32%)	100%

A. Interpersonal Exchange; B. Information; C. Opinion; D. Feeling; E. Suasion; F. Problem; G. Future Scenarios.

There were 10 conversations found where 8 texts presented as transactional conversations and 2 texts was interpersonal conversations. Information dominated the used of actional competences was 60, 14 %, followed by opinion was 17, 71%. Then, suasion was 7, 38%, interpersonal exchange was 6, 27%, feeling was 4, 42%, future scenarios was 3, 32% and the last problem was 0, 73%.

The first conversation text in Unit 1, p. 5 was transactional text because it conducted for the purpose of information-gathering interviews. This conversation text was divided into 68 clauses based on the actional competence found on it. There are 68 clauses occurred as information (57, 35%) where 13 times for asking information, 1 time for giving information. Followed by, 27 clauses as opinion (39, 70%) were expressing opinion. Then, 1 clause as suasion (1, 47%)

was giving instruction. And 1 clause as feeling (1, 47%) was expressing feeling. Thus, information as part of actional competence dominated on the text.

The text required a revision related to the opening and closing structure since it was presented in the English textbook as a reference of teachers and learners in the teaching and learning process. Transactional conversation

has opening^transaction^closing structure (Agustien, 2017) but opening and closing was not found in this text. In this case actional competence such as greeting or introducing could be use as opening and leave taking as closing.

The second text which found in Unit 2, p. 35 was transactional conversation. It divided into 66 clauses. There were 51 clauses occurred as information (77, 27%) where 38 times for reporting, 10 times for asking information, 3 times for giving information. And, 7 clauses as feeling (10, 60%) was expressing feeling. Followed by, 6 clauses as opinion (9, 09%) were expressing opinion and the last 1 clause as future scenario (3, 03) was expressing wishes. Thus, it know that information as part of actional competence dominated the text. This text opening and closing were not found. In this case, greeting or introducing expression could be used as opening and leave taking as closing.

The third conversation text in unit 4, p. 100 categorized as transactional conversation. But, there was no opening and closing structure of it, thus greeting or introducing as language function suggested to be used as opening and leave taking as closing. This text was divided into 16 clauses, there were 8 clauses occurred as information (50%) where 2 times for giving information, 2 times for asking information, and 4 times for reporting. Follow by 4 clauses as suasion (25 %) where 2 times for requesting, 1 time for accepting a requesting, and 1 time for suggestion. Then, 2 clauses as opinion (12, 5 %) where 1 time

for expressing opinion and 1 times for agreeing. And then, 1 clause as interpersonal exchange (6, 25%) was showing interest. The last, 1 clause as future scenarios (6, 25%) was expressing plan. Thus, information was prominent actional competence found on the text.

The fourth conversation text in Unit 5, p. 110 categorized as transactional conversation. This text also should be revised because there was no opening and closing on its structure by using greeting or introducing expression opening and leave taking as closing. After dividing the text into 35 clauses known that, there were 27 clauses occurred as information (77, 14%) where 23 times for reporting and 2 times for asking information, 2 times for giving information. Then, 3 clauses occurred as suasion (8, 57%) were requesting. Followed by, 2 clauses as feeling (5, 71%) were expressing feeling. And, 2 clauses as future scenarios (5, 71%) were desires. The last, 1 clause as opinion (2, 85%) was giving opinion. Thus, information was the most use on the text.

The fifth conversation text in unit 5, p. 118 was interpersonal where it divided into 12 clauses where 9 clauses occurred as opinion (75%) where 2 times for showing dissatisfaction, 2 times for expressing suggestion, 2 times for showing agreement and 1 times for showing disagreement. And then, 3 clauses occurred as future scenarios (25%) where 2 times for predicting and 1 times for hopes. Thus, opinion dominated the used of actional competence on the text. After identifying and classifying the clause into actional competence found 1 clause could be categorized as asking for clarification expression which could not be involved in actional competence purposed by Celce-Muricia et.al. Thus, asking for clarification should involve in actional competence.

The sixth conversation text in Unit 5, p. 120 categorized into transactional conversation. It

was divided into 13 clauses, where 6 clauses occurred as information (46, 15%) where 5 times for giving information and 1 time for asking information. Followed by, 3 clauses occurred as interpersonal exchange where 2 times for greeting and 1 time for expressing gratitude. Then, 3 clauses occurred as suasion (23, 08%) where 1 times for asking for permission, granting permission and requesting. And the last, 1 clause occurred as opinion (7, 69%) was giving opinion. It could be seen information as kinds of actional competence most used on the text.

The seventh conversation text in Unit 5, p. 120 was classified into transactional conversation because it was about making phone calls. The text was divided into 7 clauses. There were 3 clauses occurred as interpersonal exchange (42, 86%) where 1 times for greeting, expressing gratitude and making introduction. Follow by, 2 clauses as information (28, 57%) was giving information. And the last, 2 clauses as suasion (28, 57%) were requesting and accepting a requesting. It could be seen, interpersonal exchange was prominent on the text.

The eighth conversation text in unit 5, p. 121 was a transactional conversation because it fulfilled the requirements of transactional structure was opening^transaction^closing, (Agustien, 2017). It was divided into 11 clauses where 4 clauses occurred as information (36, 36%) where 3 times for giving information and 1 times for asking information. Then, 3 clauses occurred as suasion (27, 27%) where 2 times for requesting and 1 time for accepting a request. Followed by, 2 clauses occurred as interpersonal exchange (18, 18%) where 1 times for greeting and 1 times for expressing gratitude. And the last 2 clause occurs as problem (18, 18%) where 1 time for apologizing and 1 time for forgiving. It could be seen that information was prominent on the text.

The ninth conversation text in unit 5, p. 134 was categorized as interpersonal conversation. It was divided into 22 clauses and found 13 clauses occurred as information (59, 54%) where 7 times for asking information and 5 times for giving information. Followed by, 4 clauses occurred as suasion (18, 18%) where 1 times for suggesting, accepting suggestion, asking for permission and granting permission. Then, 2 clauses occurred as interpersonal exchange (9, 09%) where 1 times for greeting and expressing gratitude. And then, 2 clauses occurred as opinion (9, 09%) were expressing opinion. And the last, 2 clauses occurred as feeling (9, 09%) were expressing feeling. It could be seen that information was dominated on the text.

The last conversation text unit 5, p. 135 belonged to the transactional conversation which had good transactional structure was opening^transaction^closing. It was divided into 21 clauses which contained of actional competences. There were 14 clauses occurred as information (66, 66%) where 10 times for explanation, 3 times for asking information and 1 time for giving information, Follow by, 6 clauses as interpersonal exchange (28, 57%) where 3 times for greeting, 1 times for making introducing and 1 times for expressing gratitude. Then, 1 clause occurs as future scenario (4, 76%) was predicting. It shown that, explanation was prominent on the text.

Conclusion

There were 10 conversations text found in Language Skill Book – Class XII English Elective CBSE, 8 texts presented as transactional conversations and 2 texts was interpersonal conversations. Information became most prominent actional competences used was 60, 14 %, followed by opinion was 17, 71%, suasion was 7, 38%, interpersonal exchange was 6, 27%, feeling was 4, 42%, future scenarios was 3, 32% and the last problem was 0, 73%. The writer also

suggested that (1) there were 4 transactional conversation texts should revise related to the opening and closing structure, thus actional competence such as greeting or introducing could be used as opening and leave taking as closing. (2). asking for clarification as functional language should involve in actional competence. (3) Textbook publisher must pay attention to the quality of the material provide in the core and elective textbook, government must be able to monitor and evaluate each textbook published, and teachers should be selective in choosing appropriate textbook for their students since it will be used as the guidance in teaching and learning process although it only as an elective book.

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EVALUATING THE ASSESSMENT OF UNDERGRADUATE THESIS EXAMINATION

Adip Arifin

English Language Education Department

STKIP PGRI Ponorogo

Ponorogo, East Java, Indonesia

adiparifin@yahoo.com

Abstract

Thesis examination is one of the crucial phases for students in undergraduate level. During the examination, they are required to perform best to get the maximum score which commonly is equal to six credits. Looking at the big portion of credit, the examination highly determines the student's GPA at last. In order to get the accurate and fair score, the appropriate assessment must be implemented by the board of examiners. The form of assessment may vary from one institution to another. This paper is aimed at discussing as well as evaluating the assessment of undergraduate thesis examination at STKIP PGRI Ponorogo, East Java, Indonesia. The evaluation was based on the principles of good assessment adapted from Brown (2003) comprised of practicality, reliability, validity, and authenticity. Based on the result of evaluation, the form of assessment on undergraduate thesis examination administered at STKIP PGRI Ponorogo hasn't fully fulfilled the principles of good assessment. The findings also revealed that some assessment indicators need to be improved, such as the formulation of statement, the number of assessment item, and the technical procedure on how to administer the assessment.

Keywords: Evaluation, Assessment, Thesis Examination

Introduction

Differentiating the terms evaluation and assessment sometimes is quite confusing. Those two terms often defined as the same, whereas in fact they are different. Evaluation is wider and deeper than assessment. As defined by (Calderon and Gonzales, 2007: 6), evaluation is "the process of determining the quality or worth of achievement in terms of certain standards. In addition, Weiss in Bachman (1997: 22) argued that "evaluation is the systematic gathering information for the purpose of making decision. If we refer to the revised version of Bloom's taxonomy (2001) as in Armstrong (2010), evaluation includes two highly systematic ways, they are checking and criticizing. Checking means to examine an object for knowing whether it is correct or incorrect. While criticizing means to give an opinion or judgment about something that has been examined. In other words, evaluation is a way of examining the

quality of an object and then giving it judgment in case of its quality. Moreover, Martin and White (2005: 52) argued that judgment enable people to move into the region of meaning construing our attitudes to people and the way they behave.

Another term which is dealt with evaluation is assessment. According to Hornby (2000: 61) "assessment is an opinion or judgment about somebody or something that has been taught about carefully." From Hornby's definition on evaluation, the initial process of assessment is absolutely required. For instance in case of learning process, he signaled that the assessment can be done only if the learners have been taught a particular course. After teaching them with particular course, then the assessment is possible to be administered. Without the learning process given to the learners, the assessment surely can't be administered.

Viewing from its approaches, assessment is divided into a number of types, such as performance-based assessment and communicative language testing (Brown in Hartoyo, 2011: 30-31). In case of performance-based assessment, the test taker is required to perform an interactive behavior, as needed by the assessor (tester). Most of the performance-based assessment involves the test taker's speaking skill, such as happens in interview. While communicative language testing is fundamentally based on belief that language test performance must correspond with language use.

Brown (2003: 4) added that "assessment is ongoing process that encompasses much wider domain." It means that, assessment can be done at any time. In education field, assessment is possible to do at any occasion and any activities. The way of assessing learner is various, for instance: assessing student while giving comment, response, answer, or question, being active in group discussion, doing presentation well, and many more. In addition, Fulcher and Davidson (2007: 25) argued that "how well learners are progressing can be assessed only in relation to their involvement with the context and the others with whom they interact in the process of learning.

In higher education area, as at university or college, a number of assessments have been widely used to measure the learners' achievements. The common assessments which certainly used are in mid-term test, final examination, and thesis examination. Mid-term test and final examination are administered once during one semester, while thesis examination is administered once during the period of study. Most of assessment administered in mid-term and final exam is dominantly in the form of written test, such as in essay and short answer test. Both mid-term test and final exam are administered periodically and

dynamically. As suggested by Diamond (2008: 325), "assessment of student learning is an ongoing, dynamic process that requires substantial time.

In terms of thesis examination, the assessment administered is quite unique. The assessment should cover both writing and speaking skill (performance) of the examinee. It is due to the characteristics of thesis examination, which combines spoken as well as written object in the same time. The spoken aspect includes how the examinee answers the examiners' questions, explains the essence of his/her work (thesis), expresses his/her thought, and so forth. While the written aspect involves the organization of thesis, theories used, adapted method, and many other aspects. Glew et al (2011: 68) added that writing professional could provide much richer information regarding students' writing skills. So, basically the writing form, such as thesis, represents how good the student's skill

A number of current studies on evaluation in educational scope have been done by many researchers, such as Musingafi et al (2015), Harrison and Jakubec (2013), Fitzpatrick and McConnell (2012). Musingafi et al focused to tackle the confusion in learning institutions where most teachers and their students cannot distinguish between curriculum and syllabus. The result of their study showed that the distinction between these educational terms (curriculum and syllabus) is largely on the degree of generalness, specificity and the stage at which they occur. Besides Musingafi et al, Harrison and Jakubec (2013) also conducted an investigation on evaluating learning activities at one of the schools in Norway. They applied an action research as their research design which consisted of three phases; designing, analyzing, and evaluating. The result of their study signified initial steps to build a formative evaluation process that

will provide direct feedback on the learning activity and designs.

Another previous study on evaluation was conducted by Fitzpatrick and McConnell (2012). Their study focused on evaluating course and project design for achieving global contextual learning and came to the conclusion that good course design requires intentional thought about the learning objectives, instructional pedagogies, and course assignments and projects. Additionally, achievement of higher levels of learning in the global context requires a focus on the more advanced levels of Bloom's Taxonomy and critical thinking, and an emphasis on non-sociocentric thinking.

Considering the importance of assessment and a few studies on thesis examination evaluation, this paper is aimed at evaluating the assessment of thesis examination administered at STKIP PGRI Ponorogo, East Java. Besides that, such topic above is chosen due to the necessity of the institution, where the researcher works, to reformulate the assessment of thesis examination.

Methodology

Regarding the objective of this study and the nature of the problem, this study used descriptive qualitative method, which specifically designed as document analysis. The source of the data in this study was the assessment form of thesis examination administered at STKIP PGRI Ponorogo, East Java. The last version of assessment has been revised in 2014, and firstly administered at the end of 2014/2015 academic year. In order to meet the trustworthiness, the researcher also did interview with three users of assessment. The assessment is analyzed based on principles of assessment, adapted from Brown (2003), which comprised practicality, reliability, validity, authenticity, and washback. For this study, I only focused on four principles, unless washback.

Finding and Discussion

Practicality

According to Brown (2003: 19) the term practicality refers to the effectiveness of the assessment which includes following aspects; the assessment is considered cheap, stays within appropriate time constraints, relatively easy to be implemented, and having scoring and evaluation procedure. Considering above aspects, the assessment of thesis examination at STKIP PGRI Ponorogo is relatively match with the characteristics in case of its practicality.

Referring to the effectiveness of assessment, the assessor (the board of examiners) considered that the assessment has met the target of assessment. So far, the goal of doing thesis examination has been fulfilled through the assessment. This is based on the interview, done to the three assessors who stated that the form of assessment has helped them in formulating the examinee's scores. In terms of time, the assessment is considered time consuming. It was due to the number of test item within the assessment. There were ten numbers of aspects to be scored which some of numbers consisting of more than one test item. For instance in numbers 1, the aspects to be assessed were structure and the logic of writing (struktur dan logika penulisan), whereas those two aspects were relatively difficult and time consuming to be scored in only one question. In writing the thesis, structure refers to the way in which the parts of a system or object are arranged or organized, while logic of writing refers to a particular way of thinking, especially one which is reasonable and based on good judgment.

In case of easiness, the assessment does not fulfill this characteristic. It is due to the number of aspects which included in the assessment. In assessment form is explicitly stated ten aspects to be scored, but if we break it down into specific items, we will get sixteen aspects. In number 1, 2, 3, 6, 7, and 8,

each of them consists of two aspects to be assessed. For instance, as explicitly stated in number 3, “Argumentasi teoritis menyusun kerangka pemikiran dan menarik kesimpulan.” Looking at to the statement above carefully, it consists of two specific aspects which are unequal to be put in one statement. Thus, those items need to be broken down into specific item, or even need to be reformulated.

Furthermore, in case of scoring and evaluation procedure, the assessment doesn't provide any information about evaluation procedure but it displays the scoring system. Exactly, it is written in the lowest part of assessment form which shows the range of scores, including the credit and transformed score (A, B, C, D, and E). To reach the good characteristic of assessment, the evaluation procedure should be added because it will enable the assessor to do the assessment.

Reliability

The term reliability refers to consistency and dependency (Brown, 2003: 20). It means that the reliable assessment yields the similar result at any occasion given. This issue may best be addressed by considering a number of factors which contribute to the reliability of an assessment, they are student (examinee) related reliability, rater (examiner) reliability, test administration reliability, and test reliability.

Regarding the above facts, the assessment of thesis examination at the setting, where the assessment is administered, most of assessors ignore it. This is in line with the result of interview which reveals that the assessor is mainly focused on the examinee's performance and ignored the internal condition, experienced by the examinee. The most common things in examinee-related reliability are caused by the anxiety, temporary illness, bad day, and other physical or psychological factors. These factors should be seen as the potential causes

which contribute to the deviation of observed score from the true score.

Rater reliability deals with the subjectivity, human error, and even bias during the assessment is done. The possible reason why this issue happened is due to the tiring examination. As known, each of thesis examination is scheduled around a half to an hour. It is quite long for assessing only one student. If an examiner has to examine ten students in a day, we can imagine how tired she/he is. This condition is considered to be the potential one in contributing the reliability, especially from the rater reliability point of view.

Other types of reliability which are ignored in assessing the thesis examination are test administration reliability and test reliability. Test administration reliability deals with the situation and condition surrounding the assessment, such as: noisy student, broken LCD projector, inappropriate electricity, and so forth, while test administration reliability deals with the form of assessment in thesis examination. Sometimes the form of assessment itself can influence the reliability aspect. If the form of assessment requires too many aspects, it may cause unreliability. In this case, unreliability is caused by the examiners, because they have to assess too many aspects in thesis examination.

Validity

In case of validity, there is no final and absolute measurement of validity. Validity refers to the extent of which the assessment can measure the student's achievement. For instance, in one hand, the performance test is administered appropriately to measure the speaking skill, but not for reading comprehension. Thus, the valid assessment of thesis examination will assess the student's performance, as well as the student's writing skill especially in organizing the thesis report.

Creating a valid assessment on thesis examination is surely not easy, it is very challenging. The key point is whether the assessment is success to measure the student's performance and writing skill in the same time. Basically, thesis examination is the combination of student's speaking and writing skill. Assessment of thesis examination at STKIP PGRI Ponorogo is considered valid, since it measures the student's performance and writing skill.

Authenticity

Bachman and Palmer (1996: 23) defines the term authenticity as "the degree of correspondence of the characteristics of a given language test task to the features of a target language task." The authenticity is characterized the following aspects; the use of language as natural as possible, provides any relevant topics, represent the actual use of language, and requires the thematic organization.

The language used in the assessment administered at STKIP PGRI Ponorogo is natural and familiar; every single word can be easily understood by the rater (examiner), because the assessment is written in Indonesian language. This is supported by the result of interview which stated that the examiners can understood all of the terms used in assessment form. Besides that, the assessment also provides the relevant topics as required for a thesis examination.

In assessing thematic organization, such as how the student organized the thesis report, the assessment form provides a kind of chronological statements to investigate the thesis report. The statement begin with questioning how good the structure and logic of writing, theories used, argumentation, method, and the result. Those 'questions' will lead the rater to systematically assess the student's writing skill, in this case the object is thesis report.

Conclusions

Based on the result of the evaluation, I simply conclude that the form of assessment on undergraduate thesis examination administered at STKIP PGRI Ponorogo has fulfilled some principles of good assessment, proposed by Brown (2003). The findings reveals that some indicators need to be improved, such as the formulation of statement in the assessment form, the number of assessment item, and the technical procedure on how to administer the assessment. To fill the gaps, I suggest for the further researcher to cover all principles of good assessment proposed by Brown, including investigating the washback.

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PEER SUGGESTIVE FEEDBACK IN ENGLISH SPEAKING CLASS

Agnes Widyaningrum

FBIB (Fakultas Bahasa dan Ilmu Budaya)

Unisbank (Universitas Stikubank) Semarang

agnes.maryanto@yahoo.com

Abstract

Students learn English in Speaking Class should get enjoyable learning atmosphere in order to help them improve their speaking skill. Teacher's role as facilitator contributes in reducing students' anxiety when they have chance to speak. Nunan (1995) and Richards (2008) argue that speaking is an important skill in language learning whether it is as EFL or ESL that enable language learners to communicate not only in expressing view point but also in giving responses in their communication. This classroom study supports the idea to give positive suggestion as students' feedback given by their peers. Each student has their own chance to review and to be reviewed so that they can perform better in speaking class. This study is conducted in order to improve students' speaking skill in speaking class.

Keywords: peer suggestion, students' feedback, classroom study

Introduction

Teachers will work best in their teaching practice when they have time to evaluate their students' evaluation. Not only teaching but also assessing their students' work. If teachers have to spend more time on examining then teaching in most of her time definitely they will have less time to do self-reflection. If they keep doing this, the teachers will have less time for themselves too. Therefore they need to apply kinds of technique in their teaching practices to support their performance.

One of techniques that teachers can apply is called collaborative learning. This technique involved not only teachers but also students in the process. The intention of applying it is to implement peer review in English class, especially in speaking class. This situation is in line with the idea proposed by Holt that peer criticism is work best on collaborative classroom so that they can face the difficulties and deal with it by the peer reviewing (1999). Manurung said that speaking has the role to motivate and activate learners based on the idea that speaking itself has the role as instructional technique used in the English speaking class (2015).

Vygotsky with the ZPD (Zone of Proximal Development) gives a new insight about the presence of adult around children to help them learn something. In this case the adult represent

students' peers who are more prominent than their peers while the children represent the peers who have less English ability especially in speaking. The language used by the students is called learners' language (Harmer, 2007). In order to help them improve their speaking skill they can learn from their peers' comment as the positive feedback.

Speaking is an important aspect in learning English especially in communication. Nunan (1995) and Richards (2008) said that speaking is an important skill in language learning because when students communicate they use English whether it is carried out as EFL or ESL moreover they have to use different kinds of expressions in their communication. Burns and Joyce (1999) also Brown (2001) said that speaking is a productive skill related to the students' ability to process information during the conversation. It is productive because students must use language when they communicate such as giving responses, asking and answering to questions, and other expressions. Students need others to communicate therefore the study involved the participation of other students as the peers.

In order to carry out the peer review, this study is conducted on the basis of classroom research as this study is done in the English speaking class. The classroom research is simplified cycle

applied in CAR (classroom action research). The aim of this study is to investigate the use of peer review as students' suggestive feedback in speaking class for semester 4 of FBIB students of the academic year of 2014/2015. The students belong to morning class students and there are only 14 students who took the speaking course called Business Transactional Class.

Methodology

This study is a descriptive study as it describes the phenomenon occurred in English speaking class. The speaking course is called Business Transactional Class and the participants are the four semester FBIB students who took this course. There are 14 students of the academic year of 2014/2015 joined in this course. This is a 2 credit course that the students must take after they passed the Interactional Conversation class. The study is a classroom study on the basis of the simplified CAR (classroom action research) because the researcher did not apply the reflection phase as part of the cycle. The researcher conducted the study when she became one of lecturers who taught the Business Transactional class.

There are some steps applied in this classroom study as follows:

1. Identification of problem, in this phase the researcher set up a plan of action to understand and improve what is happening. The researcher identified that students need a way to help them improve their speaking skill therefore the researcher chose to conduct a research when she became one of lecturers of Business Transactional Class. The researcher will try to apply peer review for this English course.
2. Collection and organization of data, in this phase the researcher implemented the plan that is formulated as a research question. There are 14 students took this course and the study was conducted for 1 semester. Three topics and three different classroom activities are chosen to observe for one semester. They are as follows: 1) In pair-activity (presentation) about Product Presentation; 2) In group-activity about Live Report (role play) and 3) Individual activity (presentation) about Socializing.
3. Interpretation of data, in this phase the researcher observed the effect of the action

and documented all the data. The data are peers' rubric, teacher's journal and teacher's interpretation.

4. Action based on data, in this phase the researcher modified the phase as it was stated that this study is classroom study. The teacher who was teaching Business Transactional Conversation also asked her colleagues about the performance of some students in other classes and noted the information. The information given by the colleagues will be considered as a means for data triangulation too.

Findings and discussion

The researcher found out that most of students give positive reviews when they have to review their peers. The reviews can be used as students' positive feedback or suggestive feedback written as peers' comments. The findings are as follows:

1. Work in pairs activity about Product Presentation (presentation). There are 6 groups because 2 students were absent when the teachers gave this assignment. The result of peers' review shows that 3 groups (50%) got VG for their performance while another 3 groups (50%) got G for their performance. The teacher's review shows that there are 4 groups (66,67%) got VG for their performance while 2 groups (33,33%) got G for their performance.
2. Work in group activity about Life Report (role play). There are 3 groups consist of 4 students in each groups. For this activity only 12 students joined in this class because 2 students were absent. The peers' review shows that 1 group (33,33%) got G while 2 groups (66,67%) got VG for their performance. The teacher's review shows that 1 group (33,33%) got G for their performance and 2 groups (66,67%) got VG for their performance. In this assignment both peer and teacher reviews show the same result.
3. Individual activity for the topic Socializing. There are 14 students joined in this class. The peers' review shows that there are 5 students (35,71%) got G for their performance while 9 students (64,29%) got VG for their performance. The teacher's review shows that there are 5 students (35,71%) got G for their performance and 8 students (57,14%) got VG for their

performance and 1 student (7,14%) got F for his performance because he did not meet the requirement to do this activity.

Conclusion

Based on the analysis the researcher can draw some conclusion as follows:

1. The students when they have the role as peer reviewers they do it seriously though sometimes they tend to give more points for their close friends.
2. The students who were being reviewed can perform better because they know that they will be evaluated by their friends so that the students' anxiety is hardly seen in this case.
3. The researcher found out that students' speaking skill improve because they can learn from the comments given by their peers that can be used as their feedback for them to perform better in this course.

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MISTAKES IN CONSTRUCTING RESEARCH PROBLEM FORMULATION

Agung Budi Kurniawan

Dwi Rahayu

Indah Puspitasari

STKIP PGRI Pacitan

agungbudi430@yahoo.co.id

Abstract

This article is one of our research outputs. We present one of our research finding and discussion. Our research data is 40 English S-1thesis of English study program of STKIP PGRI Pacitan in the academic year 2014-2015. We analyze them one by one separately. Our research object is chapter 1 and chapter 3 in which we only include research design statement and explanation for chapter 3 data. We present about 13 macro or general mistakes of constructing research problem formulation and 5 causes of the problem. Those 13 mistakes consist of Coherence problem with research topic, Coherence problem with background of the study, Coherence problem with identification of the problem, Coherence problem with research design, Using overgeneralization phrase, Presenting unrelated research questions, Presenting incomplete research questions, Presenting overlap questions, Using wrong writing rules, Using question tag or yes / no question, Using superficial questions, Problem of chronological order, Utilizing missed questions, and Less creative. Those 5 general causes for the mistakes consist of; Misunderstanding the research topic, Constructing wrong concept in the background, Identifying wrong problems in the identification of problem sub-chapter, Never reading previous studies, Having low competence of research methods. We give short explanation for every point. One important thing taken from this research is that the extent of fatal impact of research problem formulation. It determines what a researcher has to do, find out, describe, analyze, conclude, till implement the research totally. We expect that this article could give new information, knowledge, and references especially for researchers.

Keywords: Mistake, Constructing, Research, Problem Formulation

Introduction

Research problem formulation is a crucial part in a research. It is the orientation of the research. It determines what a researcher has to do in the process, find, analyze, and conclude. It gives effect to almost all aspect in a research. It also influences the choice of theories, previous studies, framework, findings, analysis, till conclusions and discussions. It is the heart of a research. It is often stated directly or indirectly by a researcher.

Because of its important rule and position, a researcher needs to be careful in constructing research problem formulation. Wrong or mistake in constructing it could give wrong concept of the research. The effect of

problem formulation is very fatal for all process, result, and analysis. It is a very serious project in a research process. On the other hand, it is a must for a research to attach it. A research cannot be carried out without the existence of the research problem formulation.

The position of the formulation of the problem is actually the accumulation of previous part in a research. In S-1 thesis, generally, its position is after background and identification of the problem. Based on our research, we also find that research title background of the study and identification of the problem, and research design are the basis for constructing research problem formulation.

The format of research problem formulations are 3 types based on our research findings. First, it is a complete question which uses a question word. Second, it is a statement which uses a positive sentence. Third, it is a question tag or yes / no question.

We analyze 40 S-1 English thesis of English study program of STKIP PGRI Pacitan in the academic year 2014-2015. We have some research problems, purposes, and orientation. We present one of them is to analyze the mistakes and the cause of the mistakes in constructing the research problem formulation in this article. We hope that it could give new knowledge and view point about how to construct research problem formulation especially for researchers.

We can see the important of formulation of the problem which determines almost the whole quality of the scientific writing. Meyers (2005) explains “writing also an action a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them”. It is about coherence as one key point to keep the quality. One serious mistake that we found is also irrelevant ideas among the components of research problems. It needs deep analysis for researchers.

The development of writing research problem formulation could adopt the steps of genera writing process. Planning is the first step to build the concept of research problem formulation. According to Richard and Willy (2010) stages of process writing are: Planning, Drafting, Editing, Revising

According to Knapp and Watkins (2005: 14), “Learning to write is a difficult and complex series of processes that require a range of explicit teaching methodologies throughout all the stages of learning”. Generally, academic and scientific writing is more difficult rather than free writing such as literary and journalism. Academic and scientific writing

requires empiric and logic ideas and facts. It is not allowed to apply imaginary or unfounded argumentation. Related with the material of this article, research problem formulation also has criteria of academic and scientific writing. Scientific writing characteristic according to Goldbor (2006): 1).Purpose, 2).Generality, 3).Writer vs. Subject:, 4).Audience: Scientific peers, 5).Form vs. content, 6).Reader interest, 7).Accuracy and clarity, 8).Passive voice, 9).Source of terial,10).Graphics,11).Format.

In order to check whether our academic or scientific writing has been standard enough or not, we can use some criteria. It could make the criteria by ourselves or by taking from expert. Guindon (1989) explains that in order to detect or start of building scientific writing, we need to answer these 4 questions according to parts of a scientific writing: 1).What is the? = Introduction, 2).What did you do? = Methods, 3).What did you find? = Results, 4).What does it mean? = Discussion. We need to remind that the standard is flexible. It depends on researchers' necessary, research design, problems, purposes, and orientations.

On the other hand, we also find other criteria for evaluating our academic or scientific writing work. Tropical Biology Association Department of Zoology Downing Street, Cambridge (2007) suggest some reasons why need to be always develop our research and scientific writing “be realistic about trying to get your work published. Your article must be suitable for the journal, and you should be prepared to make revisions. In short, the writing can be just as challenging as the research! You must work out why you are writing an article”: 1).You have made a minor, but very interesting, observation, 2).You have made a useful advance, 3).You are putting published information into a new context, 4).You are synthesizing information in a novel way that will be of interest to others”. We must widen our view point,

knowledge, skills, and references to increase our writing quality.

Hypothesis and research problem formulation has similar characteristic. It is about research problem that needs to be solved. Research problem, question, or hypothesis must be high qualified because it determines almost all action inside a research. Journal of young investigator (2005) explains that “Clear Statement of Hypothesis. This is the “If-Then” statement that underlies the author’s whole study. If rampart craters on Mars form because of groundwater then we should see a correlation between groundwater and rampart crater distributions”. Meanwhile, Tropical Biology Association Department of Zoology Downing Street, Cambridge (2007) also suggests that formulation of the problem should be placed inside the introduction “This is the first thing that anybody will read. You need to grab the reader’s attention and convince him or her that it is worth reading the rest of the paper”. We also conclude that research problem must be easy to be understood and interesting for readers. We cannot be selfish to ignore them.

Determining research problems or questions should be prepared before writing a research proposal. It needs special attention and calculation for the implementation. Eric D’Hoker (Spring 2004) from Department of Physics and Astronomy University of California, Los Angeles, CA 90095, USA suggests that “The information has been organized and your audience has been chosen. Now, it is time to define the aims of your paper. The aims of your paper and the choice of your audience are intimately interrelated. Here are a few extra questions that may help you in defining your aims; 1).Justify your subject; why is it interesting, important and timely?, 2).Justify the specific problem; why is it interesting and important?, 3).What was known in the subject prior to your work?, 4).What was known on your

specific problem prior to your work?, 5).What are your results; to what extent are they new?, 6).What are your methods and arguments; are they new?, 7).What is the range of applicability of your results?”.

Method of the Research

The research was conducted by using descriptive qualitative. We took 40 S-1 English thesis of English study program of STKIP PGRI Paction in the academic year 2014-2015. We took them by using purposive sampling technique because we consider about the quality of the data. Our research data consist of chapter 1 and 3 which we only take research design statement and explanation for chapter 3. We analyze them based on ideas and coherence relationship. Our main target is to analyze the quality of research problem formulation in the chapter 1.

Findings and Discussion

We present our two materials of findings and discussion. First, it is general mistakes in constructing research problem formulation. Second, it is causes of mistakes in constructing research problem formulation. Here are our findings and discussion:

A. General Mistakes in Constructing Research Problem Formulation

We analyze our 40 data of S-1 English thesis which focus on research problem formulation. We find 14 general or macro mistakes made by researchers. We call it as general or macro because we conclude them in holistic view point. Here are the general mistakes of constructing research problem formulation:

1. Coherence problem with research topic

Some researchers construct research questions which not relevant with research topic in which it is out of the main material. Research question must reflect the research topic directly.

2. Coherence problem with background of the study

Some researchers construct research questions which have no correlation with the material inside the background of the study. It seems that they stand alone or separated to one another.

3. Coherence problem with identification of the problem

the exploration of materials of identification of the problems. Some researchers constructed them which no relevant with identification of the problem. They present different problems between identification with formulation of the problem.

4. Coherence problem with research design

There 2 general causes. First, researchers do not understand their research topic and orientation. In this case, the research topic and research design is correct, but the research questions are incorrect. Second, researchers understand their research topic, but they do not conquer kinds of research methods. In the second case, the research topic and research questions are correct, but the research design is incorrect.

5. Using overgeneralization phrase

Some researchers used overgeneralization phrase and criteria in their research question. It makes them become unclear questions. We the use of “testing advantages and disadvantages of a specific method in improving learning condition”. We view that the question of “advantages and disadvantaged” is a overgeneralization concept. It does not reflect research topic and a specific research design.

6. Presenting unrelated research questions

We also found that some researchers apply unrelated research questions to one another.

7. Presenting incomplete research questions

There are 2 problems of presenting incomplete research questions. The first problem is presenting one or single research question. The second case is presenting more than one research question, but they are still incomplete. We judge incomplete because all of the research questions are data finding questions, or all of them are analysis questions.

8. Presenting overlap questions

Some researchers present overlap questions. One example condition is that one data present 3 research questions which the second and third question have been covered by the first question.

9. Using wrong writing rules

We also find that some researchers have low writing competence. They construct wrong research question because of the problem of grammar, vocabulary, even punctuation.

10. Using question tag or yes / no question

We find some researchers utilized question tag or yes / no question. It is still debating whether it is allowed or not to utilize question tag.

11. Using superficial questions

A research should be as deep as possible to find and analyze solution for a or some problems. Scientific questions are deep questions. It is different with ordinal questions which applied in daily interaction or non-scientific occasions.

12. Problem of chronological order

Research questions in S-1 thesis should be presented in chronological

system. research finding question first. We found mistake that some researcher placed them all in wrong order. One example is that one data presents 3 research questions which are placed research data question in the second place, and research analysis questions in the first and third place.

13. Utilizing missed questions

Some researcher applied missed questions or questions which cannot be answered. The first problem is to ask fixed-theory. The example is the question of “what is humanistic value”. Humanistic values are a theory or concept from literary experts. The question has had the answer. The second problem is to ask research methodology. The example for the second case is the question of “what are the cause of culture shock?”. It has had question from experts that culture shock causes consist of posture and gesture, face and eye (facial expression and eye).

14. Less creative

It is just a little of 40 data which use creative research questions. Most of research questions are general research questions. On other understanding, readers could guess the research question by reading the research title. Researcher needs to be creative to create unique research questions.

B. Causes of Researchers' Mistakes in Constructing Research Problem Formulation

It is related with the first discussion above, we present our finding and analysis about the cause of researchers' mistakes in constructing research problem formulation. This is also general material in which based on our holistic view point. The causes are:

1. Misunderstanding the research topic
2. Constructing wrong concept in the background
3. Identifying wrong problems in the identification of problem sub-chapter
4. Never reading previous studies
5. Having low competence of research methods

Conclusions

We conclude some points from this article material. Understanding research topic which is reflected by the research title is really crucial. It is the first step. If the first step is wrong, it is very possible to carry wrong research concept.. Researchers' competence of the research topic gives serious influence to the quality of the research concept. We suggest to researchers to consider their capacity or competence before determining a research topic. The other important aspect which influences the quality of research problem formulation is the mastery of research methods. A researcher must conquer types of research methods.

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WORK BASED LEARNING FOR INCREASING STUDENTS' PARTICIPATION IN KEWIRAUSAHAAN CLASS

Agung Nugroho, Maulida Eri Isnaeni

English Department

Semarang State University

Semarang, Indonesia

nugroho.education@gmail.com, maulidaemail@gmail.com

Abstract

This study is aimed to investigate the use of Work Based Learning method to increase students' participation in Kewirausahaan class. The study was conducted in the English Department of Faculty of Languages and Arts, Universitas Negeri Semarang. This study used quasi-experimental design involving 65 students of the 2nd semester in Kewirausahaan Classes. The researchers divided the subjects into experimental group comprising 29 students and control group comprising 36 students respectively. The experimental group was given some treatments of Work Based Learning in 5 meetings while the control group was given some treatments using teachers' presentation in the same number of meetings. The data in this study were taken from questionnaires and observations. The result shows that there is a higher frequency of students' participation during the teaching and learning process implementing the Work Based Learning method. Hence, this gives us good grounds for implementing Work-Based Learning in Kewirausahaan class.

Keywords: Work Based Learning, students' participation, Kewirausahaan

Introduction

Entrepreneurship have been incorporated into the curriculum in all universities in Indonesia as one of the main courses that must be taken by all of the students. This course does not only provide a theoretical foundation on the concept of entrepreneurship but shapes the attitudes, behaviors, and mindset of an entrepreneur. This course is expected to inspire and prepare the students to start a business through the integration of experience, skills, and knowledge in order to develop and enhance their potential. Entrepreneurship education can also increase the interest of students to choose entrepreneurship as a career option insted of the career choice to be a private employee, civil servant, or BUMN employee.

The results of observations done by the researchers on 29 students of rombel 2

Entrepreneurship class of English Education study program at Universitas Negeri Semarang show that there is still very lack of students' participation during the learning process in the classroom. The practice of classic teaching method that only emphasize on the lecturing method makes the students tend to be passive. Not many of them were involved in giving opinion, or even asking and answering questions in the group or classical discussion. The researcher found some of them were chatting with friends, using his smart phone, or even sleeping. In fact, the participation of students is very important in the teaching and learning activities in the classroom as one of the parameter of how a teacher is successful in teaching the students. Hence, the teacher should try to apply certain model and learning method creating more interesting and meaningful situation so that students can

actively involve during the teaching and learning process.

Theoretical learning methods such as using lecturing method or text-book based should be reduced or even avoided. Lecturing method is only required as an introduction of the lesson or the part of giving explanation of certain topic only. The learning process should be more student-centered (student active learning) so that the learners can develop their own potential. This study aims to increase student participation using learning model that is relevant to the Entrepreneurship class namely Work-Based Learning (WBL).

Work-Based Learning (WBL) is one of the learning models included in contextual learning. In contextual learning, educators relate the content of learning materials to real-world situations; motivate learners to make connections between knowledge and its application to real life, such as family members, citizens, and workers, and require study and hard work. Therefore, researchers use the Work-Based Learning (WBL) model because this model is appropriate to equip students in Entrepreneurship course with science and practice directly in the business world.

Work-Based Learning (WBL) is a workplace-based learning that enables students to view, learn, and practice learning in the real world of work. The experiences students gain in the workplace can contribute to their social, academic, and career development and become supplements in learning activities. With the WBL, students can develop attitudes, knowledge, skill, insight, behavior, habits, and associations from the experiences of both places and allow for the practice of learning related to real-life work activities (Lynch & Harnish, in Siswanto, 2012). At the higher level, WBL includes work-related learning (eg, work placements), workplace learning (eg. in-

house training programs), and work-related learning (eg. related work accredited by universities eg. co-op programming) .

Several previous research results concluded that the use of WBL learning model in education has a positive influence in increasing students' achievement, motivation, and eager to continue education. Most research on the implementation of Work-Based Learning is more focused on vocational education and courses (Darche, et.al., 2009; Sweet, 2013; Siswanto, 2012; Alliance, 2012; Suharno, 2012). However, at the university level especially in the Entrepreneurship class, this model has not been used emergingly. On the other hand, it is important for teachers to learn and add insight to this kind of learning model. Thus, through this research, the researcher expects to make the students actively engage in the teaching and learning process in the classroom. Practicing at work areas can prepare and equip the students to recognize their potential and develop their ability to work later. This is because learning is inseparable from authenticity obtained through reflective learning (Rogers, 1994).

Methodology

Research Setting

This research was conducted in Entrepreneurship class of English Language and Literature Department of Universitas Negeri Semarang, in the even semester of the academic year 2016/2017.

Population and Sample

The population of this study are all the students who take the Entrepreneurship Course, while the sample is 65 students that then divided into 2 classes, 36 students rombel 3 and 29 rombel 2 students 2. The Sampling was done using purposive sampling technique (with certain considerations) because the researcher has been appointed as a lecturer in the class (Sugiyono, 2010: 124).

Research design

This quantitative research employed quasi-experimental design. The total of 36 students of entrepreneurship in study group (rombel) 3 were given teaching method of teacher-centered technique (Lecturing). While 29 students of study group (rombel) 2 were given treatment of Work-Based Learning model.

To achieve research objectives, this research uses data collection techniques as follows.

1. Observation

Observation sheets were used to assess student activity during teaching and learning activities. Observations made in this research were systematic observation, where the observed factors have been registered systematically and are arranged according to category.

2. Questionnaire

The type of questionnaire used in this study is a closed questionnaire, a questionnaire that allows respondents to choose an answer from an alternative answer that has been provided. Questionnaires were used to find out differences in student responses to the application of learning using lecture method and Work-Based Learning (WBL) model in Entrepreneurship class.

Data analysis technique

Questionnaire Analysis

To process the data, the researcher used multilevel scale. In this study, the assessment scale with the range according to Sukmadinata (2005: 226), which are strongly agree (4), agree (3), disagree (2), and strongly disagree (1). The statements in the questionnaire were answered by selecting one of the 4 given alternatives. The analysis were done by using descriptive analysis percentage. The formula used was according to Sudjana & Ibrahim (2007: 129) as follows.

$$DP = \frac{n}{N} \times 100\%$$

note:

DP : descriptive percentage

n: frequency of each answer

N: the sum of ideal score

The scoring criteria of Descriptive Percentage (DP) of the questionnaire results is according to Arifin (2012: 292) as can be seen in Table below.

Tabel 3.1 Scoring Questionnaires' Result (Arifin, 2012)

Interval	Kriteria
$75\% \geq DP$	Sangat berkesan
$58,3\% \leq DP < 75\%$	Berkesan
$41,7\% \leq DP < 58,3\%$	Cukup berkesan
$25\% \leq DP < 41,7\%$	Kurang berkesan
$DP < 25\%$	Sangat kurang berkesan

Observation Sheet Analysis

The analysis of observation checklists was done by summing the checks of each criterion. Each of them was worth one. After the observation indicator related to student participation is added, then the data were made in the form of percentage. The analysis was done by differentiating the percentage of student participation rates in the control and experimental classes.

Finding and Discussion

Tabel 5.1 Questionnaire Result

Interval	Descriptive Percentage (Criterion)	Class	
		Control	Experimental
$75\% \geq DP$	(Sangat Berkesan)	4	11
$58,3\% \leq DP < 75\%$	(Berkesan)	5	13
$41,7\% \leq DP < 58,3\%$	(Cukup berkesan)	7	3
$25\% \leq DP < 41,7\%$	(Kurang berkesan)	13	2
$DP < 25\%$	(Sangat kurang berkesan)	7	0

Tabel 5.2 Checklist Observation Result

Meeting	Participation	
	Control Group	Experimental Group
3	60%	98%
5	53%	96%
7	51%	84%
9	48%	95%
12	58%	90%
Average	54%	93%

Conclusions

Reference. Referral libraries follow the rules of admission. If the author of more than 3 then simply written the first author, and others like Apriliani et. Al. (2007). Every library that is referenced in this article should be listed in the References.

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THE FREEDOM IN VIDEO GAME LOCALIZATION (How Indonesian Game Translator applied Carte Blanche of Translation to Preserve Game Experience)

Agung Prasetyo Wibowo

M.R. Nababan

Riyadi Santosa

Diah Kristina

Doctoral student of Universitas Sebelas Maret Surakarta, Indonesia

Universitas Sebelas Maret Surakarta, Indonesia

Surakarta, Indonesia

agungpwpw@gmail.com

Abstract

This paper addresses the issue of video game localisation in MMORPG video game that focusing on the freedom of the translator in transferring meaning in the in-game text assets of video games. Games, regardless of their forms, are the media of entertainments. Foreign audiences may have different expectations on how they wish to be entertained. They most certainly have their own canon of cultural references that they will put into relation to any content of the game. Localization has to take all these things into account, and subsequently the localization process can involve the addition, removal or replacement of elements of the product. Game localisation allows translators to transcreate the things that are necessary to preserve the game experience and to produce a fresh and engaging translation. In this paper, the writers cast a spotlight on translators, progressing from our analysis focused on games as translation texts and as products. The result of this paper shows about how the translator used the freedom of the translator or the degree of creativity that they may have when adapting the game. Concisely, the more complex and creative a storyline, the more useful transcreation may turn in the translation process.

Keywords: translation, video game, localization, cultural adaptation, transcreation

Introduction

Along with the rise of the computer and software industry in the 1980s, the term localization emerged (Esselink, 2000, p.3). At that time, it took more than just a text translation because it was considered incompatible with the software produced and developed for overseas markets (O'Hagan, 2007, p.2). Esselink stated that the activities are more found in the localization than in the translation process, for localization covers many fields: terminology research, editing, proofreading, page layout but also multilingual project management, software and online help engineering and testing, conversion of translated documentation to other formats, translation memory alignment and management, multilingual product

support, and translation strategy support (2000, p.3). In localization, there is a term called simultaneous shipment/sim-ship (Chandler, 2005; Merino, 2006; O'Hagan, 2007) which means that the localization runs in parallel with the development of the document instead of performed after the document is finished. This becomes one significant difference between localization and translation.

In translating localized game, translators are free to modify/adapt/remove anything that does not suit the target language, e.g. cultural reference, puns, jokes, etc. There is a creative license for game translator that allows them to be unfaithful to the original text as long as the overall game is fresh, engaging, and can

be accepted in the target culture as localized game should be understandable and easy to play. Toury (1995, p. 24) called this exception as the Skopos theory. Other than that, Mangiron introduced *transcreation* or *carte blanche* that means “the freedom granted to the translator, albeit within severe space limitations”.

However, a good translating ability is not enough for the translators to apply *carte blanche*, especially in *sim-ship* kind of localization. The other components that the translators must possess are a good programming skill and the full-understanding about the gaming world. Furthermore, there is a skepticism in the quality of the Indonesian industry of game localization. Assessment is really needed in the translation done by Indonesian Video Games Development to produce a marketable games.

In fact, game developers localized many aspects of video game (Merino, 2015) such as in-game text, voice over and cinematic (audio and video scripts), art (game logo, in-game texture embedded words, glossaries, and even the packaging and promotion. However, in Indonesia, there is no game localized all of those aspects. One problem is the amount of money needed to localize those aspects is higher than the production cost itself. Another problem is the allotted time, since the *sim-ship* video games must be released as soon as the original video game launched.

From the point of view of translation, there are only two types of games based on the degree of freedom translators are given (Merino, 2007). Merino states, “Effectively, some games require more research than creativity, and others require more creativity than research.” Video games very often draw on different elements of popular culture, such as films, literature, comic books or sports. When this is the case, the text to be translated will require a proficient understanding of the

jargon used and an accurate rendering of that particular terminology for the locale. In a way, the best translators are like chameleons when it comes to changing tongues, because they can make their language blend in seamlessly with the right linguistic context. If the game is, for example, a rendering of Conan the Barbarian, as written by Robert E. Howard, the first step for translators would be to acquaint themselves with the literary universe and the official translation of the books. There is no freedom in this case; translators are constrained by pre-existing common knowledge and a body of fans with very specific expectations for the game universe and the way its inhabitants express themselves, etc.

Betraying those expectations with a translation that disregards the existing translated universe will probably result in discontent fans and poor sales. Translators will have to make use of their research skills, as well as their stylistic writing skills, so the text feels similar to something Howard might have written, had he been born in the translator’s territory.

Related to all the reasons mentioned, the aims of this research are to justify the degree of freedom in adapting the *carte blanche* strategy by the Indonesian translator in the translation of in-game text assets of MMORPG video game entitled Dragon Nest.

In-game Text Assets

There are 5 aspects in video game (Bernal-Merino, 2015), they are in-game text, voice over and cinematic (audio and video scripts), art (game logo, in-game texture embedded words, glossaries, and even the packaging and promotion. In this study, the researchers focus in analyzing the in-game text in the game. In game text assets is the assets of video game in form of texts that can be found inside the game. O’Hagan and Mangiron (2013:155) explains further about in-game text in the table below:

Table 1: In-game text assets proposed by O'Hagan and Mangiron (2013, p.155)

Relation to game world	Translation assets	Text function and description
Non dia-getic	User Inter-face	Informative function for smooth navigation and gameplay. Typically contains short text fragments
Non dia-getic	Sys-tem Mes-sage	Informative function for instructive pragmatic purposes. Messages generated by the system, such as warning, instructions, and confirmation messages.
Dia-getic	Narra-tive Text	Expressive / informative function for imparting certain information in a dramatic manner. Literary passages used to engage the player in the game world or to a new level within the game. They contextualize and provide information about the game story, including a backstory.
Non dia-getic	Expo-sition / tuto-rial	Informative function with instructive and didactic messages. In-game tutorials may be used to explain game mechanics by way of demonstration and the player practice.
Dia-getic	Un-voiced dia-logue scripts	Informative / expressive function mainly to provide information and elicit a certain action by the player. Dialogue which appears only in written form, ommonly used for Non-Playable Characters (NPCs).

Research Method

This is a descriptive qualitative research which is conducted by collecting the data, analyzing the data and making conclusion from the research findings. This research focuses in analyzing the carte blanche strategy in the in-game text assets and its translation. The data were taken from an MMORPG video game entitled Dragon Nest North America version by Eyedentity Games and its Localized version by PT Kreon Gamescool. Furthermore, after the strategy has been investigated, it will be classified and analyzed based on its degree of freedom.

Finding and Discussion

A. Carte Blanche in User Interface (UI)

There are 25 data of Carte Blanche strategy used by the translator in translating the user interface of in-game text assets.

Table 2: The data of carte blanche strategy in user interface asset

In-Game Text	Issue	Degree of freedom	Number of data
User Inter-face (UI)	Menu	Research	4
		Creativity	1
	Name	Research	10
		Creativity	1

Item	Research	4
	Creativity	0
Job/skill	Research	5
	Creativity	0

Based on the table 2 above, it can be seen that the translator tend to choose the degree of freedom by research rather than creativity. The example of the data is as follows:
Figure 1&2: example of carte blanche in the in-game text asset

Source text:



Target text:



The pictures above show about a place where the player can meet other players in order to do a battle. In the English version, the name is colosseum, a place where a battle of gladiator is taken place in the roman empire, meanwhile in Indonesian it becomes arena. Practically those two names can represent a place where a battle is taken place. The translator may consider that not all Indonesian gamers know what is colosseum, so the translator translated it into arena instead to make it more understandable.

However it is not based on the translator's creativity when the translator translated this, instead the translator do a research. The translator must know the function and the definition of colosseum first before the translator can translate it

B. Carte Blanche in System Messages

There are 29 data of Carte Blanche strategy used by the translator in translating the system messages of in-game text assets.

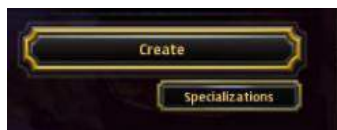
Table 3: The data of carte blanche strategy in system message asset

In-Game Text	Issue	Degree of freedom	Number of data
System Messages	System Information	Research	4
		Creativity	13
	Pop-up Message	Research	0
		Creativity	4
	Game Terminology	Research	1
		Creativity	7

Based on the table 3 above, it can be seen that the translator tend to choose the degree of freedom by creativity rather than research. The examples of the data are as follow:

Figure 3&4: example of carte blanche in the system message asset

Source Text:



Target Text:



The pictures above show menu where the player can choose the specialization of the chosen character. In the English version, the name is specialization, meanwhile in Indonesian it becomes lihat class specia...

added with extra popup information that tell the complete form. In this case, the translator failed to bring a good translation since the translated version exceed the space limitation set by the programme. In term of degree of freedom, the translator tried to give explanation if the players click that button by giving its function. It is purely based on the translator's creativity when the translator translated this, instead doing the research. However, the creativity of the translator is not good enough since the space limitation is not met the space requirement.

Figure 5&6: example of carte blanche in the system message asset

Source Text:



Target Text:



This data is another example of carte blanche in term of creativity rather than research. The translator added the emoticon T_T based on the mood of the picture where tell that the character is sad to see the player is leaving.

C. Carte Blanche in Narrative Text

There are 13 data of Carte Blanche strategy used by the translator in translating the narrative text of in-game text assets.

Table 4: The data of carte blanche strategy in narrative text asset

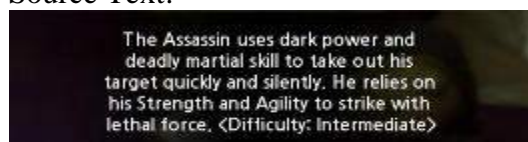
In-Game Text	Issue	Degree of freedom	Number of data
Narrative text	Background story	Research	4
		Creativity	0
	In-game story	Research	8
		Creativity	1

Based on the table 4 above, it can be seen that the translator tend to choose the degree

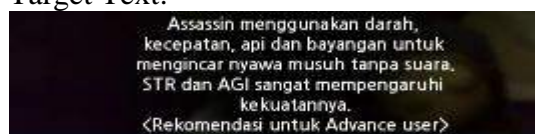
of freedom by research rather than creativity. The example of the data is as follows:

Figure 7&8: example of carte blanche in the narrative text asset

Source Text:



Target Text:



The pictures above show about a narration when the players choose their character in the first time. The phrase “dark power” is translated into “darah, kecepatan, api dan bayangan” in Indonesian. In the term of RPG literature, the term dark power or dark magic basically is a power to attack the opponent. Thus, the form is usually an element that can deal a damage. In this case, the translator translated with using research because the translator choose to translate with using the game world literacy.

D. Carte Blanche in Tutorial/Exposition Text

There are 60 data of Carte Blanche strategy used by the translator in translating the tutorial/exposition text of in-game text assets. Table 5: The data of carte blanche strategy in tutorial/exposition text asset

In-Game Text	Issue	Degree of freedom	Number of data
Tutorial/Exposition Text	Guide	Research	1
		Creativity	2
	Description	Research	17
		Creativity	40

Based on the table 5 above, it can be seen that the translator tend to choose the degree of freedom by creativity rather than research. The example of the data is as follows:

Figure 9&10: example of carte blanche in the tutorial/exposition asset

Source text:



Target Text:



The pictures above tell about the guide on how to play the game. In the English version, the name is chat room, meanwhile in Indonesian it becomes Buat Chat R... without added with extra popup information that tell the complete form. In this case, the translator failed to bring a good translation since the translated version exceed the space limitation set by the program. In term of degree of freedom, the translator tried to give explanation if the players click that button by giving its function. It is purely based on the translator's creativity when the translator translated this, instead doing the research. However, the creativity of the translator is not good enough since the space limitation is not met the space requirement.

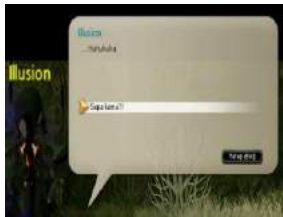
E. Carte Blanche in Unvoiced Dialogue Text

There are 66 data of Carte Blanche strategy used by the translator in translating the unvoiced dialogue text of in-game text assets. Table 6: The data of carte blanche strategy in unvoiced dialogue asset

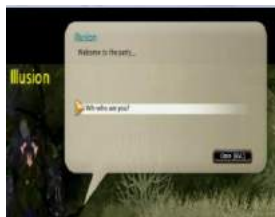
In-Game Text	Issue	Degree of freedom	Number of data
Unvoiced Dialogue	Key	Research	6
	Dialogue	Creativity	40
	Supporting Dialogue	Research	2
	Dialogue	Creativity	18

Based on the table 6 above, it can be seen that the translator tend to choose the degree of freedom by creativity rather than research. The example of the data is as follows: Figure 9&10: example of carte blanche in the unvoiced dialogue assets

Source text:



Target Text:



The pictures above is quoted from a character named illusion, who is basically a ghost. The translator translated the sentence “welcome to the party” into “..huhuhu”. At first glance, this translation is nonsense because “huhuhu” has no correlation with party. But this is the translator carte blanche. The translator use his/her creativity in this case. Illusion, who is a ghost, is laughing like kuntilanak, a kind of ghost believed by Indonesian people. Thus, the translator tried to maintain that aspect to Indonesian gamers.

Conclusions

Based on the results and findings, it can be concluded that in translating in-game text asset, the translators applied two degrees of freedom or carte blanche: more research than creativity and more creativity than research. In the case of Dragon Nest video game, the translators translate with using research more (23 data) than creativity (2 data) in user interface asset, using research less (5 data) and more creativity (24 data) in system information asset, using research more (12 data) than creativity (1 datum) in narrative text asset, using research less (18 data) and more creativity (42 data) in exposition/tutorial asset, and finally using

research less (8 data) and more creativity (58 data) in unvoiced dialogue asset,

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THE SYNERGISTIC SYLLABUS FOR TEACHING READING IN TOURISM VOCATIONAL HIGH SCHOOL

Ahlis Qoidah Noor, Mursid Saleh, Dwi Rukmini

Post Graduate Program/ English Education : UNNES

SMK Negeri 6 Semarang

Semarang, Indonesia

aqhoin@gmail.com

Abstract

The new Syllabus at 2013 Curriculum for vocational high school created many problems to apply in the class. Based on the Need Analysis, the writer develops a Synergistic Syllabus for teaching Reading in vocational high school. It contains the syllabus combined from Task- Based Learning, Situational Syllabus, Program of International Student Assessment (PISA)item test and Character Building. It is a R and D research uses three phases of Observation, Developing and Try Out. It is in a True Experimental Research. The main findings are Reading Skill cannot be taught effectively for some reasons. There is no appropriate syllabus for teaching Reading; most teachers need some models in a syllabus. The results are the Synergistic Syllabus for teaching Reading, a set of Reading Material for Teaching Reading and a set of the lesson plan for one semester at Grade X of Tourism VHS. It is measured through mean, median and t- Test. To Sum up Synergistic Syllabus can develop many aspects, the systematic and meaningful activities in the class, motivation and good attitude. The standardized item of assignment, and a sense of competition in Reading activities and the Synergistic Syllabus assist teachers in teaching Reading using 2013 curriculum in the class effectively.

Keywords: Synergistic Syllabus, Teaching Reading, Vocational High School

Introduction

The background of the research is that there is a gap arises after the Government has launched the English Syllabus. The syllabus for public school and vocational high school is the same. There is no syllabus for Specific Purpose for vocational high school but there is a specific additional syllabus for public school. Students of public school and vocational high school have to join in the National Examination. 60 % of the items in National Examination is in Reading. The government does not provide the syllabus for teaching Reading only.

Based on the need analysis taken, mostly teachers need the Syllabus with Specific Purpose without leaving the formal and given syllabus. Some of them need the material and lesson plans accompany the process of teaching and learning.

In the process of teaching and learning, Reading is one the skill has to be mastered by students. In the National Examination Reading is also one of the skills that has to be mastered. That is why students need to master the Reading skill in order to be skillful in English.

Reading for specific purpose need to be created based on the need analysis. Teachers need a syllabus for teaching Reading, a set of Reading Material and a set of lesson plan. There are some content have to be provided in the Reading such as the character building, the PISA (Program for International Student Assessment) oriented syllabus, the Task Based Learning and Situational Syllabus. Based on the Need Analysis, 70 % of the teachers need the model of teaching Reading in which it can be done through providing the syllabus containing the models of it. 20 % of the teachers need the learning material for it

and 10 % of them need the lesson plans provided in the syllabus.

Indonesia's level in Reading at PISA (Program International for Student Assessment) also need to be enhanced. The Program for International Student Assessment (PISA) is a triennial assessment on student performance in mathematics, reading, and science. It is to 15-year old students across 80 countries throughout the globe, including Indonesia. About 540,000 students participated the exam in 2015. By referring to the 2015 PISA results, it seemed that students fail in Reading. Indonesia was in the last seventh position. It can be shown in the file of business insider.

Based on PISA data, Indonesia has the low position in the Reading Literacy compared to the Asian Countries. It leads all people especially teachers to think more about how to make our level up. Reading in public school is different from vocational one. Teaching Reading is also different in both kinds of schools. Students in vocational high school need more specific content or we call it Reading for English Specific Purpose (ESP). ESP is one of the important things needs to be implemented in Reading.

The second is about Building Character. The character has been simplified into some attitudes need to be implemented through a series of activities provided in the Reading activities, in the Pre, While and Post Reading activities. Indonesia government has launched the 2013 curriculum which highlighted more on how to apply character in the process of teaching learning. In this syllabus the character building has been implied in the process of choosing the material, the questions are available in each chapter.

The third one is about the Task Based Syllabus in which Task Based Learning is applied in it. TBL focuses on a range of

activities which is done by students. The activities are divided into some parts in Pre, While and Post Reading activities. TBL is one of the branches of Student Centered Learning.

The forth one is the Situational Syllabus. It contributes in giving the situation for vocational purpose. Situational syllabus gives a space for TBL in applying the task into its appropriate place.

Under the Task Based Syllabus is Task Based Learning. Prabu (1987) gave an additional theory that there are three categories of a Task. (1) information-gap, (2) reasoning-gap, and (3) opinion-gap. Not all activities could be categorized into a task. So, what is a task? Willis and Willis (2007:12-14) showed the following criteria for a task 'The more confidently you can answer yes to each of these questions, the more task-like the activity.

1. Will the activity engage learners' interest?
2. Is there a primary focus on meaning?
3. Is there a goal or an outcome?
4. Is success judged in terms of outcome?
5. Is completion a priority?
6. Does the activity relate to real world activities?'

One of the definitions of a situational syllabus is that the contents are organized according to situations in which certain language is likely to be employed (Richards, et al, 1985:260; Ur, 2000:178; Schulz, 2005). That is, the fundamental principle for the organization of the contents is situation, instead of grammar items, although which will also appear in the syllabus (Kaur, 1990; Wilkins, 1976). Based on this guideline, we can probably try to predict situations that the learners are likely to run into, such as "at the restaurant", "at the hotel", "at the workshop" and "in the classroom." According to Wilkins, Situational Syllabus is the "only [syllabus] other [than Grammatical

Syllabus]" used widely in teaching material development in his day (Wilkins, 1976:20).

While Johnson attributed the Situational Syllabus based on the theory of language developed by John Rupert Firth (Johnson, 2002: 179-180), Firth believes that language is not only an abstract system of structures, but also a "social process"; the meaning of language is determined by the context in which it occurs, and language has the capacity to get things done. As a conclusion, human being needs to learn language to live (Liu and Fang, 2002: 302). As an additional explanation, naturally, this "context of situation" serves as the basis of Situational Syllabus: "Language, the reasoning goes, is best learned and remembered in when presented in contextual settings" (Johnson, 2002:179).

Lickona(1991) stated "...that character education is an effort to help people understand, care about and act upon core ethical values....we want the children to be able to judge what is right, care deeply about what is right, and then do what they believe to be right..."

The content of Synergistic syllabus combined from many aspects of Situational Syllabus, Task Based Syllabus, Character building and PISA (Program of International Students Assessment). The development of the syllabus followed some steps which was started from analysis of Core Competence (CC) and and Base Competence (BC) and went to lesson plan, learning material and type of assessment as the secondary products. The main product is a model of syllabus. It is called Synergistic Syllabus. Here it is the concept of Synergistic Syllabus that is practiced in the process of teaching learning at Vocational High School (VHS).

The following are the major components that make up a syllabus from Davis (2006) : (1) Basic Information, (2) Course Description, (3)

) Learning Outcomes/goals/Objectives, (4) Material , (5) Requirements, (6) Policies, (7) Schedule , (8) Resource, (9) Statement of accommodation, (10) Evaluation of students' and instructors', (11) Safety and Emergency Preparedness, (12) Honor Code, (13) Disclaimer. The first seven is the basic components and the rest is the completion.

The research problems are divided into three parts: Exploration , Developing and Try Out Phase. There are three phases and each of the phases has two statements of the problems. The problems at the Exploration Phase are (1) How is Reading using 2013 curriculum taught in the class?, (2) What kind of problems which are found in teaching Reading?, (3) How is the existing syllabus in 2013 curriculum taught in Tourism VHS ? (4) What kind of syllabus which is needed to teach Reading in Tourism VHS?

The Problems at the Developing Phase are (1) How is Synergistics syllabus for teaching Reading in Tourism VHS developed? (2) How is a set of material (lesson plans, Reading Material) for teaching Reading in Tourism VHS developed ?.

The Problems at the Try Out Phase are (1) How is the Tried Out Syllabus for teaching Reading at Tourism VHS revised?, (2) How is the set of material for teaching reading in Tourism VHS revised?, (3) How is the applicability of the Synergistic Syllabus for teaching Reading in Tourism VHS measured?, (4) How is the Synergistic Syllabus used effectively for teaching Reading in Tourism VHS?

The Objectives in Exploration Phase are (1) To identify Reading using 2013 curriculum taught in the class, (2) To identify kinds of problems found in teaching Reading.

The objectives at the Developing Phase are (1) To develop a Synergistic Syllabus for teaching reading in Tourism VHS,(2) To

develop a set of material for teaching Reading in Tourism VHS.

The objectives at the Try Out are (1) To revise the tried out syllabus for teaching reading at Tourism VHS, (2) To revise the set of material for teaching reading in Tourism VHS, (3) to measure the applicability of the Synergistic Syllabus for teaching Reading in vocational high school, (4) to ensure the Synergistic Syllabus used effectively for teaching Reading in Tourism VHS.

Methodology

Respondents

There are three kinds of respondents for the different levels. In the first Experimental Research they were the students of X APH 1 and 2 Semester I in the academic year of 2013-2014 at SMK Negeri 6 Semarang. In the first Try Out, they were the students of X APH 1 and X APH 2 Semester I in 2014-2-

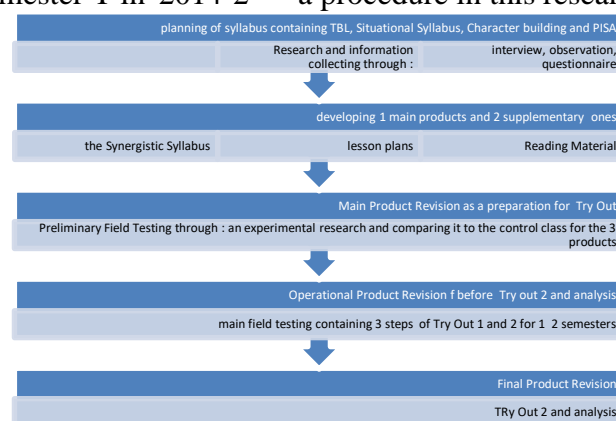
2015. In the second Try Out, they were at two Private Vocational High Schools: SMK Tri Atmajaya and SMK Tjendekia Puruhita Semarang Semester I in 2014-2015.

Instruments

There were three kinds of instruments used: Questionnaire about Reading and Model of teaching for teachers in the Observation phase, Questionnaire for Developing Syllabus in the Developing phase and Questionnaire for the expert judges in the Try Out phase.

Procedures

It is a Research and Development which created the product of the Synergistic Syllabus. There are some complimentary products: lesson plans and Reading Material for Semester 1. The procedure is adapted and simplified from Borg and Gall that is used as a procedure in this research.



The Figure of Simplified R and D adapted from Borg and Gall

The Method such as analyzing the document of the new curriculum including the Core Competence, the Basic Competence, the Syllabus for high school teacher, the ideal format of a syllabus. The second method is through a Need Analysis. There were three sources to be analyzed: the student, the teacher and the user. The other methods are Field Observation in at least two schools through interview, questionnaire, and direct survey in teaching learning process. From the

process there is a result of need analysis and this is the next step for designing a syllabus. The next step is making and trying it out. Revising will be the next, then the syllabus is designed. So, all the steps explained above are called Research and Development steps in which the main steps are Exploring, Developing, Try out and Dissemination. The last step is an optional.

In Developing Phase, the method of finding the source for the data are taken from the teacher, the students and the users. A series of methods such as observation, interview,

field note made the finding data process completed. The result of the observation from each source is analzed.

In the level of Try Out, there were three kinds of it. The first was done for the Tourism Department at SMK N 6 Semarang. There are 4 classes which were involved in the Try Out. They were X Aph 1 as the Experimental class and, X Aph 2 as the control class. It was in the academic year of 2013-2014. The second Try Out was for the other classes. It was of X Aph1 as the experimental class and X Aph 2 as the control classes. They were in the academic year of 2014/2015. The third Try Out was in two classes of private schools. The schools are SMK Tri Atmajaya and SMK Tjendekia Puruhita. The research had been done for about in the academic year of 2015-2016. There was one class of experimental and one class of control class of each school

There are two approaches used in the research, qualitative and quantitative. The method used is Research and Development. It consists of three phases: Exploration, Developing and Try out Phase.

Data analysis

Sources of data or data collection are from the respondents and the documents from vocational high schools students, the competencies and tasks needed in the class. The type of data is using triangulations (1) Observation, Interview, Questionnaire ; (2) Simple Quantitative analysis and (3) Visual Presentation, the Sampling techniques used is the Cluster purposive sampling, the Technique of data analysis is done quantitatively and qualitatively, the Data display is using reduction & category of the data based on Teaching Reading methods; Competencies needed in reading text and Tasks. To validate the data, the writer uses Survey, Observation, Questionnaires as preliminary research,

Interview with teachers and students and Field Notes

The data showed that the respondents (90 %) needed the model of teaching which is designed in a syllabus combined with some character building and Task-Based Learning . PISA –oriented items are needed to synergize the students' Reading Literacy with the recently issue. The syllabus had been practiced well in three schools.

The expert judges gave mostly give some agreements on the items written in the syllabus. When the judges were interviewed, they also gave the comment about the urgency and the importance of the syllabus for teaching Reading. Visual presentation gives in the finding and discussion.

Finding and Discussion

The research problems are divided into three parts: Exploration, Developing and Try Out Phase. There are three phases and each of the phases has two statements of the problems.

At Exploration Phase (Research Question 1)

The Objectives in Exploration Phase are (1) To identify Reading using 2013 curriculum taught in the class, (2) To identify kinds of problems found in teaching Reading.

Reading using 203 Curriculum was taught in many difficulties. There are some findings on Exploration phase that there are many teachers find difficulties in teaching Reading using method suggested by the government. Some of them are about the content of the text book, the method used and the dictions in the Reading texts are too complicated. Some problems are found in teaching Reading such as how to apply the steps in teaching, the assessment and the adaptation of the new curriculum. The existing syllabus is difficult to be taught as there is no English for Specific Purpose. We call it is not vocational oriented. Most teachers (45 of 55

) need a new revised syllabus for English especially for teaching Reading in Tourism Vocational High Schools.

To sum up , the difficulties and problem in teaching Reading using 2013 Curriculum need to be solved by providing a draft of The Synergistic Syllabus for teaching Reading in which there is an ESP in it.

At Developing Phase (Research Question 2)

The objectives at the Developing Phase are (1) To develop a Synergistic Syllabus for teaching reading in Tourism VHS,(2) To develop a set of material for teaching Reading in Tourism VHS.

Synergistic Syllabus can be applied well in three vocational high schools. The detail was in the finding below. The Synergistic Syllabus is developed through some try outs which were done in three schools. It developed the model of Teaching, the material, the lesson plans, the assessments and the character building completed in the material of syllabus. There are Task-Based Learning, Character Building, Situational Syllabus and PISA oriented in the Synergistic Syllabus. The major components of the syllabus (1) Basic Information, (2) Course Description, (3) Learning Outcomes/goals/Objectives, (4) Material , (5) Requirements, (6) Policies, (7) Schedule , (8) Resource, (9) Statement of accommodation, (10) Evaluation of students' and instructors', (11) Safety and Emergency Preparedness, (12) Honor Code, (13) Disclaimer. The first seven is the basic component and the rest is the completion.

At the Developing Phase there are some material created such as Synergistic Syllabus, material for teaching Reading at VHS Grade X, and a set of lesson plans for fully one semester. The set of material is developed through 3 phases of try outs. At the Developing Phase the draft of the Synergistic

Syllabus and the Material for Teaching Reading had been designed and developed. In the Try out Phase, there were one Experimental Class and One Control Class.

It can be concluded that there is a main product has been developed, The Synergistic Syllabus for teaching Reading. And the Material for teaching Reading and lesson plans have been the complementary product of the Research and Development.

At Try Out Phase (Research Question 3)

The objectives at the Try Out are (1) To revise the tried out syllabus for teaching reading at Tourism VHS,(2) To revise the set of material for teaching reading in Tourism VHS.(3) to measure the applicability of the Synergistic Syllabus for teaching Reading in vocational high school ,(4) to ensure the Synergistic Syllabus used effectively for teaching Reading in Tourism VHS.

The findings below explained more about how Tried Out Syllabus for teaching reading at Tourism VHS revised?, How the set of material for teaching reading in Tourism VHS is revised, How the applicability of the Synergistic Syllabus for teaching Reading in Tourism VHS is measured and How the Synergistic Syllabus is used effectively for teaching Reading in Tourism VHS.

In the Try out Phase, there were one Experimental Class and One Control Class. The same True Experiment happened at the second and the third Try Out. Then From the Product was revised.

The Product of the research are the Synergistic Syllabus for teaching Reading, a set of Reading Material for Teaching Reading and a set of lesson plan for one semester at Grade X of Tourism VHS. The applicability of the products had been proved by some measurements such as mean, median and T- Test.

All these products are for teaching Reading at VHS Grade X. At Try Out phase the

Syllabus had been tried out in three levels: small scale, larger one and extended Try Out. It had been done in SMK Negeri Semarang and in two other privates VHSs. There are three sets of products have been revised after being tried out.

Here it is the result of the t- test.

Figure 1 .The result form the t- test using Gain Score

```
t-test groups=class(2 1)
/missing=analysis
/variables=gain
/criteria=ci(.95).
```

In the Experimental Class, the gain are the Mean is 5,9167 , Standard Deviation(SD) is 2,24772 and Standard Error Mean is 0,37454. Meanwhile in the Control Class the gain are

in the following the Mean is 1,7778 , SD is 1,70899 and Standard Error Mean is 0,28483.

The Out Put of t-- test above is a result of t-test by comparing the gain score on two different groups. The groups are the experimental class and the control class. The former group is Class X Aph 1 and the later group is Class X Aph 2. The T- test was done using soft ware of SPSS 22 with the analysis of independent sample test.

Of the Levene's Test on Homogeneity (the variance) showed that $F = 1,478$ Sig: $p = 0,228$ because $p > 0,05$. It can be concluded that both data are homogeneous or there is no different in variance between the group of experimental class and in the control one

Figure 4 : The rule on homogeneity

There is a rule on homogeneity test as the following :

Sig $p < 0,05 \rightarrow$ the data are not homogeneous

Sig $p > 0,05 \rightarrow$ the data are homogeneous

As Levene's test created the homogeneous data then it will be checked form the value of t at Equal variances assumed. It means how much is t for the homogeneous variant (at the first line). It can be showed that $t = 8,796$

with the degree freedom $df = 70$ and sig ,000 . t count = 8,796 is bigger than from t in the table = 2.64790 with sig $p < 0,01$.It means there is a difference of 1%

Figure 5. The Rule of t-Test

The rule of t- Test

Sig: $p \leq 0,05 \rightarrow$ there is some influence at the level of sig. 5%

Sig: $p \leq 0,01 \rightarrow$ thereis some influence at the level of sig. 1%

To identify the level of effectiveness on the treatment on the experimental class we need to make some measurement based on Cohen's calculator criteria as the following.

Figure 6. The Cohen's d calculator

If you are comparing two populations, Cohen's d can be used to compute the effect

size of the difference between the two population means. By convention, the Cohen's d is categorized as follows:

According to Cohen's d, the interpretation of 0,2 is a small effect, 0,5 means it has a medium effect and 0,8 + means it has a large effect.

Of the data analysis we can get the Cohen's $d = 2,073$. It is bigger than 0,8. It can be concluded that the treatment that given to the experimental class show the high effective.

The Implications of the research are as the following (1) practically. It is a practical syllabus in the class for teaching Reading in Tourism VHS. (2) Pedagogically. It is the first and the only product of a syllabus and it is an alternative design for the government to complete the application of 2013 Curriculum. (3) Theoretically. It can be one of the references for other researchers in doing their jobs relating to syllabus for teaching Reading in Tourism VHS.

To summarize, that based on the data, progress found and some important findings the Synergistic Syllabus, Material for teaching Reading need to be revised. It is for sake of the applicability and the effectiveness of the Syllabus and Learning Material which are being applied in Tourism Vocational High School.

Conclusions

It can be concluded that in the exploration phase there were some difficulties and problems found in teaching Reading using 2013 Curriculum. They need to be solved by providing a draft of The Synergistic Syllabus for teaching Reading in which there is an ESP in it. It seemed that teacher need a Synergistic syllabus that can develop many aspects from the setting and context, the systematic and meaningful activities in the class, explore motivation and good attitude, provides the standardized item of assignment or test, and a sense of competition in Reading activities. The draft needs to be a kind of the Synergistic Syllabus that assists teachers in teaching Reading using 2013 curriculum in the class.

In the Developing Phase, the Need Analysis is followed up through developing a main product called a Synergistic Syllabus. The

Synergistic Syllabus is developed through some try outs which were done in three schools. It developed the model of Teaching, the material, the lesson plans, the assessments and the character building completed in the material of syllabus. There are Task-Based Learning, Character Building, Situational Syllabus and PISA oriented in the Synergistic Syllabus. The Syllabus. The Synergistic Syllabus for teaching Reading is the main product and the Material for teaching Reading and lesson plans have been the complementary product of the Research and Development. Three of them help teacher in language learning.

The last is in the Try Out Phase. Based on the data, progress found and some important findings the Synergistic Syllabus, Material for teaching Reading need to be revised. It is for sake of the applicability and the effectiveness of the Syllabus and Learning Material which are being applied in Tourism Vocational High School.

(4) The applicability and the effectiveness of the Syllabus usage have been proved through some measurements such mean, median and t- test.

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SURVEYING WORKSHEETS TO PROMOTE STUDENT INVOLVEMENT IN SPEAKING CLASS

Aisyah Ririn Perwikasih Utari

English Education Department

Universitas Muria Kudus

Kudus, Indonesia

aisyah.ririn@umk.ac.id

Abstract

Having students get involved actively in the classroom is a kind of teacher's expectation. The main purpose of teaching speaking, commonly known, is having them speak. Surveying worksheet is one of the ways to lead the students communicate interactively within the Survival English Class in English Education Department of Universitas Muria Kudus. The objectives of the study are: 1) considering the surveying worksheets based on the contextualized materials; 2) the effectiveness of the surveying worksheets in the classroom. Leading from the objectives, the appropriate research design is qualitative in which the data are analyzed descriptively. The research data are the surveying worksheets to promote student involvement in speaking class. The data sources are the students of Survival English class in English Education Department of Universitas Muria Kudus. The surveying worksheets created are based on the materials of knowing your friends, foods, shopping, and personal lifestyle. The components of the questions lead the students to ask and answer actively by documenting the answer on the worksheet. Through the observation, the students move to the every corner of the class, talk and laugh joyfully, there is almost no one silent when they do the survey and fulfill the worksheet. The research leads to the conclusion that surveying worksheets can be one of teachers' choices to have the students get involved in all activities planned.

Keywords: Surveying worksheet, student involvement, speaking class

Introduction

Teacher's success on managing teaching and learning activities in the class can be identified through post-activity. Being successful in designing a very good lesson plan sometimes brings different result from the things expected. The classroom process is always conditional related to the various personal backgrounds, especially students. However, a lesson plan is still necessarily used to achieve expected results. Concerning to classroom activities which are mostly student-centered, teaching four English skills needs serious attention from the teacher. Those four skills are the keys of being successful in checking someone's ability of using a particular language, especially English. Productive skills such as speaking and writing are mostly wanted to be mastered. Teachers should help their students to understand the important differences

between speaking and writing and instruct them the appropriate way of speaking English (Solcova, 2011: 25).

A speaking class demands both students' and teacher's involvement to make it successful. Teacher as the facilitator, in perfect certainty, gets involved as the leader in which the every part of the activity is planned. As stated by Kumaravadivelu (2006: 115) that the role of human cognition as a mediator between stimulus and response shows that teacher gives the input, then the process is the teaching and learning activity, the output is the students' response and result. Students' involvement follows after that. Many ways are invented to make a perfect technique to catch students' involvement in teaching and learning world. But again, every teacher can adapt the way with the students' learning styles that mostly found different even the

same grade in the same country. Both internal and external factors may influence the students' involvement in a speaking class. In Universitas Muria Kudus, Survival English is the first step of the intermediate level of speaking class for the second semester students. It is like a key for the students to start improving their ability in speaking English authentically using basic expressions. The students can be involved in interpreting utterances and responding in appropriate way in the class (Semakdji, 2015: 44). Most of the materials for this subject are about daily activities and the things that are needed when we travel to somewhere in which English is the only means of communication that we can use. That is why we call it as survival: how to survive using English.

Printed materials in the classroom are still necessarily done by English teacher. If we are in a sophisticated era that need all the things computerized, it is partly wrong. We still need the offline way to encourage our students. Communicative worksheets are the best solution. Holmes (2004: 9) states that having the students interviewing one-another and asking questions to create independent dialogue with minimum interruption and supervision by the teacher. In survival English class, particular surveying worksheet is the students' favourite. Getting active communication with classmates is a very interesting activity for students. They have to maximize the speaking practice in the class while they probably have no intention or topic to speak English outside the class. Set them free to express their own surveying worksheet. Drills and dialogues are good way to practice language structures with the entire class (Coolidge, 2007: 90).

Commonly, the first material in Survival English is introduction. Instead of asking the students to come forward and directly introduce their identity, let them draw a table consist of the things that they want to look

for from their new friends. Collecting various information can really make them creative in both asking and answering the questions. This research review hopefully can inspire the readers how to consider the materials and classroom activities in the form of surveying worksheet. The effectiveness of this technique can be seen from the students' response through hidden observation: questionnaires are not used.

Methodology

Qualitative design is chosen to describe the result of the research narratively based on the real condition. The subject of the research is the survival English class consisting of 30 students of English Education Department, Universitas Muria Kudus. Further information, they are in second semester in this university. In collecting the data, the materials of Survival English are compiled with the surveying worksheets which are modified based on the topic. Applying the worksheets into the activity, observing the class, and collecting the worksheets which are done by the students are the final steps of data collecting. After the data are collected, the next is analyzing the data which needs to re-read the observation result and describing the result in finding and discussion.

The procedure of the research is summarized as follows: 1) planning the technique of surveying worksheet, 2) arranging various forms of surveying worksheets based on the chosen materials, 3) applying the worksheet as the teaching technique in speaking class, 4) observing the students' activity, 5) describing the effectiveness of surveying worksheet based on the students' involvement in the observation, 6) conclusion drawing of the research.

Finding and Discussion

All materials in Survival English class can adapt the technique of surveying worksheet. But only some materials were chosen for best result: introducing yourself, shopping,

(favourite) foods, and lifestyle. The worksheet was sometimes shown on Power Point Presentation and the students draw the table by themselves using handwriting and sometimes the teacher printed it for them. Surveying worksheet was drawn in a table which consisted numbers, questions, name of students, and students' signature. They had to go around to complete the task. The description of the activities are explained in the following paragraphs.

Introducing yourself was a very boring topic if the teacher only asked the students to come forward and mentioned their names, addresses, hobbies, families, life goals, and so forth. However, most of the classmates did not care about that and chose to take care about their own introduction script. There were no communication at all among students. A surveying worksheet of introducing yourself can be the best solution for this. Teacher printed a worksheet and distributed the copies to the students. The worksheet table consisted of some columns: number, personal data (name, address, hobbies, interesting characteristics, life goals/motto), and the last is signature. The teacher gave the examples how to ask the questions to get the information needed in the worksheet. One or two students were chosen to practice and show to classmates the way of collecting information using the worksheet. In this step, the students were drilled for how to make good questions for some expected answers. This can also drill the students to improve their questioning strategy starting from a very simple thing: asking for personal information. Politeness strategy were also shown in this step and they were lead how to ask something politely, even to their friends. Some examples were shown in front of the class and all students learned how to use and ask questions for the worksheet. After all students were asked to go around the class to find classmates as many as possible until the time considered was over. They were highly motivated if they did not only have a sit and

just talk in pairs. Standing up was the perfect choice to break the boredom. The time was over and they had to make a report using the data they had collected both written and spoken. They wrote a script of the report as an archive for them and spoke in front of the class without bringing the script. It reduced the students' dependence of script when they had to come forward. In reporting the survey, students were surprisingly creative when they showed the unique answers that they got from the questions like "one of my classmate admitted an interesting fact about him: I have 20 ex-girlfriends". Then the class turned into Laughing Out Loud situation. Funny moments made the students feel more comfortable and familiar with the class and they learned the things unconsciously, that is the main point of this technique.

For the next worksheet, shopping became the main materials. This activity was named as "how much is your friend's outfit today". The students were asked to ask their classmates about the part of clothing that they wore that day and asked not only the every single price but also the date of buying. It was so fun because we could find out whose outfit was the cheapest and the most expensive. In this activity, students were also asked to make a report based on the result of the survey. Some students were chosen randomly but they enjoyed coming forward voluntarily.

Talking about favourite food is a kind of common topic. Some people may be bored in talking this topic if they want to practice English. But if surveying worksheet is applied, that would be very fun and we had proven it. Teacher prepared some flashcards consisting of some questions about food habits: spicy, cooking/eating at home or restaurant, eating breakfast everyday, fast food, and so forth. The flashcard were distributed randomly to the students. They had to ask their friend using the questions on the flashcards and write down the answer on

the table which was also distributed in printed form. They collected the data as many as possible and made a summary of the result. Expressions that were used in the report should be based on the frequency of the data, for example, most of the students in this class rarely have breakfast everyday. The survey result led them to interesting findings or facts about their classmates. Again, they were attracted with the instruction of going around the class instead of sitting down on their chairs.

Lifestyle was the most favourite materials for the students in Survival English class. they got a chance of creating their own worksheet and made it fun. They had to register the individual topic and the teacher made a list to make sure that every student chose different single topic. Various creative topic was used: social media, make up, fashion, music, facilities in campus, and so forth. All students did this task very well because they were allowed to go outside the class and asked anyone they met as their surveyees. They also had the freedom to consider the survey components that were needed. In the end of the activity, they had to write a report and summarize the data that they collected from the survey. The stage of presenting the survey result was so fun because there were many funny things found by the students, for example, my boyfriend also uses my make-up kit.

From the observation sheet that was fulfilled based on the activities and reviews, it was found that surveying worksheets made positive influence and response from the students. Their creative improvisation and enthusiasm showed that they were attracted to this technique while struggling to improve

their speaking ability. Kinesthetic learning never fails to attract students' attention.

Conclusion

Almost all materials can be adopted to use the surveying worksheet technique. It demands the students' activeness to make the class crowded of English speaking sound. A crowded class is one of the indicators of students' involvement in which it becomes the best achievement in a speaking class: all students speak up. In Survival English class, all students enjoy going around to collect the data through a surveying worksheet. They speak with classmates that they never talk to when they are outside the class. It can improve the relationship and communication among students in the class.

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POSITIVE POLITENESS IN COMMISSIVE SPEECH ACT OF OFFERING IN PILKADA DEBATE OF DKI JAKARTA 2017

Aldila Arin Aini, Sumarlam, Dwi Purnanto

Post Graduate Program of Linguistics

Sebelas Maret University

Surakarta, Indonesia

arinaini92@gmail.com

Abstract

This research aims to describe how positive politeness strategy of offer and promise is used in commissive speech act of offering at first session pilkada debate of DKI Jakarta 2017. Politeness strategy which is used in this research is based on Brown and Levinson's theory (1987) and the commissive speech act is based on Searle's theory (1985). Free considerably technique and note taking technique by Sudaryanto (2015) are used to collecting data. Meanwhile, pragmatics based approach (metode padan pragmatis) by Sudaryanto (1993) and Means-add and heuristics technique by Leech (1993) are used to analyze the data. The result shows that there are 43 data about positive politeness strategy of offer and promise which are used in commissive speech act of offering during first session pilkada debate of DKI Jakarta 2017. From the result, it can be concluded that commissive speech act of offering can help speakers to deliver their utterances politely and pragmatically. It can also help to save speakers' face positively or to keep positive image for speakers in society.

Keywords : positive politeness strategy, offer and promise, commissive speech act, offering, first debate, pilkada DKI Jakarta 2017

Introduction

The most polite utterance is the one which is said indirectly such as by using contradiction, metaphors, rethorical questions, understating, over-generalized, giving hints, etc (Jauhari 2017 and Brown & Levinson 1987). Djatmika (2016) also add that there are sub strategies in negative politeness and anyone who apply those sub strategies can be seen as a polite human being. Pranowo (2005) stated that politeness happens when the words did not hurt others. Nurdin (2004) said that smiling was also one example for being polite when speakers and hearers were having conversation.

Offering is one of the kind of commissive speech act as mentioned by Searle (1985). He stated that there are promise, swear, offer, threaten, refuse, guarantee, assure, accept, bet, and agree. Offering is about suffering for hearers' want. The speaker has to commit to fulfil what the hearers' want after they deal each other. To practice using some politeness strategy, Brown & Levinson (1987) mentioned five kinds of the politeness strategies. There are positive politeness, negative politeness,

bald-on record politeness, off-record politeness, and do not do the FTA (Face Threatening Acts).

There are fifteen kinds of sub positive politeness strategies. There are be optimistic, offer and promise, notice, seek agreement, joke, exaggerate, avoid disagreement, presuppose, intensify interest to the hearers, in group identity markers, assert, include both the speaker(s) and the hear(ers) in the activity, give or ask for reasons, assume and give gifts to the hearers. In negative politeness strategy, it has ten kinds of sub negative politeness strategies. There are be pessimistics, state the FTA as a general rule, nominalize, go on record as incurring debt, impersonalize, give deferences, minimize the imposition, hedging, do not presume and be conventionally indirect. In off-record strategy, it has fifteen kinds of sub politeness strategies. There are give hints, association clues, use metaphors, rethorical questions, tautology, ambiguity, contradiction, ironic, elipsis, over-generalize, be vague, and displace hearers. Bald-on record strategy means to say something

directly and do not do the FTA is not saying anything.

Methodology

This research is qualitative descriptive.. This research was taken from www.youtube.com. This research used purposive sampling technique because this research is based on specific purpose.

Note taking technique and free considerably technique are used as the analysis technique. Those two analysis techniques are used by the researcher because the data are taken by watching the video of pilkada debat at the first session, and then the researcher took note to identify which utterances belong to commissive speech act of offering and what kinds of politeness strategies used in the utterances. For the analysis method, the researcher uses pragmatics based approach (metode padan pragmatis) by Sudaryanto (2015). To support the discussion and conclusion, means-add technique and heuristics technique are used as analysis technique by Leech (1993).

Finding and Discussion

This results show that there are 45 utterances which are indicated as offering speech act and use positive politeness. Those positive politeness used in those offering speech act are offer and promise, offer and promise and state the FTA (face threatening acts) as a general rule, offer and promise and nominalize, include both speaker and hearer in the activity, offer and promise and give association clue, offer and promise and be vague.

These utterances below show how positive politeness strategies in offering give contribution for those three candidates.

Context (1) : explanation of main vision and mission based on debate theme, it is "Development Economy and social aspect for Jakarta if one of the candidates are chosen as governor and vice governor of Jakarta 2017.

Utterances: (a) Dengan cara, pertama, meningkatkan ekonomi daerah, meningkatkan daya beli masyarakat, dan menciptakan lapangan kerja baru.

(b) Kedua, meningkatkan kualitas pendidikan, pelayanan kesehatan, dan juga transportasi umum

(c) Ketiga, tentunya meningkatkan kualitas lingkungan hidup dengan cara solusi yang efektif

untuk mengatasi problem yang akut seperti banjir, sampah, dan polusi.

(d) Kami hadir di Jakarta membawa pengalaman pengetahuan dan akumulasi jaringan

(e) Berikutnya, akses pada pendidikan berkualitas dan tuntas. Kita ingin para orangtua bisa mengantarkan anaknya ke sekolah, bisa mengantarkan anaknya ke madrasah, dengan perasaan tenang, dengan perasaan yakin, dengan penuh cinta kasih lalu kita didik anak-anak itu sehingga mereka menjadi anak-anak yang berakhlak, anak yang berkarakter, anak yang berkompeten.

(f) Kami akan hadirkan kota yang maju, bahagia, aman, damai, dan bebas dari segala macam kriminalitas.

(g) Inilah gunanya pemerintah hadir di tengah-tengah masyarakat.

(h) Kita akan beri pendampingan melalui mentorship.

(i) Di bidang pendidikan, kami juga akan menghadirkan KJP+ di mana ini adalah jawaban yang ditunggu para keluarga yang kurang mampu.

(j) Terakhir untuk biaya hidup, program kami adalah harga OK.

Context (2): Explanation of main programs and assure to Jakarta citizens why they have to choose one of the three candidates.

Utterances (a): Kami punya 10 program unggulan. Yang pertama adalah memberikan bantuan langsung sementara kepada keluarga miskin dan kurang mampu, 5 juta Rupiah per keluarga miskin per tahun. Ini untuk membantu kehidupan keluarga sehari-hari.

(b) Yang kedua adalah pemberdayaan komunitas RT/RW, 1 RW 1 Miliar Rupiah per tahun untuk memberdayakan komunitas yang ada di masyarakat kita.

(c) Yang ketiga adalah mengurangi pengangguran dan menciptakan lapangan pekerjaan dengan bantuan langsung dana bergulir, bantuan modal usaha. 50 juta rupiah per satu unit usaha untuk mengurangi pengangguran.

(d) Kami ingin juga meningkatkan pendidikan dan kesejahteraan guru.

(e) Yang keempat adalah meningkatkan pelayanan kesehatan masyarakat

(f) Yang kelima adalah meningkatkan pertumbuhan ekonomi, investasi, dan stabilisasi harga.

(g) Yang keenam adalah kita ingin membangun tanpa menggusur.

(h) Meningkatkan program-program perumahan rakyat dan infrastruktur di Jakarta.

(i) Ketujuh, menjadikan Jakarta sebagai “smart, creative and green city”. Pintar, kreatif dan juga ramah lingkungan

(j) Yang kedelapan kita ingin meningkatkan rasa aman, kerukunan antarwarga Jakarta.

Context (3) : Giving explanation about resolution when their programs meet their personal life which can be bothering the progress.

Utterances (3) : (a) Tapi yang paling penting adalah good will. Memberikan dan menjadi contoh bagi yang lainnya.

(b) Itu menjadi sangat penting barulah kita bisa mengajak birokrasi kita, mengajak masyarakat kita dan seluruh stakeholders di Jakarta untuk benar-benar menjaga integritasnya, memajukan Jakarta, mensejahterakan rakyat dan semuanya kembali untuk rakyat Jakarta.

Context (4) : Giving explanation about the resolution of economics imbalanced between the poor one and the rich one.

Utterances (a) : Ada 360 ribu atau 128 ribu keluarga yang tergolong miskin dan kurang mampu. Disitu lah mengapa Agus-Sylvi menawarkan program bantuan langsung sementara.

(b) Ini adalah artinya memberikan bantuan meyakinkan keluarga miskin dapat makan.

(c) Di samping itu juga, kita memiliki bantuan atau skema bantuan dana bergulir

(d) Dari program yang kami tawarkan tersebut, paling tidak ada 114 items unit usaha yang bergulir.

(e) Yang keenam kami menawarkan modal usaha dengan pola bagi hasil.

(f) Bila tadi kita dengar, pasangan calon pertama memberikan ikannya. Pasangan kedua memberikan kailnya. Ikan dan kail baik diberikan. Tapi jika kolamnya masih ada, bagian kami menyiapkan, memastikan kolamnya masih tersedia.

(g) Optimisme pesan positif, dan disini yang kami hadirkan, 44 pusat pertumbuhan ekonomi di Jakarta yang akan menumbuhkan lapangan pekerjaan.

(h) Kita gerakan sektor swasta, bekerja tidak hanya yang besar-besar saja. Sebagai contoh, Anda penjahit di kampung, maka umumnya melayani tetangganya. Kami siapkan programnya, agar Anda menjahit di kampung, tetapi order yang Anda terima, tersambung dengan perusahaan-perusahaan besar. Dengan

begitu ada sambungan antara home industry dengan large industry. Lakukan itu di seluruh Jakarta. Maka yang terjadi bukan sekedar mengentaskan kemiskinan. Bukan sekedar mengentaskan ketimpangan, yang terjadi adalah maju bersama. Kesejahteraan bergerak.

(i) Kita menyediakan dana 1 triliun.

(j) Dan menurut saya program kami Oke Oke bisa menciptakan dua ratus ribu lapangan pekerjaan baru.

(k) Sehingga saya ingin menanggapi apa yang tadi sudah di sampaikan oleh paslon dua dan tiga.

(l) Dan disini lah keterpanggilan kami untuk membantu mereka.

Context (5) : Ahok criticize Sylvi's statement about the victory of a leader must obey the rules.

Utterances (a) : Kita mau bikin rumahnya terapung

Context (6) : Sandi answered Ahok's question about transportation infrastructure.

Utterances (a) : Bisa juga mulai dilakukan oleh orang-orang yang punya banyak banget duit

Context (7) : Anies responded Djarot's statement about the better transportation system to change youth generations' mind to use public transportation than their own cars or motorcycles.

Utterances (a) : Bayangkan seperti pembuluh darah, bayangkan sebagai pembuluh darah di badan kita dimana angkutan massal menjangkau ke semua titik dari mulai Trans Jakarta, MRT, muncul yang lebih kecil bus, minibus, sampai mikrolet sampai angkot, tergantung wilayahnya. Apa yang terjadi, kita mengintegrasikan sistem transportasi.

Context (8) : Anies asked to Sylvi how to manage timpora (tim pengawasan orang asing) in Jakarta.

Utterances (a) : Lapangan pekerjaan kita siapkan.

Context (9) : Anies disagreed Sylvi's statement about optimalization of timpora in Jakarta.

Utterances : (a) Satu, RT/RW akan kita kembalikan perannya

Context (10) : Sylvi argued Ahok's statement about the launching of Kartu Satu Jakarta because Ahok thought that he had done the similiar program.

Utterances (a) : Bicara di sini, ini kartu Jakarta pintar, di sini ada education report.

(b) Di sinilah yang saya ingin kenapa kita sepakat, Mas Agus dengan saya Mpok Sylvi

ingin mengeluarkan Kartu Jakarta yang akan terealisasi dengan nyata

Context (11) : Anies criticized Sylvi's statement about the steps to prohibit criminal crimes in Jakarta.

Utterances (a) : Pertama, kita mari sadari, hadirnya pemimpin adalah untuk bisa membuat suasana bersama bagi semua, persatuan. Karena itu pemimpin justru harus bisa, berdialog dengan semua. Berbicara dengan semua.

(b) Karena itu yang dimunculkan nomer satu. Lapangan pekerjaan bagi semua, lapangan pekerjaan membuat orang memiliki karya. Memiliki harga diri.

Context (12) : Anies disagreed to Ahok's statement about the way to be a governor of Jakarta.

Utterances (a) : Kami tidak punya kaitan dengan persoalan masa lalu di kota ini, justru kebaruan yang kami tawarkan adalah kebaruan yang sanggup berhadapan dengan siapa saja tanpa kompromi dengan keyakinan transparansi kebenaran di pihak kami.

Context (13) : Ahok stated the real contribution on successful indicators and character buildings to improve youth generation's quality in Jakarta.

Utterances (a) Terus sertifikasi nah bagi kami sebagai penutup kami memiliki visi misi program semua terukur dengan angka.

(b) Kami mengharapkan ada masukan-masukan yang baru, yang baik untuk kami memperbaiki jika kami diberikan kepercayaan kembali.

(c) Karena itu perjuangan kami ini belum selesai. Kami ikut ini untuk apa, untuk minta ijin kepada warga DKI supaya kami menyelesaikan perjuangan kami yang belum selesai ini.

Context (14): Anies stated another opinion which was similar with Ahok's statement before.

Utterances (a) Karena itu yang akan kita lakukan di sekolah akan ada program penumbuhan karakter.

Context (15): Agus assured the audiences of Pilkada debate that he would not join pilpres 2019 after he's chosen as a governor of DKI Jakarta.

Utterances (a) Kami ada di sini untuk berkompetisi, mendapatkan kesempatan.

Those utterances in context above with the italic words in each context and numbers show that

positive politeness strategy in offering speech act contributes in candidates' utterances.

Positive politeness of offer and promise are found in (1a), (1b), (1c), (1f), (1d), (1h), (1i), (1j), (2a), (2b), (2c), (2d), (2e), (2f), (2g), (2h), (2i), (3a), (4a), (4b), (4c), (4d), (4e), (4i), (4j), (4k), (5a), (8a), (9a), (10a), (10b), (12a), (13a), (13b), (14a), and (15a). All those utterances are positive politeness of offer and promise because there are some clauses or phrases indicated as positive politeness of offer and promise. Positive politeness of offer and promise and negative politeness of state the FTA as a general rule are found in (2j), (6a), (13c). It because the speaker must show their commitment in front of public but they also want to save face some instantions or persons they meant to.

Positive politeness of offer promise and negative politeness of nominalize is found in (4g). If the utterance does not use negative politeness of nominalize, so it should be "menumbuhkan" because "pertumbuhan" is nominal, meanwhile "menumbuhkan" is a verb. "Kami hadirkan" is also a prove that this utterance uses positive politeness of offer and promise.

Positive politeness of include the speaker and the hearer are found in (3b). It means that the speaker wants to the heares or other speakers join into the conversation. This is one way to become polite when suddenly there is someone new in the middle of happening conversation.

Positive politeness of offer and promise and off record politeness of give association clue is found in (4h). He gave clue about how the tailors in Jakarta reach their successful by giving his own explanation.

Positive politeness of offer promise and off record politeness of be vague is found in (11b). The utterance is used off record strategy of be vague because here the clause "karena itu yang dimunculkan nomer satu" is not clear because the speaker does not tell further more about the clause, what is the meaning of itu, nomer satu, it is very confusing although there is a relevant context in this case. But, it can help the speaker to deliver their speech and to avoid for threatening the hearers' faces.

Conclusions

Positive politeness strategy used in offering speech act here has functions. It is to maintain their faces positively. It also means that each speaker wants to set a good image for themselves. Here, positive politeness also combined with another politeness, like in the finding and discussion. The use of more than one politeness strategy aims to save face positively and negatively at the same time. Saving face positively means that the speaker needs to accept appraisal from the hearers that speaker is a good person. Meanwhile, saving face negatively means that the hearers also want to get their freedom and need approval from the speakers. That is why the speaker needs to give understanding to the hearers. In addition, it can help the speakers who are in under pressure when they are not able to deliver their speeches. Moreover, politeness strategy used in the Pilkada debate can also help the candidates receive positive appreciation from the audiences.

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FORM-FOCUSED AWARENESS RAISING: TRADITIONAL OR COMMUNICATIVE APPROACH?

Alief Noor Farida, Issy Yuliasri

Universitas Negeri Semarang

Semarang Indonesia

alief.english@gmail.com

Abstract

Many approaches can be used to teach grammar nowadays; two of them are traditional approach and communicative approach. Some experts claim that traditional approach is more appropriate to be applied to students who learn English as a foreign language, while others claim that communicative approach should be applied to grammar classes to make the students acquire the ability of using the right form. Therefore, this study aims to seek the effectiveness of both approaches when they are used to raise the students' awareness on the form, especially the form of English tenses. An experimental research is applied to four Elementary grammar classes of English Department of Universitas Negeri Semarang; Two are taught using traditional approach, and the other two are taught using communicative approach. They are also introduced with finiteness term to help them use the right form.

Keywords: traditional approach, communicative approach, finiteness, form-focused

Introduction

Grammar is a very important part in learning a language (Ellis, 2006: 101). The use of English grammar in the sentence will affect our interlocutor's understanding. In Indonesia, English grammar requires considerable attention, considering Indonesian and English have different views on grammar, especially tenses. Bishop (2007: 2) mentions that Indonesians still have difficulties in understanding English tenses. Therefore, learning about English tenses gets a large portion. In English Education, English Language and Literature, Semarang State University, grammar is learned in three consecutive semesters.

Various teaching approaches are offered in grammar teaching; Some of them are traditional approaches and communicative approaches. Ellis, et al (2002) mentioned that traditional approach should be used when the form is the main focus of teaching done is the traditional approach. An example is the PPP

approach (Presentation, Practice, Production). This approach is used to ensure that the student has enough information in advance about the shape of a taught grammar. After that, students practice together and then use the knowledge they already possess independently. This approach is also preferred by grammar learners where English is the second language. Boroujeni (2012) mentions that the traditional approach in which teachers explain to students about the grammar being taught, preferably the students. They feel more confident in using the taught grammar because they feel that they have got the correct information from their teacher.

However, some studies also show that communicative approach can also help students use the right tenses. Giao and Hoa (2004) have compared these two approaches, and found that the communicative approach is more effective than the grammar-translation method approach to help students

produce the correct and acceptable sentences. Additionally, Chowdury (2014) states that students who are taught by simply focusing on using the correct forms of tenses, will have difficulty in creating acceptable sentences. In contrast to, Zhou and Niu (2015) state that both traditional approaches and communicative approaches are appropriate for grammar learning. Both approaches should be used together to get the desired learning outcomes.

Currently, students in English Language and Literature Department still think that grammar is the most difficult subject to study. According to the results of the initial interview, students mentioned that English Grammar is difficult to understand, especially tenses. This is due to several things. In addition to the many types of tenses that exist in English, the characteristics of Indonesian and English are different to make many students find it difficult when using English tenses. This difference exists in the grammatical arrangement of languages, in which English requires the predicate in every sentence. This is also an issue to be highlighted in this study.

The structural differences of English and Bahasa Indonesia grammar can be overcome by the introduction of the concept of finite. Agustien (2016) mentioned that the main obstacle of English user in Indonesia is predicator concept in English. This can be trickled by the introduction of the concept of finiteness that requires the predicate in a sentence. In addition, the concept of sentence patterns written in many grammar books circulating in Indonesia needs to be improved because there is a mixing of functions that result in the confusion of learners in Indonesia in making sentences in English with the correct grammar.

The controversy makes the researcher interested to know which approach is more

appropriately used when grammar teaching focuses on form. Therefore, we conduct a research to see the effectiveness of traditional approaches and communicative approaches applied in grammar teaching, especially English tenses teaching. This time, we also want to see the effect of the introduction of the concept of finiteness in the success of students to use tenses when producing sentences, especially in written form.

Methodology

This is a quantitative research using experimental method. Four classes of Elementary English Grammar classes were chosen as research objects by purposive sampling technique. The four groups are divided into 2 different groups: 2 groups as experimental class that will get teaching treatment with communicative approach, and 2 other groups serve as control class that will get the teaching treatment with traditional approach. This study focuses on students' ability to use tenses that are taught. Therefore, the variables observed are the students' ability to use the forms of tenses used, as well as the form of verbs used. In addition, student preferences on the teaching approaches used, traditional and communicative, were also observed.

In this research, there are two data needed: students' learning outcomes and opinions about the teaching methods used. To obtain the data about the students' knowledge of the English tenses before getting the treatment, students are given a pre-test, and to obtain data on students' abilities using various English tenses taught after different treatment, students are given post-test. In addition, questionnaires were also given to students to obtain data related to student opinions about the teaching method used.

The Influence of the Teaching Approach to Ability to Use Tenses

This section describes the results of the analysis of the pre-test and post-test results in the four classes that became the object of the study. The goal of this Elementary English Grammar classroom is to teach the proper use of tenses.

From the results of the pre-test, we can say that 27% students have good ability, 54% students have enough ability, and 19% students do not have good ability in using tenses.

Table 1. Pre-test Result

	A 1	A 2	B 1	B 2	Total	Percentage
Good	9	5	11	6	31	27
Average	14	15	12	21	62	54
Bad	6	9	3	3	21	19

After the treatment is given to the experimental groups, the students did post-test. Similar to pre-test, students are asked to make a writing with a predetermined theme. The post-test results show that there is an increase in the number of percentage of students who can use tenses correctly in traditional classrooms.

Table 2. Post-test Result for Traditional Class

	A 1	A 2	Total	Percentage
Good	11	7	18	31
Average	14	14	28	48
Bad	4	8	12	20

Similar to pre-test, students in the classroom who are taught using communicative approach are asked to make a writing with a predetermined theme. The post-test results in the communicative class indicate that there is an increase in the percentage of students who can not use the tenses correctly, which originally only 11% to 16%.

Table 3. Post-test Result for Communicative Class

	B 1	B 2	Total	Percentage
Good	14	12	26	46
Average	7	15	22	39
Bad	5	4	9	16

In addition, the researchers also compared the pre-test and post-test scores of each student; whether they can make composition with the proper use of tenses or not. In Table 6, it is seen that the ability of students in the traditional class in using the correct verb form increases in the traditional class.

Table 4. Pre-Test and Post-test Result for Classes Taught using traditional approach and Communicative Approach

	Traditional Class	Communicative Class
Better	57	49
Stay the same	15,4	19,3
Worse	27,5	31,6

The Effect of Finiteness Introduction in Using tenses

The analysis of pre-test and post test results does not stop only to compare the effectiveness of traditional and communicative teaching approaches in an effort to raise student awareness of the correct verb forms related to the use of tenses. In this study, a new concept, namely finiteness, was also introduced. Finiteness needs to be introduced since this concept is not owned by Indonesian grammar. The unfamiliarity of this concept in Bahasa Indonesia causes English users to often make mistakes in making correct sentences.

Table 5. The Effect of Finiteness Introduction in Using Tenses

Score	Using the knowledge on finiteness	Not Using the knowledge on finiteness
Better	82	18
Stay the same	75	27
Worse	48	55

The table shows that the introduction of the concept of finiteness helps students in making correct sentences. Finiteness emphasizes that in a sentence there must be a finite (predicate) in the form of a verb, and the verb is affected by the tenses used. For students who have good grades on post-test results, they tend to use the concept of finiteness so that they can determine the correct verb form better. Conversely, students who score worse on post-test results, they do not use the concept of finiteness when writing so they still make mistakes in using verb forms.

The Students' response to Communicative and Traditional teaching approach

Based on the results of the tests that have been described above, the questionnaire filling is very necessary to know their opinions about the teaching approach used by lecturers. This information is needed to support data obtained from the test results because a student's suitability of the teaching approach used will have an effect on their learning outcomes, and whether information on finiteness helps them in using the correct verb form when writing.

The questionnaire results vary. Student convenience in following learning with traditional and communicative teaching approach seems to be influenced by several factors, but apparently, their comfort during the class has an effect on student achievement. Students who feel comfortable in the classroom get a better grade.

From the results of the questionnaire analysis, most of the students who got better grades, feel comfortable in class with a particular approach. The results of the questionnaire indicate that the traditional approach is more in demand by students when they study tenses. This is supported by student learning outcomes which show that students who are taught using traditional approaches have a better ability to use tense-related verb forms when writing.

Conclusion

Based on the above description of the research results, it can be concluded that when the main purpose of learning is the use of the right form, the traditional approach is more recommended to use. Traditional approaches have better effects on students' ability to use appropriate verb forms according to the tenses that should be used when writing. The communicative approach is less suitable for teaching in a form-focused classroom. This is because students get less training that focuses on the use of forms. In addition, the introduction of the concept of finiteness helps students make correct sentences. This is because this concept emphasizes that a sentence must have a finite (predicate) and the form of the verb that is used depends on the tenses used. The above results are also consistent with the student's preference for the use of the teaching approach used. Students tend to choose traditional approaches because they feel more confident that they get full information from the lecturer.

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PRAGMATICS ANALYSIS OF ILLOCUTIONARY ACTS PRESENTED IN 'ENGLISH TIVI' CHANNEL

Amirudin

Applied Linguistics Department

Universitas Negeri Yogyakarta

Yogyakarta, Indonesia

amhier100@gmail.com

Abstract

'English Tivi' channel is a learning medium on Youtube which provides materials for learning English through stories. This paper is aimed to analyze the use of illocutionary acts in the stories presented. Three different stories are chosen as the subject of this study, namely: A Police TV, The Dangerous Journey, and Rich man Poor man. The data of this paper are all the utterances conveyed by the characters in the stories that are assumed employing the principles of illocutionary acts. The data were taken by observing the whole stories and transcribing all the utterances produced which have characteristics of illocutionary acts. The data are analyzed and classified based on the functions of illocutionary acts. The functions are inferred based on the five kinds of illocutionary acts proposed by Searle (1969), namely: assertives, directives, commissives, expressives, and declaratives. This paper is expected to be beneficial for Teacher Language Awareness (TLA): how the principles of Pragmatics used in language learning process, in case of constructing and deconstructing text (spoken or written) by language learners for communicating in real life contexts.

Keywords: Pragmatics, Speech Acts, Illocutionary Acts, Language Learning, English Stories

Introduction

'English Tivi' channel is one of interesting channels on Youtube for learning English. This channel provides language learning materials through stories. Kinds of stories are presented related to the ordinary activities around us. The stories contain conversations talking about real life contexts. So, those are considered providing various kinds of speech acts phenomena.

Pragmatics principles are considered as another important aspect of language learning process. It is stated by Bardovi-Harlig and Griffin (2005) that Pragmatics is one of major fields of language study in linguistics, and now it is seen very beneficial in language teaching and learning process. Pragmatics competence has come to be

viewed as an essential part of learners' competence. In this case, speech acts as a part of pragmatics principles are counted as beneficial understanding for teaching language in foreign or second language learning.

As a research done by Alemi and Irandoost (2012), in their study about the evaluation of speech acts in a text book which focused on the analyzing and evaluating the appearance of compliment and complaint acts, they offered that it is viewed very beneficial to give more original and helpful instructions of speech acts for a course book, to improve the learners' performance in real life communication. It can be argued that the exploration of speech acts in text books or

language learning materials is considered to be necessary.

Another research done by Kohandani et al. (2014) in which this study analyzed the conversations presented in a text book. This study focused on the pragmatic perspectives of language functions and speech acts. This study found that the conversations presented in this textbook do not properly function as pragmatics perspectives. As the result, the deficiencies of the conversations presented are proposed to be compensated by the teachers and material developers regarding to the pragmatics principles especially language functions and speech acts. It is concluded that teaching language is not only teaching about the language but also the pragmatics principles, in which language should be taught to be used appropriately in different context.

The aim of this paper is to explore the illocutionary acts phenomena presented in the three chosen stories taken from this medium of learning English. The kinds of illocutionary acts as proposed by Searle (1969) are revealed. The factors are identified. The functions are classified based on the context espousing the utterances.

This paper is expected to be beneficial for Teacher Language Awareness (TLA) in relating to the understanding of the principles of Pragmatics to be incorporated in language learning process in which teachers should teach the language, not about the language. This study also offer the pedagogical implication of language learning, in case of constructing and deconstructing text (spoken or written) by language learners for using language in real life communication.

Speech Acts and pragmatics

Speech acts are a branch of pragmatic studies. They are language phenomena appearing surrounding society. They are found in memes as social network sites

phenomena (Grundlingh, 2017). They are presented in written advertisement (Simon and Dejica-Cartis, 2015). And, they are also evaluated and analyzed in textbooks for language learning (Alemi and Irandoost, 2012; Kohandani et al., 2014).

As described by Yule (2010, 133), pragmatics is the study focusing on “what speakers mean”. The communication is emphasized on “besides recognizing the meaning of words in a utterance, the interlocutors must also recognize what speakers mean by their utterances”. When people are communicating with a text (oral or written), interpreting the meaning is considered by knowing the word or the utterances conveyed to deliver the message and relying on what we think about the speakers’ intention in communicating the message. Those are how speech acts understood.

As suggested by Austin (1962), when people are conveying utterances, they are not only saying something, but they intend to do something, for instance, promising, apologizing, commanding, and so on. Austin defined speech acts into three forms: first, locutionary acts which are the presentation of the sounds and words. Second, illocutionary acts which are the act of saying something. Third, perlocutionary acts which are the effect of saying something (intentionally or unintentionally).

Five kinds of illocutionary acts are proposed by Searle (1969). First, assertives, which are statements or delivering facts, emphasizing the interlocutors to form or attend a belief, for examples; stating, boasting, complaining, and so on. Second, directives, in which the speakers intend for getting the interlocutors to do something, for examples; ordering, commanding, requesting, and so on. Third, expressive, in which the speakers convey their feeling toward the interlocutors, for examples; thanking, congratulating,

pardoning, agreeing, greeting and so on (Ronan, 2015). Fourth, commissives, in which the speakers give commitment to do something regarding to the interlocutor, for examples; promising, rowing, offering, and so on. Fifth, declaratives, in which the speakers determine what the case is in an institution or change an institutional state of affairs regarding to the interlocutors, for examples; resigning, dismissing, naming, sentencing, and so on (Grundlingh, 2017).

Method

Source of Data

The data of this paper are taken in “English Tivi” channel on Youtube which presents materials for learning English through stories. Three stories are chosen, namely: A Police TV by Tim Vicary, The Dangerous Journey by Alwyn Cox, and Rich man Poor man by T. C. Jupp. Each story contains ordinary conversation related to daily activities and actions conveyed by the characters in the stories.

Data Collection and Data Analysis

In collecting the data, the researcher used Simak method. It is done by watching the stories on Youtube carefully and are proceeded by transcribing the data. The utterances conveyed in each stories are the

main data that are identified, classified, and analyzed (Sudaryanto, 2015:203).

The researcher used Padan method to analyze the data (Sudaryanto, 2015:15). It is done by identifying the utterances conveyed in each story; regarding to the kinds of illocutionary acts proposed by Searle. Then, the utterances that have been chosen are classified based on the functions. The functions are categorized based on the context of the utterances by using pragmatics analysis. In the last step, the data are analyzed by offering the factors espousing each kind of illocutionary acts.

Finding and Discussion

Searle defined four kinds of illocutionary acts as communicative categories, i.e; assertives, directives, expressives, and commissives. Whereas, declaratives are considered as not communicative acts (voting, resigning, marrying, christening, and so on). To determine the result, the four main communicative categories of illocutionary acts are proposed in which the functions are classified based on these four main communicative categories as found on the utterances presented in the stories. The factors are established based on the functions founded to determine the function classifications. The result is described as follows:

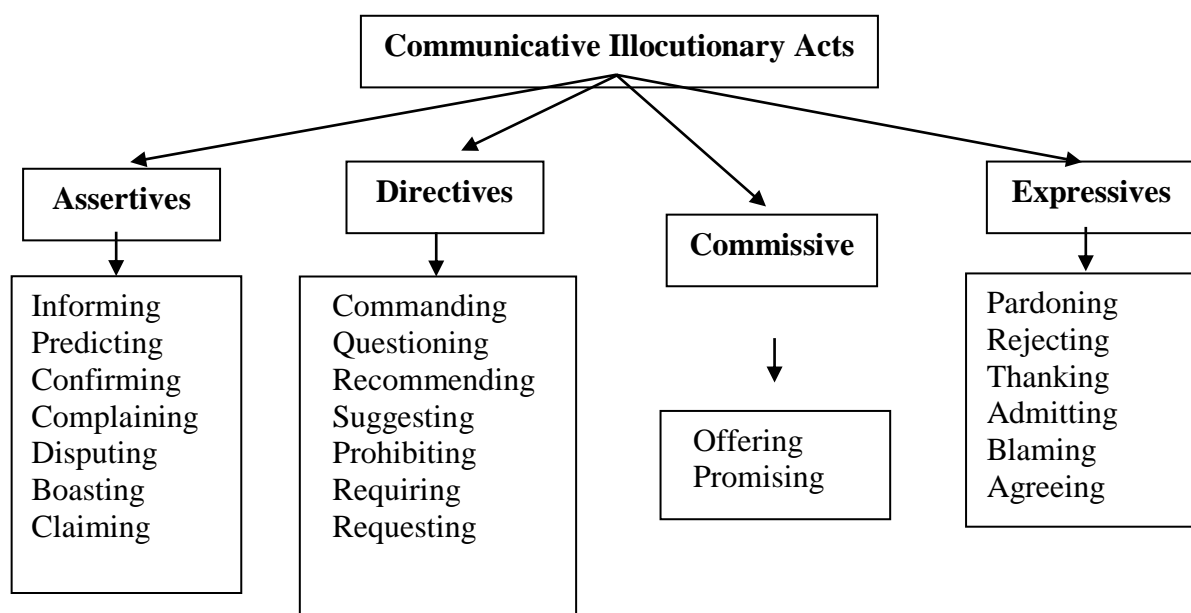


Figure 1. Classification of the functions of illocutionary acts performed in the stories presented based on the four communicative categories.

Based on the classification of the functions above, the result of analyzing the number of

utterances appearing in the stories taken as the data of this study is described in the table as follows:

Table 1. Number of utterances appearing in the stories presented based on the functions of the four communicative illocutionary acts.

Function	Number of Utterances Appearing in the Stories			Total Number of Utterances
	Story I	Story II	Story III	
Informing	7	10	6	166
Predicting	6	13	2	
Confirming	1	-	-	
Complaining	-	4	-	
Disputing	-	1	-	
Boasting	-	2	3	
Claiming	-	-	1	
Commanding	8	7	9	
Questioning	6	4	6	
Recommending	2	1	2	
Suggesting	3	8	-	
Prohibiting	2	1	1	
Requiring	-	-	2	
Requesting	-	-	9	
Offering	4	4	3	
Promising	1	1	4	
Rejecting	5	1	-	
Agreeing	-	-	1	
Pardoning	2	-	1	
Thanking	1	1	1	
Admitting	4	1	2	
Blaming	-	1	1	

Note:

Story I : A Police TV by Tim Vicary
Story II : The Dangerous Journey by Alwyn Cox
Story III : Rich man and Poor man by T. C. Jupp

After exploring the data as drawn above, the result shows that every story consists of various kinds of illocutionary acts which it is showed from the classification of the functions of each kind of act and story. Classifying the functions based on the four communicative categories of illocutionary acts reveals that: first, assertive acts in story I consist of three functions (informing, predicting, and confirming); story II consists of five functions (informing, predicting, complaining, disputing, and boasting); story III consists of four functions (informing,

predicting, boasting, and claiming). Each function is showed by a number of utterances.

Second, directive acts disclose that: story I and II consist of five functions (commanding, questioning, recommending, suggesting, and prohibiting); story III consists of six functions (recommending, commanding, requiring, prohibiting, requesting, and questioning). A number of utterances are found in each function of these acts.

Third, commissive acts reveal that: story I, II, and III consist of two functions, namely; promising and offering. These two functions are presented in a number of utterances.

Fourth, expressive acts show that: story I consists of four functions (pardoning,

rejecting, thanking, and admitting); story II consists of three functions (blaming, thanking, and admitting); story III consists of four functions (blaming, admitting, thanking, and pardoning). These functions are performed mostly with one utterance for each function.

The result also shows that the richest story of presenting functions based on the four communicative categories of illocutionary acts is story III; it presents 17 functions, 54 utterances are found as performing these all functions. Whereas, story II presents 16 functions, it is performed by 60 utterances. As the last, story I presents 14 functions performed by 52 utterances.

Conclusions

This paper classified the all the utterances presented in the three chosen stories based on the functions in which these functions are classified based on the four communicative categories of illocutionary acts proposed by Searle. By exploring these three stories, this paper reveals that various kinds of functions of illocutionary acts are found. It can be argued that these stories are pragmatically rich to be used for language learning material regarding to improve learners' pragmatic competence, particularly the use of speech acts for communicating in real life context.

Another aspect of this paper is that pedagogical implication is offered to the learners and teachers. Pragmatics analysis gives widely an understanding of pedagogical implication related to language learning process, in case of constructing and deconstructing texts (written or spoken). The understanding of these aspects of learning is a part of pragmatic principles. So, those are considered that pragmatic principles are very beneficial for second or foreign language learners and teachers.

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SYNTACTIC ERRORS ANALYSIS IN THE CASUAL CONVERSATION COMMITTED BY TWO SENIOR HIGH STUDENTS

Anjar Setiawan

State University of Semarang

Indonesia

anjar17english@gmail.com

Abstract

Syntactic structures are the base of English grammar. This study was aimed to analyze the syntactic errors in the casual conversation committed by two senior high students of MAN 2 Semarang. The researcher used qualitative approach to analyze and interpret the meaning of casual conversation. Furthermore, the data collection had been transcribed and analyzed based on the areas of syntactic errors analysis. The findings of the study showed that all areas of syntactic errors happened during the conversation, included auxiliaries, tenses, article, preposition, and conjunction. Both speakers also had a relatively weak vocabulary and their sentences which were sometimes incomprehensible by the interlocutor.

Keywords: syntactic errors, analysis, casual conversation

Introduction

Conversation is highly interactive in a collaborative conversational style which both the speaker and listener will give constant feedback to each other (Richard, 2008: 23). It means that when people are engaged conversation, they will learn how to have social interaction. Conversation is more than just exchange any information, because people do communication that lead them to interpret each other's utterances as contributing to conversation. In this study, the learners are found to create mistakes and errors. Furthermore, this study is focused to analyze the student's syntactic errors on their casual conversation.

Error analysis is the first approach to the study of second language acquisition that includes an internal focus on learners' creative ability to construct the language (Saville-Troike, 2006:38) cited in Al-Badawi (2012: 536). Thus, the learners' ability to arrange the utterances is really important to know their communication capability. While, syntactic structures are the basis of the

English language grammar and the students should be thorough with making error free syntactic structures while constructing sentences.

In this study, the researcher will analyze the syntactic error in casual conversation. Hence, it is expected to help to find the continuing syntactic growth in the service of more effective discourse, especially spoken. Investigating the syntax errors may help to reduce the speaking errors which demonstrated by senior high learners.

Research Question

How did the students commit the syntactic errors in their casual conversation?

Research Objectives

This study was aimed to analyze the syntactic errors in casual conversation committed by two senior high students.

Methodology

The researcher applied the qualitative approach to analyze and interpret the

meaning of casual conversation. In this study, the researcher arranged the procedures in analysing the obtained data. First, he collected the data by recording the casual conversation from two senior high students of MAN 2 Semarang. Next, he made the transcription to identify, describe, explain, classify, and evaluate the errors, these aims to make the analysis easier. After analyzing the amount of the result, he interpreted the meaning of the finding. The last, he concluded the analysis based on research findings.

Finding and Discussion

After analyzing the data, the researchers found that the learners/interlocutors made syntactic errors in English language to a large extent in almost all the major areas of syntax of English grammar.

1. Concord in using auxiliaries

The interlocutors were making many errors in using correct form of concord in primary auxiliaries such as do, arrive, want, are, must, whom, where, and place. Both interlocutors did not use any auxiliaries 'do' which followed by verb.

2. Errors in Using Articles

In this area, the investigator analysed that both speakers did not use any articles whereas it was really important to deliver the message. They missed the article 'a' to refer to one subject/object.

3. Errors in Using Correct Form of Tense

In using the tenses, both speakers used the wrong sentences to express their meaning. They used 'did' to show the present expression. It seemed that they did not know when to use 'did or do' contextually.

4. Errors in Using Conjunctions

One speaker were making mistakes in using conjunction especially in coordinating conjunction of 'or' which should be 'and'. She was wrong in using the conjunction to connect to the other clause.

5. Errors in Using Preposition

Prepositional errors had also been identified by investigator. There was one wrong preposition that used by one speaker. He used 'in' to connect 'there', which it should be without any added preposition.

Conclusions

The results of the study showed that all areas of syntactic errors happened during the conversation, included auxiliaries, tenses, article, preposition, and conjunction. Both speakers also had a relatively weak vocabulary and their sentences which were sometimes incomprehensible such that they interfered with the parallel form of words from their first language to target language. They also committed the errors in applying sentence structure rules. Therefore, it could be concluded that they had problems in acquiring the grammatical rules in English.

Table 1. Percentage of Syntactic Errors

No	Areas of syntactic errors	Interlo- -cutor 1	Interlo- -cutor 2	Total	Perce- -ntage
1	Concord in using auxiliaries	5	6	11	55%
2	Errors in using articles	1	2	3	15%
3	Errors in using correct form of tense	2	2	4	20%
4	Errors in using conjunctions	-	1	1	5%
5	Errors in using preposition	-	1	1	5%
SUM		8	12	20	100

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IDENTITY PROBLEMS IN THE JOY LUCK CLUB (Who Am I: A Chinese American or An American Chinese?)

Anna Sriastuti

Faculty of Language and Literature

Satya Wacana Christian University

Salatiga, Indonesia

annasriastuti@yahoo.com

Abstract

Analyzing human relationship is interesting, yet confusing. A family bound is not a guarantee that the relationships among the family members go well. Amy Tan in *The Joy Luck Club* serves readers the complexities of relationships between Chinese immigrant mothers and their American-raised daughters. The clashes between two generations and cultures are unavoidable. Having thick Chinese values, these immigrant mothers try to teach and even force their daughters their native culture, something that is difficult to be accepted by their daughters who are being raised in America with America mindset in their minds. Served in four story sections, *The Joy Luck Club* also allows readers to see how both mothers and daughters struggle to find their identities and life values in acculturation of Chinese and America cultures. Using the theory of socio cultural changes that refers to any significant alteration over time in behaviors patterns and cultural values and norms, this study would like to analyze the identity of the characters being in two different cultures.

Keywords: identity, cultures, cultural changes

Introduction

Finding self-identity seems to be a problem faced by every being. Family is the first and basic relationship someone encounters with. The color each family has usually been inherited from its generation from time to time. It has been rooted in each family member as values, principles, or even ways of life. However, although family is perhaps the first and basic pond to determine a person's identity, in progress, when an individual has started to build relationships with others outside his/ her family, the new relationships will give some influence that may add some other colors an individual has. In Amy Tan's *Joy Luck Club* the issues of relationships are very complex. Basically it talks about the relationship between mothers and daughters. However, the thickness of cultural backgrounds contributes a great complexity and feud in the relationships

occurred between these women of two generations.

The identity confusion and perhaps loss have happened since each member of the *Joy Luck Club* emigrate to America. Each mother experiences conflict within herself and also with her daughter. It is not then a matter of a light relationship between mother to daughter, but also a light awareness of both mother and daughters about their Chinese culture identity. As the story in *Joy Luck Club* growing, each mother and daughter questions herself the same question about their identity whether she is a Chinese American or an American Chinese. This question becomes the basic analysis of this study. The study will analyze the socio cultural changes experiences by mothers and daughters in *Joy Luck Club*.

Methodology

The object of the research is the novel *Joy Luck Club* by Amy Tan.. The methodology in this qualitative descriptive research will be used to answer the question of the research: Identity Problems In The Joy Luck Club Who Am I: A Chinese American Or An American Chinese?

Based on the main problem of the research, the identity, and culture change will be analyzed based on the following questions:

1. Finding mothers' identity loss and change
2. Finding daughters' identity loss and change
3. Conducting a conclusion on the

In order to be able to answer the questions, some basic theories are presented. Dahl (2001) argues that culture is "a collectively held set of attributes, which is dynamic and changing over time" and the idea that societies develop mechanisms for the transmission of cultural signs, symbols and meanings from one generation to the next. There are two dimensions of culture: Material culture consists of the physical and non-material culture.

The idea of identity will be determined based on these three basic questions; Who am I? – how, for example, do I define myself; Who are you? – how do "I" define other people?; and how are my beliefs about my identity affected by my beliefs about your identity? (Mazrui, 1996). To answer these questions, Mazrui (1996) has, in this respect, identifies seven functions of culture: Communication; Perception; Value systems; Motivation; Stratification; Production and consumption.

One of the causes of cultural change is acculturation. It refers to the changes that occur when different cultural groups come into intensive contact. Acculturation processes vary considerably depending upon the wishes of the more powerful society, the attitudes of the less powerful, and whether there is any choice (Henslin, 2007)

Analysis

After years of emigrating to America, the mothers (Suyuan, Lindo, Ying-ying, and An-Mei) question their identity. Reflecting their lives from their daughters, they keep these questions in their minds; 'Who am I?' and 'Who are you?'

Suyuan is the founder of Joy Luck Club, both in China and in America. Like other mother in the Joy Luck Club, she believes and holds China tradition well and teaches her daughter about Chinese culture as her identity. Suyuan believes that Jing-mei will manifest an inner prodigy if only she and her daughter work hard enough to discover and cultivate Jing-mei's talent. However, her teaching seems to be wasted. Jing-mei turns out to be a loser. In some point, she wonders if her fierce love for her daughter, often expressed as criticism, has become the cause of her daughter's failure, or her emigrating to America as the cause of her daughter's wrong culture assimilation of Chinese and America. It seems that culture lose its function as a mean of communication and build similar perception.

An Mei has a bitter memory of her mother's sacrifice and her grandma's misconception and suffer. The sacrifice of An Mei's mother by cutting her flesh to her mother and her suicide to guarantee An Mei's good life have become An Mei's principles to swallow her tears, to conceal her pain, and to distrust others. However, An Mei fails to understand why her daughter, Rose Hsu, insists to marry a strong-willed American, who stirred her life. An Mei's disability to plant American style of freedom and equality puts her daughter into a situation of being a Chinese victim in American surroundings.

Lindo Jong is a victim of her Chinese culture. She has her marriage arranged with somebody since she was a kid and

experiences a tyranny by her mother in law. She knows exactly how to survive by maintaining her “invisible strength”—of hiding one’s thoughts until the time is ripe to reveal them, and of believing in one’s inner force even when one finds oneself at a disadvantage. Her strategies of concealing inner powers and knowledge may be related to her ability to maintain what Waverly characterizes as a type of “two-facedness”—an ability to switch between a “Chinese” and an “American” face depending with whom she spends her time..

Ying-ying’s birth year is Tiger, a creature of force and stealth. However, her nanny, Ammah, always brainstorms her attitudes as an honored lady by being meek and passive that she finally loses her sense of autonomous will. Always listening to omens and signs, she never paid attention to her inner feelings. Although she married to an American, Clifford St. Clair, Ying-ying thinks that she fails to bring up her daughter in as an American like her dad, because her daughter shows her passivity like her in her marriage. She doubts her identity as a wife of an American and a mother of a half American-Chinese daughter.

Every society has a culture, no matter how simple this culture may be, and every human being is cultured, in the sense of participating in some culture or other. The mothers in Joy Luck Club experiences series of culture frictions as they move from China to America. Chinese culture as a part of Eastern cultures is different from Western culture. They are like two opposite poles. China culture is more silent, passive, and conversational, whereas American culture tends to be more opened, active, and modern. Culture is the set of learned behaviors and ideas (including beliefs, attitudes, values, and ideals) that are characteristic of a particular society or other social group. These basic learned beliefs, values, and experiences do not disappear although they have moved to

America. These beliefs and values have rooted in their hearts and minds. They learn the new American cultures without forgetting their Chinese culture. The blend of two cultures sometimes makes them asking themselves of their true colors, or their identity.

People come to share behaviors and ideas because they communicate with and observe each other. The daughters in Joy Luck Club are American-raised daughters. At home, they are educated with their Chinese beliefs and traditions, but outside they learn American ways and culture. The American society has taught these daughters to live a different life, with different beliefs and values, from their mothers.

Jing-mei Woo or June is the main character of The Joy Luck Club. June often finds her mother full of criticism, who pushes herself to things she does not like doing, like playing piano. Only when her mother passes away and wishes her to take her journey to visit China and tells her half twin sisters about her, she realizes how deep her mother’s love to her and how deep Chinese essence within herself. She is confused to define her identity, as a Chinese American or an American Chinese.

Rose Hsu Jordan is An Mei’s daughter.. As somebody who is raised in America society, she is brave enough to hold her decision to marry his American husband, though her choice is objected by her mother and her mother in law. However, her mother long teaching of self-control finally makes her unable to assert her opinion, to stand up for herself, or to make decisions. She has allowed herself to become the a doll wife by letting his husband make all of the decisions in their life together. She ends up questioning her true color of identity.

Waverly is Lindo’s daughter. She inherits her mother’s “invisible strength”—her ability

to conceal her thoughts and strategize. She is also highly influenced by American life styles, like competing and thinking of her happiness first before the others. Waverly's focus on invisible strength also contributes to a sense of competitiveness: she feels a rivalry with Jing-mei and humiliates her in front of the others at Suyuan's New Year's dinner. She also protests her mother who likes to show her off in front of other people, and makes use of her victory in chess to get rid of her duties at home. Yet Waverly is not entirely self-centered: she loves her daughter, Shoshana, unconditionally. Waverly has a mixed personality of being an American and a Chinese.

Lena St. Clair is Ying-ying's daughter. Her father is an American, therefore she is more American than other daughters in Joy Luck Club. However, spending her life with her Chinese mother who seldom shows her feeling but accept whatever people think of her makes her become an introvert. Her identity is twisted that she is unable to call herself an American Chinese or a Chinese American.

Conclusion

People are born blank slates, which culture can put its stamp on in each generation. Individuals may acquire their culture in the course of growing up, but understanding culture does not require understanding psychological processes. When Jing-mei finally travels to China and helps her half-

sisters to know a mother they cannot remember, she forges two other mother-daughter bonds as well. Her journey represents reconciliation between Suyuan's two lives, between two cultures, and between mother and daughter. In addition, the journey brings hope to the other members of the Joy Luck Club that they too can reconcile the oppositions in their lives between past and present, between cultures, and between generations.

Through learning from the past lives and relationships among the characters in Joy Luck Club that each character is finally able to see her identity and reconcile with their life and their relationship, especially between mothers and daughters, and between American and Chinese cultures.

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PERCEIVING EXPLANATIONS FROM THE NONSENSE: AN ANALYSIS OF ATTRIBUTIONS IN CARROLL'S ALICE'S ADVENTURES IN WONDERLAND

Annisa Widyawati Fathonah, Fatma Hetami

English Departement

Universitas Negeri Semarang

Central Java, Indonesia

annisawidy@gmail.com

Abstract

This research was conducted to explore explanation perceiving through attributions in Lewis Carroll's Alice's Adventures in Wonderland. The objectives are: 1) explaining Alice's perceiving of explanations from the nonsense through attributions; 2) identifying to what extent Alice attributes the nonsense; and 3) explaining how Alice's attributions construct relevant explanations. This research employed psychological approach especially social-psychology of literature focusing on Alice's attention based on her social and psychological processes. The data was analysed qualitatively and the results were written descriptively in accordance with the research questions. This research resulted in several findings. 1) Alice relates the nonsense in Wonderland with the sense in her original world in order to retrieve an understanding; 2) Alice divides her attributions into two extensions directed to the creatures as personal figure and to the environment as impersonal figure; 3) Alice's process of attributing includes frame-working through behavior and attributing under psychological processes.

Keywords: Explanation perceiving, Nonsense, Attribution

Introduction

The phenomena in Alice's Adventures in Wonderland is seen in modern nonsense literature that becomes a trend these days; escaping to a fantasy world in order to find one self's true identity. Therefore, I intend to give a contribution to the modern research regarding the same discussion by analysing Alice's attributions in Alice's Adventures in Wonderland using the attribution theory. Lewis Carroll's Alice's Adventures in Wonderland tells about Alice, a seven year old girl, who is trapped in Wonderland, then deals with illogical situations. She gets overwhelmed and even questions her own identity. Hence, the attribution theory appears as a device for Alice to perceive the explanations regarding the nonsense she faces in Wonderland. According to Manusov & Spitzberg in Baxter (2008:38), attributions

are as the internal (thinking) and external (talking) process of interpreting and understanding what is behind our own and others' behaviours. The nature of demanding explanations by attributing is practiced by Alice. She perceives things happening, judges the intentions, then, gives attributions of disposition

Nonsense literature is also commonly called as literary nonsense. This genre was common as a subject of study in the last third of the twentieth century, although eventually it had been first existing in the literature world since 1800s. The most phenomenal work, which is taken as the most relevant work to literary nonsense and so-called as the trigger to the genre, is Alice's Adventures in Wonderland written by Carroll. The book tells about a total illogical world with

imaginational settings and characters, even though it is only Alice's dream as narrated in the end of the story.

Attribution theory is also used in revealing the statement of the problem. Attributing is the process of asking and answering "why" questions—trying to figure out what caused something else—that it has been characterized as a basic human activity (Heider, 1958). This activity requires an individual to interpret based on their knowledge about the situation or about the person that causes the situation. It mirrors how they think, then, the result of their thinking determines their response to the situation. Furthermore, their response explains their identity and position in the interaction episode, that whether they are involved or uninvolved, major or minor, etc. Attributions that they give are not yet the real explanation, but only interpretation and/or perception. In other words, by attributing a situation, an individual is guessing what the meanings and the motives behind. They are seeking answers for "why" and "how" questions by confabbing the state of affairs.

After Heider (1958) introduces the attribution theory for the first time with the heading Personal-Impersonal Attribution Theory, conceptualizations seemed to have appeared as a response towards the theory. These conceptualizations counter the theory into three, based on its practiced functions as presented by Manusov & Spitzberg in Baxter (2008:41-42): 1) Attributions as explanations underlying social actions, including communication behaviours. 2) Attributions as categories of meanings given to communication behaviour. 3) Attributions as the actual meanings given to a behaviour, often in talk.

In line with this, the research problems of this study are 1) How is the perceiving of explanations from the nonsense through attributions represented in Alice's

Adventures in Wonderland?; 2) To what extent does Alice attribute the nonsense of the environment?; and 3) How do the attributions given by Alice construct the most relevant explanations?

Research Methodology

The type of data in this research is qualitative that focuses on discovering and understanding the experiences, perspectives, and thoughts of participants—that is, qualitative research explores meaning, purpose, or reality (Hiatt in Harwell in Conrad, 2011). Lewis Carroll's Alice's Adventures in Wonderland was the object of the research, while the approach used social-psychology of literature under the heading of psychology of literature. The data were in the form of words, phrases, sentences, and dialogues; and collected by reading, interpreting, identifying, inventorying, and data reporting. Moreover, the data were gained through reading some related sources, namely theoretical books, articles, essays, and journals. Some relevant theories were also used to support the analysis and to answer the statements of problem. In this research, the writers concerned with the attributions in Alice's utterances. To get a detailed data, the story was categorized according to the intrinsic elements of literature. These intrinsic elements were aimed to answer the first research question. Then, to answer the second and third research questions, personal-impersonal attribution theory by Heider (1958) and the folk-conceptual theory of explanation by Malle (2003) were used to examine the story contents.

Finding and Discussion

1. Perceiving Explanations from the Nonsense as Represented in Carroll's Alice's Adventures in Wonderland.

The writers found that the book Alice's Adventures in Wonderland consists of two character categories that are humans and imaginary creatures. Alice and her sister are

the humans, whereas everyone in Wonderland is the imaginary creature who happens to be nonsensical. In the two categories, there are major and minor. Being the humans, the major is Alice and the minor is her sister. Being the imaginary creatures, those who the writers considered major are the White Rabbit, the Cheshire Cat, the Caterpillar, the Mad Hatter, and the Queen of Hearts. The ones that are not mentioned previously are the minor characters. Alice is a seven year old girl who comes from an upper-middle class family in England. She appears as a little girl with an enormous yet suspicious curiosity. Her expectations towards the world are challenged by the fact that regularity is something, in some way, she has to face and reluctantly accept. Wonderland appears as the object where Alice gets challenged with the regularity she complains about.

The White Rabbit, for example, surprises Alice by mistaking her as his servant. Technically she is an upper-middle class family member, hence, being treated as a low-caste person shocks her. Another example is when the Duchess nurses the baby in a way that opposes what Alice has been knowing of. The challenge rises up when the March Hare and the Mad Hatter invites her to do and to discuss about something that crosses her regular activities. Then, she gets upset during her encounter with the slow Mock Turtle who speaks about pointless stuffs most of the time.

2. Alice's Attribution Extensions towards the Nonsense as Represented in Lewis Carroll's Alice's Adventures in Wonderland.

a. Accusing the Creatures of Being Responsible for the Mad Occurrences

Alice realizes how queer everything that is going on right now. However, it kind of upsets her that nobody understands the fact that it is all too bizarre. Every time she tries to tell somebody in Wonderland about her

feelings towards nonsenses, such as the size changes and the talking animals she meets, she gets knocked-down by the statement that it is all actually normal. This kind of conversation happens between Alice and Caterpillar – which not long after it, the little girl gets called out mad by Cheshire Cat (Carroll, 1897:24). Alice is trying to make friends with Caterpillar. She is even expressing her feelings to him. She wants to be understood and also to share her stories. Yet, Caterpillar's personality seems not so welcoming. After Alice tells him the things he considers normal, she turns out to be the weird one here. The little girl, then, emphasizes her position that she is an outsider, that it is all too queer for a human like her. She also tries to be polite by understanding Caterpillar's point of view. He is from Wonderland, so, he does not acknowledge her humane feeling, and therefore, it is not the situation but the nescience of Caterpillar himself.

b. Charging the Environment in Wonderland as the Cause of the Nonsense

Getting to interact with the Wonderland circumstance, which she has never experienced before, requires Alice to explain the situations by herself and according to her knowledge. One thing needed to be marked is that Wonderland is not merely an ordinary place. It is the place where logic is inapplicable. Its people, too, are totally mad. Creatures in Wonderland admits that they are mad, but this is just another form of normality, while Alice addressing herself normal is a madness on the contrary. Alice tries and to have things explained by guessing based on assumptions. The assumptions occur during her falling down in the rabbit hole. It was the very first queer thing Alice gets to experience that, of course, surprises her. However, she is not freaking out, instead, she is elaborating the event with creativity. As seen above, she predicts how long the tunnel may be even though she does not really know what four thousand miles

really is like. Other than that, she must have never been to the center of the earth, too. Therefore, it can be concluded that she is just guessing. Her guess, then, appears as an explanation towards the hole. The explanation itself is causally more to the circumstance (Carroll, 1897:4).

3. Attributions given by Alice Construct the Most Relevant Explanations as Reflected in Lewis Carroll's Alice's Adventures in Wonderland.

a. Frame-Working through the Behavior of the Wonderland Creatures

The writers found a cycle of attributing that Alice has accomplished during her adventure. First of all, she receives an action either if it is physically or verbally, then, she observes the behavior of the agent. After observing, she makes an assumption towards the action.

When determining the intention of an action, Alice unconsciously also appoints the action into two kinds: causal and reasonable. Specifically, whereas intentional action is explained by reasons, unintentional action is amended by causes. To determine an intention, Alice needs to go back to the five requirements mentioned in the previous paragraph. Scanning an action based on them, Alice is unconsciously also grouping the action either into the cause or the reason. Once again, if skill, awareness, and intention are not fulfilled, the action is unintentional. A conclusion can be made, afterwards, that in the process of observing a behavior, Alice needs to determine whether an action acts as a cause or a reason. After that, finally, she can claim it as intentional or unintentional.

Considering her behavior reasonable is what Alice is doing in the above situation. Alice expresses two points that reflect intention, which are (1) she believes that she should be punished and (2) she desires the punishment as she believes she deserves it. Over all, those points are the result of Alice's

awareness of the illogical action she has done leading to a punishment, moreover, she has the ability to give and receive the punishment, too. It can be concluded, then, the attribution is based on intentionality considering the existence of awareness, skill, and intention. Those points served behind Alice's attribution are called as the nature of reasons, the nature that always appears when a reasonable action is taken. One thing to take a note, her belief towards the punishment is merely literally.

Alice's unintentional attribution that is influenced by causal factors. After declaring that she would like to teach the puppy some tricks, she kicks down her own statement by saying that it is impossible as she is not in the right size to do it. Her saying that she wanted to teach the puppy is the causal statement, while saying she is not in the proper size is the causal realization. The causal unintentional attribution is her declaring she forgot to grow up (Carroll, 1897:23).

b. Attributing the Wonderland Circumstance under Alice's Psychological Processes

Within the process of receiving an action → observing the agent's behavior → giving attributions to the situation as well as to the agent, there is a psychological process undergoing in the explainer's mind. The process occurs between observing and attributing. During the psychological processes, there are three factors that Alice considers inside her head, which are behavior evaluation, pragmatic goals measurement, and information demanding.

Behavior evaluation is done by Alice in the effort of understanding the way other creatures' doing and talking. She observes the agent's background that lead into an action. This quick behavior-checking gives her the knowledge regarding the agent, so that even though they have just met, analyzing the agent's current behavior is

enough to give her the information to call into a respond. An agent's background is considered important regarding its influences towards the agent's behavior story. Alice unconsciously understands this whenever she gives attributions. However, her understanding towards background is not merely based on fact as she is only confabbing the possibilities (Carroll, 1897:17). It shows that Alice is attributing everybody in Wonderland, saying they seemingly do not like Dinah, her cat. Watching the Wonderland creatures freak out after listening to a story about Dinah, Alice can tell that they may have a horrible experience with cats. Cats may be dangerous to them and give them bad memories. Therefore, they do not like the name of what dangers them to be mentioned. Alice realizes this fact only after the action of running away is taken by the creatures. She does not know anything about this in advance. If she knew, she would not have mentioned Dinah in the first place and continued having a good company.

Pragmatic goals measurement is Alice's process of setting goals by uttering a certain attribution. Interacting with other characters in a communicative context enables Alice to accomplish several things in order to get closer to her objective plans. As an example, the plans are such as to grow larger and to go to the Garden. I found there are at least three goals that Alice reaches out through her attributions, which are to lessen another person's confusion, manage her own status in the situation, and fend off blame. Through her attributions, she weighs certain purposes whenever she utters statements (Carroll, 1897:24).

Information demanding is needed to make sure that the attributions Alice gives are correct. It requires a verbally and physically observation regarding the agent's further information. Previously in the Behavior Evaluation sub chapter, Alice needs to pay

attention to the behavior, whereas in the Information Demanding, common verbal and physical – something that can be listened and seen – are the objects. Excerpt below gives the evidence of information demanding's result (Carroll, 1897:31). The situation exemplifies that Alice is sure when she calls out the Footman idiotic. The little girl can come up with this idea after having the conversation in which the Footman shows the evidence that he is not so smart, according to Alice's standard. The statements the Footman says are enough to undercover the specific information of his behavior.

Conclusion

According to the analysis of the research findings as discussed in the previous chapter, it can be inferred that in Lewis Carroll's Alice's Adventures in Wonderland, Alice perceives explanations from the nonsense through the attributions she gives. Wonderland is a total new world to Alice where she should act according to its nature whereas the young girl has her own nature from the what-so-called normal world. She is faced with a series of situations she has not understood, seen, and experienced before. Therefore, she tries to retrieve explanations from the circumstance going on including the Wonderland creatures with their peculiar behavior. She relates the nonsense in Wonderland with the sense in her original world as showed in her attributions. There are two main reasons for Alice to attribute: to call into a respond and to figure out her identity as well as goals.

Through her attributions, it can be concluded that Alice psychologically goes through processes with an eye to cultivate the most correct explanations. The little girl unconsciously divides every of her attributions into two extensions. They are pointed to the creatures themselves that assumedly have led the Wonderland circumstance into a madness, and on the

other hand, to the environment that allegedly forms the nonsense.

Moreover, Alice attributes Wonderland and its creatures in a process that includes the steps of frame-working through behavior and attributing under psychological processes. By frame-working, Alice speculates the creatures' intentions in order to receive an understanding and to call into a correct respond. The intentions itself are two: reasons that lead into intentional actions and factors that cause unintentional ones. Meanwhile in the next step, by attributing under psychological processes, Alice completes three sub-steps: behavior evaluation, pragmatics goals identification, and information resources.

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SPOKEN-LANGUAGE FEATURES IN CASUAL CONVERSATION A Case of EFL Learners' Casual Conversation

Aris Novi, Bagus Dwi Pambudi

Graduate Program

Universitas Negeri Semarang

Semarang, Indonesia

arisnovi32@gmail.com

Abstract

Spoken text differs from written one in its features of context dependency, turn-taking organization, and dynamic structure. EFL learners; however, sometime find it difficult to produce typical characteristics of spoken language, particularly in casual talk. When they are asked to conduct a conversation, some of them tend to be script-based which is considered unnatural. Using the theory of Thornburry (2005), this paper aims to analyze characteristics of spoken language in casual conversation which cover spontaneity, interactivity, interpersonality, and coherence. This study used discourse analysis to reveal four features in turns and moves of three casual conversations. The findings indicate that not all sub-features used in the conversation. In this case, the spontaneity features were used 132 times; the interactivity features were used 1081 times; the interpersonality features were used 257 times; while the coherence features (negotiation features) were used 526 times. Besides, the results also present that some participants seem to dominantly produce some sub-features naturally and vice versa. Therefore, this finding is expected to be beneficial to provide a model of how spoken interaction should be carried out. More importantly, it could raise English teachers or lecturers' awareness in teaching features of spoken language, so that, the students could develop their communicative competence as the native speakers of English do.

Keywords: spoken language, spontaneity, interactivity, interpersonality, coherence, casual conversation

Introduction

Communication is the activity of using language that involves of exchanging information, beliefs, and attitude among the participants. It is in line with Brown (299:5) who stated that language is a system consisting vocal, written, or gestural symbol that enable people to communicate intelligibly with one another.

As human, it is nearly impossible to spend time without communication. Otherwise, we always create communication both verbal and non-verbal. Such communication process is reflected in either spoken or written text. Moreover, most day-to-day language

communication occurs in spoken text. Text is communicative meaningful event, it refers to the original words of something written, printed, or spoken, in contrast to summary or paraphrase. furthermore, Thornbury (2005: 19) states that a good text is self-contained, well-formed, hang together (cohesive), make sense (coherence), have a clear communicative purpose, recognizable text types, and appropriate to their context of use. In relation to the English language classroom activity, EFL learners; however, sometime find it difficult to produce typical characteristics of spoken language, particularly in casual talk. When they are asked to conduct a conversation, some of

them tend to be script-based which is considered as written text in which the conversation runs unnaturally.

Since this study mainly looks at the spoken language features in student's everyday conversation, we present a little bit more about it. Spoken text is characterized by several elements; context dependent, turn-taking organization, language as accompanying actions, language as process (dynamic structure). Context dependent stresses that the messages delivered are recovered by context in which not all information are explicitly stated, otherwise explaining all information is tended to be unnatural communication. Besides, the language usage depends on certain context of situation in which subject matter (field), participants involved (tenor), and channel (mode) contribute to develop ideal communication. Turn taking organization refers to the participant's attempt to get control to speak. In this case, conversation is made up of turns speakers alternate: Participants in sequence takes chance to speak (participant A says something, then participant B, then participant A...). In the case of language as accompanying action, it concerns with the use of language as means to demonstrate particular activity, in such phase, the participants commonly use everyday lexis, non-standard grammar, and lexical sparse. In terms of language as process (dynamic structure), it portrays the main essence of communication is the interactive staging where the exchanging information that involves of various topics occurred, it is indicated by the existence of repetition certain lexical element, and opening and re-opening. By doing so, it is portrayed that the participants has embodied communicative conversation.

Furthermore, according to Thornbury (2005) states that the spoken language features are characterized by four elements; spontaneity, interactivity, interpersonality, and coherence.

The element of spontaneity deals with the situation in which communication is developed in certain context of situation that all utterances or meanings used are produced naturally depends on the participants' minds, the feature of this element encompasses filled pause, repetitions, false start and backtracking, and incomplete utterances. The element of interactivity refers to the situation where the participants are involving in both verbal and non-verbal communication, they interact by taking turn, stay silence when the counterparts are speaking, interrupt at once and show their dis/agreement by producing certain back-channeling/discourse markers. The element of interpersonality focuses on how people are behaving through the language usage, so that the essence of this feature is not merely as tool of exchanging the meaning, it is used to express interpersonal function that allows the participants to linkage the group solidarity. While the element of coherence is about the connectedness of the elements above that leads the text in sequence order. In this sense, Coherence is seen as crucial aspect that develops communicative communication. This study aims at analyzing the characteristics of spoken language feature in casual conversation that involves of spontaneity, interactivity, interpersonality, and coherence.

Methodology

This study is a spoken discourse analysis. The data was obtained from the final assignment of Discourse Studies in which students were assigned to record casual conversation in approximately 15 minutes. The students were in the second semester of graduate program in the 2016/2017 academic year. We randomly chose three recordings out of 24 to be analysed. The conversation transcriptions had been already enclosed by the students. Thus, it enabled us to do carry out data analysis. The units of analysis of this study involved turns and moves in the utterances produced by the interlocutors.

They were analysed in terms of ___ major aspects of spoken language proposed by Thornburry (2005) embracing spontaneity, interactivity, interpersonality, and coherence. To analyse those features in the conversations, coding was done, and the results of the analysis were presented in the tables in the form of numerical data to be interpreted.

Finding and Discussion

Spontaneity Features

As casual conversation is produced with little or no time for planning, it involves spontaneous characteristics which can be realized in the forms of ‘one-clause-or-phrase-at-a’ time construction, smaller runs, or chunks. The analysis result of spontaneity features is displayed in the following table.

Table 1. Spontaneity Features

Features	Frequency		
	Conv. 1	Conv. 2	Conv. 3
Filled Pauses	64	12	5
Repetitions	11	2	-
False Starts and Backtracking	17	2	-
Incomplete Utterance	-	-	19
Total	92	16	24

The table above portrays that most of the features occur in both conversation 1 and 2, but conversation 3 only shares few of them. Some of the features are also absent in some conversations. In fact, Thornburry (2005) asserts that the segmentation into bite-sized chunks not only makes production easier, but it makes processing on the part of the listener easier too. The absence of incomplete utterance or repetition in some conversation,

for example, makes the conversation unnatural.

Interactivity Features

Casual conversation also allows the speaker to interact by taking turns, keeping silent when others are speaking, back-channeling, laughing, and even chuckling. Interactivity features embraces six points, and the analysis results shows the following results.

Table 2. Interactivity Features

Features	Frequency		
	Conv. 1	Conv. 2	Conv. 3
Taking Turns	229	108	82
Keeping silent when others are speaking	207	108	82
Signaling interlocutor's amusement	17	1	15
Back-channeling	22	15	-
Overlapping	53	-	-
Discourse Markers	77	41	24
Total	605	273	203

Interactivity features are easily found in the conversation, and they are distributed differently in terms of their proportion in each conversation. However, some of the features, back-channeling and overlapping, are missing in some conversation.

Interpersonality Features

Conversation is not simply the exchange of information, but also has interpersonal function. The finding of interpersonality features is displayed in the following table.

Table 3. Interpersonality Features

Features	Frequency		
	Conv. 1	Conv. 2	Conv. 3
Laughter, Chuckles	17	1	2
Hedges	-	9	21
Vague Language	43	-	2
Markers	77	41	5
Repeating other words	17	-	-
Exaggeration	-	-	19
Swearing words, Expletive	-	-	3
Total	154	51	52

The most features found in the conversations are markers, vague language, and hedges. However, some features do not occur in the

conversation. In fact, the absence of speakers' involvement in can make the conversations run cold.

Coherence (negotiation features)

Features	Frequency		
	Conv. 1	Conv. 2	Conv. 3
Interpersonal	140	86	56
Logico-semantic	86	101	57
Total	226	187	113

Conclusions

This study aims at analyzing the characteristics of spoken language feature in casual conversation that involves of spontaneity, interactivity, interpersonality, and coherence. Based on the finding and discussion above, it could be summarized as follows;

First, the three conversations above could be considered as spoken text, this finding is supported by the characteristic of spoken language feature that is proposed by Thornburry (2005). Second, the participants have used various feature of spoken language, however, some features such as Spontaneity (repetitions, false start and backtracking, and incomplete utterance); Interactivity (back-channeling, overlapping); Interpersonality (hedges, vague language, repeating other words, exaggeration, swearing word/expletive) are not fully used by the participants in all conversations. Third, based on previous finding, it could be significant evidence for teachers or lecturers to raise EFL learners' awareness of spoken features in conversations. Thus, the students can develop their communicative competence as the native speakers of English do.

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THEME-BASED TEACHING IN 6TH CLASS ELEMENTARY SCHOOL STUDENTS TO IMPROVE LISTENING SKILL

Asri Aprianti, Isna Nur Adhini

English Department

Semarang State University

Indonesia

asriaprianti30@gmail.com, alifiaadiba@gmail.com

Abstract

This research was conducted to identify elementary school students' improvement and the impact of theme-based teaching. The study was conducted by using case study which involved students of 6th grade in Primagama Sampangan as the sample. In addition, the data were gathered through listening assessment. The major finding was theme-based teaching more interested in learning English, especially spelling of certain words. The theme should suit the proficiency level of elementary school students and be relevant to their daily lives. A pre-test test should be administered to ascertain language level of the learners. There should be post-test to assess the effectiveness of the study. The mean of the post-test was 6.25. After the treatment did, the post-test result shown that the mean was 9.33. It could be concluded the research and some activities that can be used in improving students' listening skill.

Keywords: Listening Skill, Theme-based Teaching, Sixth Class

Introduction

In the case of teaching English as foreign language (EFL) to students of elementary school, listening is claimed as the most important skill to master. It is because listening is one of receptive skills for receiving some information from speaker. Listening involves a sender, a message and a receiver. It is psychological process of receiving, attending to constructing meaning from and responding to spoken or non verbal messages. When the student hear stories which told by teacher they will get information. In fact, the students could not understand it because the most of students who do not like English. The reasons are they feel sleepy, bored, confused, stressed and frustrated when the teacher told the story. However, as an English teacher must help the students cope their difficulties by giving motivation and more creative in teaching especially in teaching listening. They can apply interesting method; use many kinds of medium, playing games and give positive advice about learning for students. The story

should be suitable for students and improve their listening skill in learning foreign language. Hopefully, theme-based teaching can assist students to improve their listening skill. Theme-based teaching is a vehicle for teaching a range of skills and content by integrating curriculum areas around a topic. This method of teaching links curriculum strands and capitalizes on children's interests, creating a sense of purpose and community in the classroom. By building on their interests and life experiences, young people's attitudes, skills and knowledge are developed in meaningful ways. Based on the problem above, the researchers are interested in conducting a research on improving listening skill through theme-based teaching to enhance their listening skill.

Lawrence in Lathufirdaush (2014) mentioned why theme-based teaching is more helpful be applied than other technique. The reasons are:

(1) It is more fun to teach and learn using a theme.

- (2) It harnesses curiosity to motivate learning.
- (3) Educators transition to being facilitators of learning.
- (4) It teaches children how to learn.
- (5) It draws in the child's family

Listening

Listening is the language modality that is used most frequently. It has been estimated that students spend almost half their communication time listening, and students may receive as much as 90% of their school information through listening to instructor and to one another. However, language learners do not recognize the level of effort that goes into developing listening ability. Feyten (in Vasiljevic:2010) claims that more than 45% of communicating time is spent listening, which clearly shows how important this skill in overall language ability.

There are many types of listening activities. Those that don't require students to produce language in response are easier than those that do. Students can be asked to physically respond to a command, select an appropriate story or object, cycle the correct letter or words on a worksheet, draw a route on a map, or fill in the chart as they listen. It is more difficult to repeat back what was heard, translate into the native language, take notes, make a outline or answer comprehension questions.

Theme-based Teaching

Theme-based teaching can over one, two or more lessons a week, or even several weeks. Many different activities are linked together by the content. It is very demanding for the teachers, as they have to be good at organization and in technical skills. It offers wide repertoire of resource, activities for children of all abilities, pair and group work. Theme-based teaching seems to be natural especially at a basic school where children spend the day together with one teacher. The day may be focused on one topic where all

aspects of the topic appear and English language is used. It better suits the way that young children learn. The textbooks we used in English lessons use topics and themes to structure their unit. The structuring is often superficial, as grammar of functional sequence is usually highlighted. Using theme-based teaching can extend teaching and learning outside the textbook.

The teacher has to decide which out of the three directions and to what extent will be used. Even an experienced teacher will need careful planning of a theme in advance, to prepare subthemes, materials and tasks and to identify the language learning aim in each activity as well as in the whole complex. There might be more activities prepared in advance and children can choose the activities and decide in what sequence they will be done. They can list the activities and number them, which teaches them to make decisions.

Methodology

Participant

The participant are 24 students of 6th graders elementary school in Primagama Sampangan. They are in range 11 to 12 years old. Most of them have never accepted listening English training and their listening English proficiency remains low. All classes were taught with a certain teaching method for the purpose of listening English.

Instrument

This research belongs to a case study by using quantitative approach. According to Creswell (2014:21), quantitative approach is investigatory primarily uses postpositive claims for developing knowledge (i.e, cause and effect hiking thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test), employs strategies of inquiry. In this research, researcher analyzed the result of listening practice using theme based teaching.

Finding and Discussion

For this study, the students were asked to listen carefully and to fill in the blank in the conversation. So, the listening exercise is completion. The conversation was about food that they like or dislike. It was because the standard competence of teaching in sixth grade curriculum.

1. Initial Pre-test

The Initial Pre-test was held before any cycle was conducted. In this test, the students were asked to write descriptive text.

In this Cycle 1 Pre-test, the students' scores were analyzed based on the initial pre-test that they did before. In this cycle the analyzed was focused on the listening.

3 Treatment

The first treatment will be given after cycle 1 pre-test has been done. In the class the students will be given a drill that used in this research.

4 Observation Checklist

The observation checklist will be filled during the treatment is held. The person who will fill the checklist will be the observer.

5 Cycle 1 Post-test

In this Cycle 1 Post-test, the students' scores were analyzed based on the improvement after the treatment has been done. In this cycle, the score's analyzed was focus on the listening.

6 Cycle 2 Pre-test

In this Cycle 2 Pre-test, the students' scores were analyzed based on the initial pre-test that they had done before.

7 Treatment

The second treatment will be given after cycle 2 pre-test has been done. The students will have a discussion in the class.

8 Observation Checklist

The observation checklist will be filled during the treatment is held. The person who will fill the checklist will be the observer.

9 Cycle 2 Post-test

In this Cycle 2 Post-test, the students' scores were analyzed based on the improvement after the treatment has been done. In this cycle, the score's analyzed was focus on the writing mechanic, such as their spelling and punctuation.

10 Final Post-test

It was conducted after all cycles had been done. It was used to find out the effect of giving the treatments in cycles 1 and 2.

In the audio for listening exercise, there are two speakers. The audio were played twice times. Below is the transcript of audio and form of listening exercise for pre-test and post-test.

A: Have you breakfast?

B: Not yet.

A: Let's go to the canteen. What kinds of food do you want to eat?

B: How about fried rice.

A: Alright, I like it very much. With extra mozzarella cheese can be super yummy.

A: Good morning, dear

B: Hi mom.

A: Don't forget to bring your lunch box.

B: Okay, mom. By the way what is the menu for today?

A: Your favorite food. omelet and crispy sausage.

B: Waw that can be fantastic lunch I ever had. Thank you mommy.

A: Hi mom, thank you for the milk.

B: No no. stop it. That's not milk.

A: What?

B: That's coconut milk for making porridge. Your brother wants me to make it.

A: What flavor do you want?

B: I prefer vanilla. I really like vanilla ice cream.

A: Ok. I choose hazelnut and chocolate ice cream.

A: Hi, John

B: Hi, Der

A: Which one do you like, salted-boiled egg or fried egg?

B: I prefer fried egg because it is not really fishy.

A: Uu that coffee is rather bitter.

B: Oh sorry. I think you don't really like that sweet.

A: Yah, please pass me some sugar to sweeten it.

B: Here you are

A: Thank you.

A: I add some slices of onion. Is it okay for you?

B: Um, honestly I prefer adding garlic.

A: Don't you like onion?

B: Not really.

A: This soup made by me.

B: Oh ya? I can't believe it.

A: It's for real. I made it with cauliflower, carrot, celery and chicken.

B: So good. It tastes delicious.

A: Dina, how to make this spaghetti? This is heaven!

B: Really? I boil the pasta till gentle.

A: Then?

B: Just add spices such as chili, paprika, onion, garlic and additional topping like beef and sausage.

Below is the worksheet for listening exercise. The students have to complete the conversation by filling in the blanks.

A: Have you already 1. _____?

B: Not yet.

A: Let's go to the 2. _____. What kinds of 3. _____ do you want to eat?

B: How about 3. _____.

A: Alright, I like it very much. With extra 4. _____ can be super yummy.

A: Good morning, dear

B: Hi mom.

A: Don't forget to bring your 5. _____.

B: Okay, mom. By the way what is the 6. _____ for today?

A: Your favorite food. 7. _____ and 8. _____.

B: Waw that can be fantastic 9. _____ I ever had. Thank you Mommy.

A: Hi mom, thank you for the 10. _____.

B: No no. Stop it. That's not milk.

A: What?

B: That's 11. _____ for making porridge. Your brother wants me to make it.

A: What flavor do you want?

B: I prefer 12. _____. I really like vanilla 13. _____.

A: Ok. I choose 14. _____ and 15. _____ ice cream.

A: Hi, John

B: Hi, Der

A: Which one do you like, salted-boiled egg or 16. _____?

B: I prefer fried egg because it is not really fishy.

A: Uu that coffee is rather 17. _____.

B: Oh sorry. I think you don't really like that 18. _____.

A: Yah, please pass me some 19. _____ to sweeten it.

B: Here you are.

A: Thank you.

B: Really? I boil the pasta till gentle.

A: Then?

A: I add some slices of 20._____. Is it okay for you?

B: Just add spices such as 25._____, paprika, onion, garlic and additional topping like beef and sausage.

B: Um, honestly I prefer adding 21._____.

A: Don't you like onion?

B: Not really.

A: This 22._____ made by me.

B: Oh ya? I can't believe it.

A: It's for real. I made it with cauliflower, 23_____, 24._____ and chicken.

B: So good. It tastes delicious.

A: Dina, how to make this spaghetti? This is heaven!

At the beginning of the treatment, the students have difficulties in listening. It proved that the students have not practiced listening exercise yet. So, the students have difficulties in listening. After the treatment conducted, the scores of listening were increased. It meant the students could improve the listening skill. The students' attitude toward the action research improved especially their attention and their response to the learning process by using the method.

Table 1. Data of Students' Score

Pre-Test	%	Post-test	%
7	58.3	9	75.0
6	50.7	8	66.7
5	41.7	11	91.7
5	41.7	9	75.0
7	58.3	8	66.7
9	75.0	12	100.0
1	8.3	7	58.3
4	33.3	9	75.0
4	33.3	9	75.0
11	91.7	12	100.0
3	25.0	9	75.0
7	58.3	11	91.7
10	83.3	11	91.7
5	41.7	10	83.3
9	75.0	11	91.7
6	50.0	10	83.3
3	25.0	8	66.7
8	66.7	9	75.0
10	83.3	11	91.7
8	66.7	11	91.7
4	33.3	8	66.7
8	66.7	11	91.7
8	66.7	4	33.3
2	16.7	6	50.0
6.25	52.11	9.33	77.78

The mean of pre-test was 6.25 from 24 students. Meanwhile the mean of post-test was 9.33. The difference between pre-test mean and post-test

mean was 3.08. It means the mean of post-test was higher than the mean of pre-test. It can be concluded there was increasing achievement.

The percentage of pre-test was 52.11%, meanwhile the percentage of post-test was 77.78%. The difference between pre-test mean and post-test mean was 25.67%. It means the percentage of post-test was higher than the percentage of pre-test.

Conclusions

At the beginning of the treatment, the students have difficulties in listening. It proved that the students have not practiced listening exercise yet. So, the students have difficulties in listening.

The result has a good improvement. In the pre-test, the students gained right answer 52.11% of 100%; meanwhile, in the post-test, the students gained right answer 77.78% of 100%. It means the students had good improvement in listening.

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PEER MODELING FOR CLASSROOM ENGLISH PRACTICE IN PEER TEACHING ACTIVITY

Atik Rokhayani, Agung Dwi Nurcahyo, Dwi Rukmini, Ahmad Sofwan

1) and 2) Department of English Education, Universitas Muria Kudus

3) and 4) Department of English, Universitas Negeri Semarang

Indonesia

atik.rokhayani@umk.ac.id

Abstract

Giving instructions is a part of basic skills that should be owned by a prospective teacher. Student teachers of English Education Department, as prospective English teachers, should be exposed to an intensive practice of using Classroom English to help them improve competence of giving instructions in English. In the class, they can use peer modeling as a media of reflecting their effort to do rehearsal. Peer teaching can be an alternative activity to give them opportunities for them to do intensive practice of giving instructions using classroom English. This study aims to describe how peer modeling of Classroom English in peer teaching activities are used by student teachers of English Education Department of Universitas Muria Kudus to prepare them for a program of field teaching practicum at schools. Peer modeling is believed to be able to reduce psychological gap among students during their simulation of teaching using Classroom English. Student teachers will not feel awkward physiologically to give feedback to their friends' performance. The study finds out that the student teachers of English Education Department of Universitas Muria Kudus show good effort of using better Classroom English.

Keywords: peer modeling, classroom English, peer teaching

Introduction

Nowadays, a teacher should be open-minded toward any paradigm changes on language teaching model. A teacher is, at the same time, also a learner since he/she must keep learning for a better qualification. When being open-minded is stucked to the perception of candidate teachers, it will as a consequence put them in line with the paradigm of growth mindset learner in which it will enable them to be progressive teachers. Class participation plays an important role in teaching and learning process (Crosthwaite, et Al: 2015). In Indonesia an English teacher should have four competences to meet the national standard of being a professional teacher, which cover the competences of pedagogy, personality, profesionalism, and sociability. In terms of pedagogical competence, a teacher should be able to manage a classroom, engage and support all students in

learning, create and maintain an effective environment for student learning, understand and organize subject matter for student learning, plan instructions and design experiences for all students, and assess student learning. Based on the previous research, teachers' competence in assessing class is still low and it needs to be improved (Azhar, F. 2013). Meanwhile, in the perspective of professional competence, an English teacher should have a good language competence and performance, including classroom English, to support their competence of pedagogy, especially in the effort of engaging students in interactive and effective learning. In this case, a teacher will have to serve as a good facilitator in the EFL class since students need to be encouraged to develop their communicative competence by exposing them in an interactive communication setting.

In the effort of preparing student teachers to be professional candidate teachers, they should be provided with intensive and comprehensive training program at the campus before they have real teaching practice in the internship program at schools. The intensive training of teaching in English Education Department should cover theory and practice of pedagogy in English language teaching. Student teachers have to be familiar with some theoretical development of pedagogy such as approaches, methods, techniques and strategies of teaching English. They also should know how to design curriculum and developing teaching materials. Besides, they are also demanded to understand how to design instructional activities, such as drafting a lesson plan, choosing appropriate technique, media, and material of teaching. Those theoretical mastery must be followed up with the practical activities which can be covered in some courses which can foster and boost the students' competence and performance of teaching.

Additionally, students are recommended to be trained with how to use classroom English in appropriate and acceptable practice of teaching in the class. Their competence and performance of classroom English also determines the quality of their teaching performance. Teacher and students can use classroom English in discussion because it can improve teacher and students' competence and skills (Ruday&Sean, 2011). Therefore it is necessary to design appropriate learning model in the practicum class like micro teaching class. In this class, student teachers are engaged in an intensive practice of peer teaching. Peer teaching is a teaching practicum in which the candidate teachers do a rehearsal of serving as teachers and at the same time, in turns, serving as students. Love (2012) states, "peer teaching has students take on a teaching role in a school setting in order to share their knowledge with other students". This study

aims at describing how peer teaching, as a peer modelling of teaching practicum, is practiced by the students of the English Education Department of Universitas Muria Kudus as an intensive rehearsal program to get accustomed to using classroom English in delivering classroom's instruction. The study investigates and explores to what extent the peer modelling of teaching practicum can intensively help student teachers improve their competence and performance of classroom English.

The simulation of learning and teaching activity in the peer teaching practice can also be perceived as a practical procedure of the role play and Communicative Language Teaching (CLT) method. The main target of applying these two methods is exposing student teachers with the intensive practice of using classroom English besides training them to improve their teaching performance. Student teachers are encouraged to conduct intensive rehearsal of performing an interactive class through the use of classroom English. This will also help student teachers post themselves like in a real situation in a classroom serving as teachers who actively interact with students in an acceptable context of situation by using classroom English. In other chance, they will also be in the position of students that will also be engaged to give response using classroom English. This reciprocal feedback represents the implementation of a classroom simulation by using CLT and role play collaboratively.

Methodology

The study explores to what extent the simulation activity can encourage and stimulate student teachers as candidate English teachers to improve their classroom English competence and performance in delivering instructions in a role played-teaching practice in a peer teaching activity. It is also a study which explore the implementation of Communicative Language Teaching (CLT) and Role Play method in

developing interactive learning process in the peer teaching activity in which student teachers will take in turns to teach and to be taught. The peer teaching activity will be followed up by a reflection session in which the student teachers have the opportunity to do a self reflection as well as to get criticism, correction and suggestion as well as assessment from one another. The subject of the research is the student teachers of the English Education Department of Universitas Muria Kudus, Indonesia. They are those who are trained and prepared to take a teaching internship program in the seventh semester in a real school. The course content of the training covers the following programs:

1. Introduction to the theory of approach, method, technique and strategy in English Language Teaching (ELT)
2. Introduction to School Based Curriculum and the Curriculum of 2013
3. Introduction to Language Teaching Media
4. English Instructional Design (including Lesson Plan Drafting)
5. Practicum of Peer Teaching

In the training program, student-teachers are first introduced to the basic theories of approach, method, technique and strategy in English Language Teaching (ELT). In this session, the student teachers are also trained with the use of CLT and role play as strategies to conduct SCL (Student Centered Learning) approach subjected to the orientation of the curriculum which have until now been implemented in Secondary and High Schools in Indonesia, those are familiarly known as Institutional Based Curriculum (KTSP) and Curriculum of 2013. These two curriculum are introduced to the student-teachers before they learn the theories of language teaching media and English Instructional Design. The practicum of peer teaching is done in the final session of the training program. The course content of the training program is actually the short term-review of the subjects that they have

htaken in the regular colleges which contain theory and practice of English Language Teaching (ELT). In the specific scope of discussion of this study, it can be stated that peer teaching is a way to explore how student-teachers (candidate teachers) are intensively encouraged to improve their proficiency of classroom English in their empirical experience to perform the teaching practice. They will be assessed on how well they use classroom English in: doing apperception, delivering materials, engaging students in the learning process, creating interactiveness with students, selecting effecting instructions, and giving a follow up instructions.

Finding and Discussion

Basically, the training program consists of three main stages, i.e. the first stage is theoretical deepening session; the second stage is instructional design session; and the third stage is practicum session. In first stage, the student teachers have fully participated in strengthening their understanding and mastery of concepts, principles and basic guidelines of the language teaching approaches, methods, techniques, strategies and procedures. In this theoretical deepening session, the student teachers are given individual and in group-assignment. They are supposed to explore any ideas of their own of what material, technique, media, and strategy of teaching they plan to conduct in the upcoming peer teaching practice. They work in group for designing a teaching cycles by using certain material, technique, media and assessment. The first stage is fully used by the students to have several sessions of focus group discussion on theory of language teaching.

Next, they proceed to the second stage, i.e. drafting an instructional design. The draft of the design should be written/typed in a complete document of portfolio. Before they submit the portfolio, they have to present it in front of the class for getting some advice,

suggestion or even correction from the lecturer and their peer friends. The portfolio is then simplified in a complete draft of lesson plan. There are three big classes of student teachers in which each class consists of more or less 36 students. Each class is then divided into three or four group of ten students at average. Besides, classroom task assignment, each group is also given some take home assignment. The take home assignment is expected to be the way of providing opportunities for them to do autonomous learning in their group which consequently gives impact on the literacy development of the students.

After the student-teachers complete the portfolio assignment in first stage and the second stage, which are theoretical, then they come to the third stage, i.e. teaching practicum session. The practicum session is divided into two periods. In first period of practicum, student-teachers perform the teaching practice individually and directly assessed by the lecturer as the only assessor. In this period, the student-teachers should maximize their individual effort for their performance. The reflection session is also taken by the lecturer only. So, there is only one assessor. In the second period of practicum, there is a bit modification on the task execution, i.e. the students are divided into three groups. Each group should optimally make use of the opportunity to share with each other in one group or preparing the teaching performance. This group work has some learning insights to consider, i.e. (1) students have the opportunity to do autonomous learning which can in turn develop their literacy; (2) the activity of group work allows them to explore more learning resources since they do not only count on individual finding of information; (3) students get the chances to do rehearsal/simulation of teaching practice with a small scope of class (with their friends in group) before conducting the performance in front of the class; and (4) students get

through some layers of reflection from the simple and small scope in the group level, up to a wider scope of reflection in the classical level of reflection session. The assignment completion in group indicates a significant learning experience in which humanism approach is practically realized here. This group activity enables the lecturer to raise the frequency of learning motivation among students to almost the same level. Students with different learning styles will find no psychological barrier to learn and share with their friends. They are motivated by one another to explore information for enriching the content of teaching as well as to encourage one another for to improve the quality of teaching performance. It is in fact close to the implementation of humanism approach.

Finally, based on the data analysis of the research, it can be perceived that the student teachers (candidate teachers) of the English Education Department, Faculty of Teacher Training and Education of Universitas Muria Kudus, who take the training program of teaching preparation skill, have not reached the expectation. However, in terms of learning development, there is a progressive trend of learning outcome because the student teachers have got some consolidate learning experiences after they get through the reciprocal teaching practice of the peer teaching activity. Student teachers at least have got some learning experiences, such as (a) experience of intensive rehearsal for teaching practice, (b) opportunity to develop self confidence in teaching, (c) continuous process of public speaking skill development, (d) increase on communicative competence, (e) decrease of psychological gap among student teachers during the simulation activity, (f) literacy development, and (g) peer reflective evaluation. Additionally, to be seen in the affective aspect, through the simulation of peer teaching, student teachers feel secured, supported, encouraged and motivated to design an interactive teaching since they feel

that they are not alone in learning; they have friends to share with. In terms of cognitive aspect, through the peer modelling of teaching practice, student teachers learn much from one another of points to develop in performing interactive teaching and learning. In the view of psychomotoric aspect, through peer modelling of teaching, student teachers have in fact done a total physical classroom activities to run an interactive and communicative classroom.

Conclusion

Training candidate teachers to be a good prospective English teachers has always brought to a paradigm of making them aware of the importance of improving classroom English proficiency. Therefore, thinking of alternative model for developing their proficiency is highly urgent to consider by an English Education Department. Referring to the above discussion, there are some points to sum up, those are: (a.) The peer teaching model has provided student teachers (candidate teachers) continuous opportunities for them to conduct intensive teaching simulation which enable them to improve their classroom English proficiency; (b.) Efforts have been done by the student teachers to design interactive class as the typical characteristic of teaching strategies; (c) To cope with the weak points of classroom English proficiency, student teachers strengthen the other aspects of teaching performance in order to maintain the interactive and communicative class, such as modifying alternative technique, media or material of teaching; (d) the activity of peer reflection is found to be very much helpful for the student teachers to reduce the psychological gap between them and to do mapping the scope of evaluation on their teaching performance and (e) Peer teaching allows more opportunities for the candidate teachers to develop their public

speaking skill more specifically in delivering instructions using classroom English.

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QUALITY TRANSLATION OF NOMINAL GROUP IN TWO TRANSLATION VERSIONS OF THE OLD MAN AND THE SEA

Atsani Wulansari, Moch. Malik Al Firdaus

English Department

FKIP, Universitas Tidar

Magelang, Indonesia

atsani_wulansari@untidar.ac.id, malik@untidar.ac.id

Abstract

The problem in translating nominal group is a different structure from English and Indonesia. This research aims to identify the translation of nominal group in *The Old Man and The Sea* and the two translation versions in Indonesian Language. Furthermore, this research also tries to see the translation quality of nominal group translation. The assessment in translation is used to know whether the nominal group translation done by the translators is accurate, acceptable, and readable or not. The data in this research are the nominal group that contains pre modifier and post modifier in *The Old Man and The Sea*. This research applies descriptive-qualitative research by using purposive sampling. Content analysis and questionnaire are used to collect the data. The questionnaire will be given to raters and respondents to assess the translation quality. The data will be analyzed by using stages proposed by Spradely. There are four stages for analyzing the data. They are domain analysis, taxonomy analysis, componential analysis and cultural theme analysis. Then, triangulation method is used to get the reliable and valid data.

The finding shows that there is a different structure of Indonesian nominal group and English nominal group based on Systemic Functional Linguistic approach. The result of translation qualities in both versions can be used as the model for Department of English student in translating nominal group in a correct way.

Keywords: Nominal group, Translation, Quality of Translation, Systemic Functional Linguistics

Introduction

Translation activity always deals with two languages that are source text (ST) and target text (TT). In translating a sentence, translators will face a number of types of group, such as, nominal groups, verbal groups, adverbial groups, preposition groups and conjunction groups. In relation to that case, translators should have many competences like grammatical competence, sociolinguistics competence, discourse competence, and strategic competence so that they can transfer the meaning accurately.

Meaning equivalence is crucial in translation. Newmark (1988: 5) assumes that translation is delivering meaning of the source text in target text. In getting the equivalence, grammatical shifts cannot be denied because of the different structure of language. In Systemic Functional Linguistics, translation equivalence involves socio-cultural context, genre and register. Santosa (2009 : 6) explains that the genre equivalence

involves the equivalent choices of type of genre and its social function or intentionality of text producer. Meanwhile, the register equivalence involves the equivalent choices of unity of the three metafunctions, realized in text structure and texture (discourse semantics, lexicogrammar and phonology and graphology).

Nominal group is one of the important parts in a sentence. As stated in Systemic Functional Linguistics (SFL) theory, nominal group has pre-modifier and post-modifier. Pre-modifier consists of Deictic, Numerative, Ephetet, and Classifier. This function of pre-modifier is to describe the thing. Meanwhile, one functional gap that should be filled in nominal group is post-modifiers or it is called qualifier. The function of qualifier is giving additional information about thing.

English and Indonesia are languages that come from different language family (Bramono, 2014:25). In addition to that, it is clear

that they also have different grammatical structure for nominal group. In dealing with nominal group, translators should master the grammatical competence well. This grammatical competence can help them to analyze the structure of nominal group in source text and target text.

This research will elaborate the translation of nominal group with pre-modifier and post-modifier in the two translation version of *The Old Man and The Sea*. Moreover, this research will try to find the quality of both translations. The result of this study is hoped to give the reference about nominal group structure with systemic functional linguistics approach. Furthermore, it is hoped that this research can be used by the students of English Education as their guidance to translate the sentence that consists of nominal group.

Methodology

The type of this research is descriptive qualitative research that applies purposive sampling. This research applied Systemic Functional Linguistics approach to find the nominal groups in *The Old Man and The Sea*. In addition to the quality of translation, translation assessment theory was used.

The sources of the data in this research were the novel entitled *The Old Man and The Sea* by Ernest Hemingway and the two translation versions. The second source of the data were taken from the informant (raters and respondents). Raters are those who assess accuracy and acceptability quality while respondents are those who assess the readability of translation. Triangulation of source of data and triangulation of method will be used in this paper. The techniques of data collection in this research used content analysis and questionnaire. The stages of data analysis used in this research were analysis stages from Spradely in Moleong (2010: 305 – 306).

Finding and Discussion

1. The Nominal Group in two translation versions of *The Old Man and The Sea*

In dealing with nominal group, both English and Indonesia have the same experiential components of nominal group based on Halliday & Matthiessen (2014). Those components are deictic (deiktik) (D), numerative (numeraatif) (N),

epithet (pendeskripsi) (E), classifier (penjenis) (C) and qualifier (penegas) (Q). However, the different structure in the result of translation is occurred. It is normal since English and Indonesia have their own rule. The analysis of nominal group and its translation in this research is described below.

Tabel 1. The Nominal Group in *The Old Man and The Sea*.

No	Experiential components of nominal group	Total
1	D,E,C,T,Q	3
2	D,E,T,Q	27
3	D,T,Q	115
4	D,C,T,Q	5
5	N,T,Q	3
6	D,N,C,T,Q	1
7	D,N,T,Q	4
8	N,C,T,Q	2
Total		1.

The experiential component of nominal group in target text is different. The shift is happened because the language system of English and Indonesia is different. Below are the translation results in the novel.

Tabel 2. The Translation Results of Nominal Group

No	nominal group in ST	nominal group in TT
1	D,E,C,T,Q	TT1 : T-C-E-Q TT2 : T-C-Q
2	D,E,T,Q	TT1 : T-C-Q TT2 : T-E-Q
3	D,T,Q	TT1 and TT2 : D-T
4	D,C,T,Q	TT1 : T-C-E-Q TT2 : D-T-E-Q
5	N,T,Q	TT 1: T-C-Q TT 2: N-T-C-Q
6	D,N,C,T,Q	TT 1: T-Q TT 2: T-C-E-Q
7	D,N,T,Q	TT1 : T-D TT2 : N-T-C
8	N,C,T,Q	TT1 : N-T-Q TT2 : N-T

Below are the examples and explanations of the translation of nominal group.

040/TOMTS-ST

The old man knew he was going far out and he left the smell of the land behind and rowed out into **the clean early morning smell of the ocean.**

040/TOMTS-TT1

Lelaki tua itu tahu ia akan sampai jauh ke laut dan bau daratan ditinggalkannya di belakang dan ia mendayung ke arah **bau laut dini hari yang segar**.

040/TOMTS-TT2

Lelaki tua itu menyadari ia akan pergi jauh meninggalkan aroma daratan di belakangnya dengan mengayuh ke tengah-tengah **bau lautan yang jernih dini hari itu**.

The data above shows the shift in translating nominal group. The structure in source text is D-N-E-C-T-Q. Meanwhile, in translation, there are two types. The translator of TT 1 omits the deictic in target language. In TT 2, the translator combines the classifier which is 'dini hari' to qualifier. Therefore, the component in TT 2 is T-C-Q.

2. The Translation Quality of Nominal Group

The result of their assessment in the quality of nominal group translation in the two translated versions of The Old Man and The Sea are described as follows.

Table 3. The Translation Quality of Nominal Group

Quality	TT1	TT2
Accurate	73	99
Less accurate	86	60
Not accurate	1	1
	160	160
Acceptable	82	91
Less acceptable	76	67
Not acceptable	2	2
	160	160
High readability	118	75
Medium readability	40	80
Low readability	2	5
	160	160

From the table, it can be concluded that from the accuracy and readability side, the TT2 novel is more accurate and acceptable than TT1. However, seen from readability side, TT1 is better. Below are some examples.

119/TOMTS/ST

The wire must have slipped on **the great hill of his back**.

119/TOMTS/TT1

Tentunya kawat itu telah meleset **di gundukan punggungnya**.

119/TOMTS/TT2

Kawat itu pasti telah tergelincir pada **bukit besar punggungnya**.

The raters give assessment that the data above is less acceptable and accurate. The raters said that the translation of nominal group should be changed into 'di lengkung punggungnya' to be accurate and acceptable. Then from readability, the respondents said that TT 1 has high readability and TT2 has medium readability.

056/TOMTS/ST

The dolphin were cutting through the water below **the flight of the fish** and would be in the water, driving at speed, when the fish dropped.

056/TOMTS/TT1

Lumba-lumba itu menembus air di bawah **mangsanya** dan siap untuk menerkam setiap saat ikan-ikan kecil itu turun.

056/TOMTS/TT2

Lumba-lumba itu seolah mengiris air, mengendalikan kecepatannya, ketika ikan buruannya jatuh.

The result of the assessment from the data above is less acceptable, less accurate and low readability. It is because the choice of word in TT 1 is not correct and the word is not translated into Bahasa Indonesia.

Conclusions

The finding in this research shows that there is a shift in translating the nominal group in its two translation versions. The shift is happened since the language system in English and Bahasa Indonesia is different. The translators sometimes omit, reduce or combine the experiential components in nominal group.

From the accuracy and acceptability, TT2 is better, however, from the readability, TT1 is better. The accuracy, acceptability, and readability of nominal group translation are assessed from the choice of word, structure and the elements inside the nominal group.

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PEDAGOGICAL STRATEGIES AND CONTENT KNOWLEDGE IN ENGLISH FOR MATHS LECTURE IN CONTENT-BASED INSTRUCTION TEACHING

Ayu Fitrianingsih, Syahrul Udin

Faculty of Art and Language Education

IKIP PGRI Bojonegoro

Bojonegoro, East Java Indonesia

fitria.ayutenan@gmail.com

Abstract

This study was intended to find the pedagogical strategies applied by the teacher in the teaching learning process and to know teacher's content knowledge, how teacher need to understand the subject matter taught. This study was carried out in English for Math lecture of Mathematics education study program IKIP PGRI Bojonegoro which involved the teacher and the students as the respondent. This study is under qualitative case study. In collecting the data, questionnaire, observation and interview were conducted to get detail information of the issues. The result reveals: 1) the teacher combines some methods such as cooperative learning, problem-based learning and task-based learning to get the students enthusiasm; 2) based on teacher's educational background, although the teacher graduated from Bachelor Degree of Mathematics Education but she was able to combine English teaching through mathematics content very well. It can be concluded that Teacher's pedagogical strategy and content knowledge is very important in the application of content-based instruction teaching and learning.

Keywords: Content-based instruction, content knowledge, pedagogical strategy

Introduction

Content-Based approach teaching, requires a large amount of work and energy. The teacher has to fulfil several roles, such as being a good language teacher and in addition having an appropriate knowledge of the subject matter. Teachers' education a complex issue in CBI and students in a CBI class is supposed to learn the target language and some concept related to the content at the same time. According to Crandall (1999), teacher who are teach the target language with CBI have to be trained in the place where specialized teacher training normally is conducted.

Moreover, the integration of pedagogical strategy and content knowledge in content-based teaching is a highly complex cognitive activity in which the teacher must apply

knowledge from multiple domains (Resnick, 1987). Based on the requirement that in content-based instruction teaching and learning, the teacher should has English background of education, they have to be able to mastery the content subject. But sometimes their background education isn't suitable with the subject matter which is taught.

Professional teachers are they who have good pedagogical strategies and also content knowledge. Ball & Bash (2003) stated that teacher with good strategies can be seen from the kinds of questions teacher ask, the way they respond to student, their expectations of and attitudes toward students, their classroom management technique, their teaching methods, and their teaching general behavior. Good teachers should have good strategies,

they have to know the goals which they plan to reach success and how they set students realizing those goals.

This study was intended to identify the pedagogical strategies which the teacher applying in the teaching learning process and to know teacher's content knowledge which deals with how teachers need to understand the content or matter which is taught. This study is carry out in English for math subject and involves the first year students Mathematic Study Program of IKIP PGRI Bojonegoro.

Methodology

The design of this research was a qualitative case study. The data were dig up from the teacher and the first year students in English for maths class of Mathematic Study Program IKIP PGRI Bojonegoro. The data were obtained from observing two meetings to get the data of pedagogical strategy, interviewed the teacher and some students that randomly choosen, and also distributing the questionnaire to know the teacher's content knowledge. The researcher used an interactive model of analysis proposed by Miles and Huberman (1994). In analyzing data, the three main components were data reduction, data display, conclusion drawing/verification. In this research there were some strategies used to obtain the trustworthiness of the data, the researcher used data and method of triangulation.

Finding and Discussion

After the observation and interview conducted, there are three strategies which often used by the teacher in teaching English for Maths, they are; cooperative learning, problem based learning and inquiry learning strategy.

Cooperative learning.

One of the teaching strategies which used by the teacher is cooperative learning. Cooperative learning has been proven to be

effective for all types of students, including academically, because it promotes learning and fosters, respect and friendships among differs group as students. In the teaching and learning activities the teacher divide the students randomly. One group consists of two until three member. Through the division of the group, the assessment applied against the groups. The teacher will give a reward for the first three groups whom able to finish the problem correctly. The teacher applied games, she gives an instruction for the rules and also give the same opportunity to the students in the games. After every member got the opportunity, the teacher give time to discuss and do the assignment together. When the discussion is going on, the atmosphere becomes crowded because the students are arguing and exchanging their ideas.

Problem-based learning

Besides cooperative learning, the teacher also usually used problem-based learning strategy in teaching English for maths. Problem based learning is a teaching strategy which is the students actively against a complex problem in real situation. During the elaboration step, the teacher often gives an individual assignment through worksheet as the main teaching materials in this subject.

The content of the worksheet is the material discussed and the students' assignment. In learning English for maths, the students should do a lot of practices which meant here are mathematics problems which delivered in English. It is an application of "learning by doing" which can improve the students' critical thinking and their experience. Sometimes the teacher used real objects, videos, pictures, also power point presentation to make the students interested and understanding related to the topic discuss. The students doing the assignment by the guidance of the teacher

Inquiry-learning strategy

One of the learning strategies that provide an opportunity for students to find their own knowledge and play an active role in learning so as to understand the concept well and develop the ability to think critically is an inquiry learning strategy. In this strategy, the teacher applied guessing or questions answer method. Applying the right questions by teachers will stimulate students' creativity and help them in finding new knowledge. When the teacher asks questions, almost all students enthusiastically try to answer the question by raising his hand. Then the teacher appoints several students in turn to express his ideas or opinions in English. Furthermore, the teacher gives an explanation and discusses the material with the students.

This learning strategy is very effectively applied in the classroom where the number of students is not more than 30 people. Therefore, students are able to play an active role, thinking critically, analyze and solve their problems.

Content-Knowledge

Characteristics of the teacher

The teacher has a good discipline attitude such as she always comes in time to the school. The teacher rushes off to the class and come on time. Before the teacher starts teaching, she always has a good preparation which as the implementation of teaching strategies to take students' prior knowledge to account when planning syllabus and teaching, also create lesson plan, determine the methods, the materials and media that will be used in teaching. In this case, the teacher as an organizer is able to organize the components of teaching and learning activities. So, the learning activities run effective and efficient. The core meaning of pedagogical content knowledge is best represented by Shulman (1986, pp. 9) original definition, which states that pedagogical content knowledge includes knowledge on how best to represent and

formulate the subject to make it comprehensible to others, as well as knowledge on students' subject-specific conceptions and misconceptions (see also rossman, 1990).

Content knowledge, on the other hand, describes a teacher's understanding of the structures of his or her domain. According to Shulman, "The teacher need not only understand that something is so, the teacher must further understand why it is so" (Shulman, 1986, p. 9), which implies that teachers' content knowledge should represent a deep understanding of the material to be mastered by the students.

In an effort to attract attention and motivation of the students, The teacher often use some stimulus such as guessing, games, video, props, etc. She has a patient attitude in trying to provoke the students' responses. The teacher as a facilitator, she facilitates the occurrence of interaction as well as the teacher and the students, also the environment and other learning sources. It trains students to seek the information about the topic of the materials through exploration which students are able to deliver their ideas and the bravely in speaking English.

Besides, she has a good management in teaching a group of students which has many different characters. Each student has a different family background, skill, gender, nature, and so on. The teacher treats all students equally that they get the same material, the same tasks as well as the facilities. But, sometimes the teacher need to give special treatment to each individual according to their character and needs so that teacher are not only able to give general treatment to each group or learning level, but the teacher is also able to give special treatment to each individual.

Teacher's educational background

Here, it will discuss about the English for Maths teacher's educational background related with the understanding of the subject that she taught. When teachers think the best way to improve their teaching is by developing their content knowledge, they end up with sophisticated levels of knowledge, but they have only simplistic instructional methods to convey that material. To imagine that content matters more than process is to imagine that the car is more important than the road.

Based on the data gain from the interview conducted the researcher found that the English for maths teacher graduated from bachelor degree of Mathematic Education Department of IKIP PGRI Bojonegoro. Based on his background education, it is far different with subject that he taught that is English. Then the researcher focuses to observe the teacher's understanding about English lesson.

Conclusions

Based on the research findings and its discussion, the researcher comes to conclude several things. The first is pedagogical strategies that used by the teacher are; Cooperative Strategy, Problem Based Learning. The main goal of content-based teaching is enable the students to use English as their communication language through various learning activities and learning materials. Related to that goal, the English teacher is able to use the various methods and media which interesting and fun to teach. Furthermore, during the teaching and learning process the teacher show good attitudes as the ideal characteristics of teacher, they are; discipline, enthusiasm, friendly, creative, well-dressed and polite, has a good management class and time.

Based the background education of the teacher, although the teacher was graduated from Bachelor Degree of Mathematics

Education Department but she mastered English very well. It is based on the implementation of the teaching strategies used by the teacher in teaching English for Maths class, the students become active learners who able to play an active role, thinking critically, analyzing and solving the problems. Besides that, they can use English to communicate with the teacher and their friends during the teaching and learning process.

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EXPLORING THE TEACHER'S USE OF CORRECTIVE FEEDBACK IN SPEAKING ACTIVITY FOR INTERMEDIATE STUDENTS

Belinda Devina

Universitas Airlangga, Surabaya, Indonesia

Department of English Literature

Surabaya, Indonesia

beldevina@gmail.com

Abstract

Interaction plays primary role in the process of teaching and learning. Feedback is also part of interaction process in class. According Marzano, Pickering, and Pollock (2001), corrective feedback provides students with explanation of what they are doing that is correct and what they are doing that is incorrect. This study involves two EF Kayun teachers of intermediate level classes and two classes of intermediate level. In obtaining the data, observation method was taken. To analyze the data, six types of feedback by Lyster and Ranta (1997) were identified, along with the teachers' reasons of using those types of feedback given to the students. The result revealed that the total number of the most frequent type of feedback used for the first class observed was elicitation. Meanwhile, the most frequent type of feedback used for the second class observed was repetition. There were four main reasons considered in giving feedback. First, it can get the students involvement. Second, it is about teacher talking time (TTT). Third, it is to help the students refer back to the previous stage in the lesson. Last, it is important to improve their ability even though it is only considered as minor error.

Keywords: corrective feedback, EF Kayun, elicitation, Lyster and Ranta (1997)

Introduction

The role of communication cannot be separated from the process of teaching and learning in an English classroom activity. As the heart of communication, interaction plays primary role of the success of this process. Interaction itself is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other (Brown, 2000). Teacher's feedback is also part of interaction process in class. Feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance (Ur, 1991). According to Marzano, Pickering, and Pollock (2001), corrective feedback produces large effect and provides students with an explanation of what they are doing that is correct and what they are doing that is incorrect. There have been many studies analyzing the use and the role of teacher feedback in classroom

activity. Bitchener, Young, and Cameron (2005) argued that that there was a significant effect of the teacher when they combined the use of written and conference feedback when they dealt with student's accuracy in simple past tense and definite article. Another study was an unpublished thesis by Hawa (2007), who found that teacher tended to use feedback on content instead of feedback on form. The most frequent variety of feedback on content used was repeating. In addition, teacher provided feedback on form to correct an error in vocabulary, grammar, and pronunciation. A study conducted by Ahangari and Amirzadeh (2011) found that recast is the most frequent type of corrective feedback used by the teachers at three different levels of English proficiency. They stated that there were different factors contributing to efficacy of corrective feedback, one of them is the proficiency level. Teachers need to take consideration in choosing corrective

feedback techniques to students from different proficiency level. Prasetyawati (2014) conducted a study in a public school in Surabaya, which was SMPN 1 Surabaya and she took the seventh grade students as the participants of the research. It was found that teacher tended to use feedback on content more frequently than feedback on form. The present study discussed about the use of corrective feedback from different views and object as well. One of the previous studies presented above focused on three different proficiency levels of students, while the one conducted by the writer only focused on one level, the Intermediate level. Besides, this research would also use different theory of teacher's feedback, which is from Lyster and Ranta (1997). In this study, the writer analyzed the most frequent type of corrective feedback given by the teacher to the students in Intermediate level at EF English First Kayun Surabaya, and the reason of the teacher in giving a certain type of corrective feedback to the students.

Feedback

Lyster and Ranta (1997) examined that there are six types of feedback; explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition. Explicit correction is basically the same with the form of correction in giving feedback, so the teacher directly revises when the student answers incorrectly by saying the correct answer directly (e.g., "Oh you mean..." or "You should say...") Recast is more explicit than explicit feedback. The example of recast, when the student pronounces "occur" [ə'kjʊr], instead of [ə'kɜr], teacher will directly mention the correct pronunciation without saying "you should say....., rather than.....". Clarification request is often included the expression of "What do you mean...?" or "Pardon". Hence, these two phrases function to clarify what the student has said, in case that the teacher misunderstood. While in metalinguistic feedback the teacher gives comment,

response, or further explanation about the student's utterance. In metalinguistic comment, the teacher usually indicates that there was an error somewhere. Teacher may utter "can you find the error?".

Metalinguistic information provides either some grammatical metalanguage that refers to the error that the student has made or a word definition in the case of lexical errors (e.g., when students pronounce "occur" [ə'kjʊr], instead of [ə'kɜr], the teacher will say the correct pronunciation and add it up with the definition, (e.g., occur means "happen" or "take place")). The next type is elicitation. According to Lyster and Ranta (1997), there are three techniques used in elicitation. First, teacher elicits completion of their own utterance by strategically pausing to allow the student "fill in the blank" as it was. Second, teacher uses question to elicit correct form, for example teacher usually writes the word that student(s) pronounced incorrectly on the board and ask the whole students in the class by asking "how do we say this word in English?" while pointing at the word, and third, teacher occasionally asks students to reformulate or repeat their utterance. And for repetition, the teacher usually uses high tone or highlights the errors made by student, not only errors, but also things that are important related to the material.

Methodology

This study involved two teachers who taught the intermediate level classes at EF Kayun Surabaya. The number of students in each class is different to one another. The writer decided that she would give requirement to the number of students in a class that she observed. Since this research required interaction between teacher and students, the writer decided that she only observed classes that had at least five students. The writer assumed that she would get sufficient data if she had this minimum number of students in a class. There were two classes observed The

first class was observed on the 7th October 2016 which was taught by Mr. Felli. The second was observed on the 8th October 2016 which was taught by Ms. Yasmine.

The writer took four steps to obtain the data; conducting the observation in Intermediate classes in EF Kayun; recording the situation in the classes by using audiovisual recording. Each lesson was recorded in about 80 minutes; interviewing the teachers whose classes has been observed by utilizing stimulated recall method; transcribing the result of the observation and the interview. Furthermore, the writer had six steps in analyzing the data; identifying the types of teacher feedback by referring to the observation result; classifying the types of teacher feedback by using (Lyster & Ranta, 1997) six types of corrective feedback theory; investigating which type is the most frequent to be used by the teachers in giving feedback; presenting the teacher's reason about using certain types of feedback to students in the class that the writer had observed previously; making interpretation

of the observation result and interview result; giving the conclusion of the research.

Finding and Discussion

The writer observed two classes of intermediate level at EF Kayun Surabaya. The first class that she observed was on 7 October 2016, taught by Mr. Felli, the second class was on 8 October 2016, taught by Ms. Yasmine. The topic of the first class observed was about rules in public places with some common phrases presented, like "you are not allowed to..." , "you are not supposed to..." , and "you have got to..." Meanwhile, the topic of the second class observed was about the use of time signal (since and for) in present perfect tense. The writer focused on the feedback given by the teacher to the students, specifically during the speaking activities. By utilizing Lyster and Ranta (1997) six types of feedback, it was found that the teacher used the feedback interchangeably. The frequency and the number of occurrence of each type of teachers' feedback used during the observation can be seen below:

Table 1: The frequency of teacher feedback types used

Types of Teacher Feedback	Frequency	Occurrence	
		7 October 2016	8 October 2016
Explicit Correction	0	0	0
Recast	8	2	6
Clarification	0	0	0
Request			
Metalinguistic Feedback	10	5	5
Elicitation	11	6	5
Repetition	10	2	8
Total of Feedback Occurrence	39	15	24

Source : Processed Interview Data

According to the table, it can be seen that the total number of the most frequent type of feedback used by EF Kayun teachers is elicitation (11 times of occurrences). However, this total number is not similar to the number of occurrences of the feedback type for each class. As we can see above, the number of occurrences of feedback type in the first class observed was elicitation (six times of occurrences), similar to the total number of the most frequent type of feedback used. While in the second class observed, repetition (eight times of occurrences) was the most frequent one used by the teacher. Although the teachers used almost all types of feedback, explicit correction and clarification request were the types of feedback that were not used by the both of the teachers observed.

Elicitation

This type of feedback has the most total number of occurrences compared to other type of feedback. According to Lyster and Ranta (1997), this type allows the teacher to elicit the answer from the students. This type of feedback can also trigger the students to be active and to take part in answering the question being asked. Below are two excerpts of the classroom situation when the teacher was giving elicitation as type of feedback:

[Excerpt 1]

S : You can playing football.

T : you can play or you can playing?

S : play.....you can play football.

T : okay that's good..

[Excerpt 2]

S : They have been popular since they play AADC.

T : play or played?

S : Played

T : yes, played.

We can see that the teacher did not directly utter the correct answer. They use question to elicit the correct form. Based on the interview, both of the teachers whose classes

were observed agreed that, this type of feedback can get as much involvement from the students. Therefore, the answer did not only just come from the teacher, but also from the students.

Repetition

Repetition refers to the teacher's repetition by adjusting their intonation to indicate there is an error on the students' utterances. Based on the research, repetition is the most frequent type of feedback used by the second class observed. Here are some examples of excerpts when the teachers provided this type of feedback:

[Excerpt 3]

T : ... Number 3!

S : how long Joe Taslim....

T : How long Joe Taslim?

S : How long has Joe Taslimstarred in action movies?

[Excerpt 4]

S : you are not allowed to feed.

T : you are not allowed to feed.....

S : you are not allowed to feed animal

T :..., okay!

From the observation, the writer realized that the teachers modified their tone when repeating students' incorrect answer. Moreover, the teachers tended to provide this type of feedback because it is effective and quick. The teachers agreed that this type of feedback can minimize the TTT (teacher talking time). They added that as a teacher, we need to consider about the time management. Thus, all the lesson plans can be done in the classroom.

Metalinguistic Feedback

According to the table, the number of occurrences of metalinguistic feedback for both of the classes observed was similar. It was five times of occurrences. Metalinguistic feedback itself contains either comments, information, or questions related to the correct form over the student's utterance,

without directly providing the correct one. The excerpts of this teacher feedback used are as follows:

[Excerpt 5]

S : Brad Pitt has been an actor since ten....

T : no.. it is a duration, ten years.

S : Brad Pitt has been an actor for ten years

T : yes

[Excerpt 6]

S : guide tour

T : Very close but that's not how we say the job

S : Tour guide

T : very good, tour guide

It can be seen in both excerpt that the teacher gave a sort kind of information about the correct answer expected. They did not directly mention the correct form. Otherwise, they give a "clue" in order to make the students easier get the correct answer. Based on the post observation interview, there are two factors of using this feedback; the first one is to help them to refer back to the presentation stage. Another factor that was stated by the teacher is that they use this feedback when the students seem to find difficulty in getting the expected answer. To save the time, it is better for the teacher to give more help to the students.

Recast

This type of feedback was also used by both of the teachers observes when they gave feedback to their students in the class. This type of feedback allows the teachers to reformulate what the students have said directly with the correct form. The two examples of the excerpts below were taken from the observation of both classes:

[Excerpt 7]

S : uh... Butcher /bʊtʃ.ə(ɹ)/

T : Good job, Vincent! Two points. The job is Butcher /bʊtʃ.ə(ɹ)/

[Excerpt 8]

S : How long have my sister joined the audition?

T : my sisters

S : my sisters joined the audition.

In excerpt 7, the error that the student made was the pronunciation of the word "butcher", while in excerpt 8, there was an absence of "s" in the word "sisters". The teacher emphasized it in accordance with the auxiliary used, which was "have". From the interview, the writer got the information from the teachers that they used this type of feedback because it is considered as minor error, but it is still important to be corrected. In addition, the correction itself is seen as essential in order to gain the student's knowledge about a certain form of language.

Explicit Correction and Clarification Request

During the two observations, both of the teachers never provided these two types of feedback. Based on the table, it showed zero occurrences in both of the classes observed. According to the teachers, since explicit correction is almost the same as recast, they prefer choosing recast to explicit correction. It is because this type of feedback takes more time. Clarification request was not used by the teachers as well. It is because that the number of the students are only a few and the size of the class is not that big, so the teacher could just catch what the students uttered clearly without having them repeat the sentences again. Furthermore, teachers also need to consider teacher talking time (TTT). Therefore, both of the teachers chose to avoid these two types of feedback in order to save the time.

Reasons in Providing Feedback

Based on the post observation interview, feedback is important to be given to the students in order to inform them about how well they have done a task and to give correction. Feedback is best to be delivered to the students after they practice using the

target language presented. Furthermore, feedback is beneficial for both teachers and also students. It is beneficial for teacher to see if students understand and not and to see if the lesson is successful or not. It is also beneficial for students to gain new knowledge from the feedback and to find out if they have met the teacher's expectation or not. One of the teachers interviewed stated if the students consistently produce the target language presented, it means the lesson is successful. Otherwise, if they do not, it means there is something wrong with the activity from the previous stage.

We have seen that the teachers observed used almost all types of feedback by Lyster and Ranta (1997). Elicitation and repetition were two types that were considered as the most used by EF Kayun teachers observed by the writers. In elicitation, the teachers allowed the students to finish the incorrect sentence by themselves by eliciting it. In repetition, the teachers repeated the students ill-formed of language by modifying their tone while uttering it to indicating the students that there is something wrong with the sentence they produced. The teachers also used recast and metalinguistic feedback to the students. In metalinguistic feedback, the teachers tried to trigger the students to give the correct answer by providing them information related to the target answer. In recast, the teacher reformulated what the students have said directly in the correct form. The writer found that there was absence used of explicit correction and clarification request type of feedback by the teacher observed.

According to the interview, the writer found out there are four main reasons why the teachers provide feedback to the students. First, they provide elicitation feedback because it can get the students' involvement in answering the questions, which will carry out interaction in the classroom. The feedback given by the teacher should not be explicitly correct the students' incorrect

answer. The teachers may get the correct answer from the other students, in order to get them to think harder. Second, they give feedback, particularly for repetition, because this feedback is effective and quick. In addition, it can minimize TTT (teacher talking time), because as a teacher, we need to consider about the time management. Thus, all the lesson plans can be done in the classroom. The third reason is that they gave feedback because it could give the students help to make them refer back to the previous stages. The teachers used feedback when the students seemed to need more "clues" in order to get the correct answer. Even though this feedback involved more TTT, the teacher agreed that sometimes it is better for them to let the TTT a bit lose. The last reason is when the teacher gave feedback, especially recast, because the error is considered as minor error, but it is still important to be corrected. In addition, the correction itself is seen as essential in order to gain the student's knowledge about a certain form of language.

Conclusions

Based on the findings from the observation, it can be concluded that elicitation and repetition are two of the most frequent type of feedback used by teachers of intermediate level at EF Kayun Surabaya. Four out of six type of feedback proposed by Lyster and Ranta (1997) were used by them. Therefore, there were two feedback types which were not used by the teachers. There are some factors of the teachers in giving feedback. First, it is about the teacher talking time (TTT). Second, it is about the aim of lesson presented that day. If the error made by students is about that target language, the teacher will trigger the students to involve correcting the mistake. The teachers stated that since in EF Kayun there is a fix stage in the lesson plan that they have made, the feedback given should be as effective as well, because every stage is timed. The teachers have to manage that all of the stages have to be done in class, in order to achieve

the aim of the lesson and also the students' successful learning.

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THE PROBLEM OF “CULTURAL UNTRANSLATABILITY” FOUND IN THE ENGLISH TRANSLATION OF JOKOWI’S INSTAGRAM POSTS

Bety Mawarni

School of Global, Urban and Social Studies

RMIT University

Melbourne, Australia

betymawarni@gmail.com

Bagus Dwi Pambudi

English Department, Graduate Program

Universitas Negeri Semarang

Semarang, Indonesia

bagus.edu@gmail.com

Betari Irma Ghasani

English Department, Graduate Program

Universitas Negeri Semarang

Semarang, Indonesia

betari.ghasani@gmail.com

Abstract

The massive feasibility of social media has been utilised by numerous organisations and public figures, particularly world leaders, as an interactive way to spread information and to engage people from various backgrounds. In response to the language challenges in the global community environment, social media sites are adopting automatic machine translation to stretch the vastness of information reception. This mini research aims to analyse the problems of cultural untranslatability found in the machine-generated translation of the Instagram posts shared by the President of the Republic of Indonesia, Joko Widodo. The first part of this paper explores the major factors of cultural untranslatability resulted from machine-generated translation in 17 Jokowi’s Instagram posts during May 2017. Deploying Hofstede’s theory of cultural dimension, the second part of this paper analyses how these factors affect the cross-cultural communication in the framework of global environment. The result of this mini research present cultural translatability problems generated from machine translation and how it affects cross-cultural communication in social media. It is expected that the results of this mini research contribute in the development of machine translation as a device to boost cross-cultural communication in social media.

Keywords: cross-cultural communication, cultural dimension, cultural untranslatability, machine translation, Instagram

Introduction

In the last two decades, the development of social media has dramatically escalated following the globalisation era. In 2015, 93.4 million of Indonesian people were internet users, comprising 47.9% of Indonesian population. In a wider global society, social media users have reached more than 2.078 billion users worldwide (We Are Social, 2015). The role of social media is gaining an increasing significance in the

society as it serves not only as a means of communication but also is utilised in growing business and engaging people for the sake of political interest.

Following Facebook’s acquisition of Instagram in 2012, this social media application has been the most accessed social media in recent years. Currently, there are over 600 million “instagrammers” with over 300 million users

logging on every day (Social Media Today, 2017). The number keeps growing making it a strategic platform for information dissemination, business promotion, and people engagement.

Thus, it makes all sense that this platform captures the attention of world leaders, including the Indonesian president Joko Widodo to engage the society from various background all over the world using Instagram. Through this platform, he shares his activities in relation to his roles as leader in respect to promote his countries respectively.

As of June 2017, Indonesia's 7th president, Joko Widodo (renowned as Jokowi), ranked 4th as the most attractive world leaders on Instagram and ranked 5th as the most followed world leader with 3.7 million followers and still counting (Jakarta Post, 2017). The account has shared 388 photos and videos capturing the president's activities including national cultural events, state's official events, and international relations, followed by captions describing the details of the activities and messages to persuasively promote the positive aspects of the country.

The cross-cultural communication prompts the development of machine translation in social media as a means to bridge the language difference and thus boost communications across cultures. In order for information to better penetrate to the wider society, it needs be able to "speak" in the language they are using. Instagram offered the translation tool on its application in July 2016 (Instagram, 2016). However, as cultures vary, the absence of functional meaning from one culture in another is unavoidable. This absence of functional meaning in the practice of translation is called cultural untranslatability. It is a problem arises when the source language text is completely absent in the culture of which TL is a part (Catford, 1965).

In response to that problem, this paper aims to analyse the cultural untranslatability found in Jokowi's Instagram posts by answering the questions of what major factors of cultural translatability generated from machine translation and how the factors affect cross-cultural communication.

Methodology

Deploying the descriptive qualitative approach, this paper presents the case study related to the topic. The data was acquired through a comprehensive reading and recording both the original and English (Australia) translated posts. To narrow the scope, this research involved 20 photos and videos shared during April 2017 of which only 17 posts are able to be translated using the Instagram's translation tool. The data was then analysed using Hofstede's theory of cultural dimension focusing on how cultural difference affects the untranslatability and communication across cultures.

Finding and Discussion

Jokowi's Instagram posts mostly describe his activities as a president both in national and international level. In the national level, the posts broadcasted the presidents attending cultural events, visiting the community, or attending the national ceremonial events. This causes may of the words used in the captions culturally marked for they are loaded with cultural specific contents, later referred as cultural elements defining words or combination of words denoting subjects and characteristics of the way of life, the culture, the social and historical development of one nation and alien to another (Sider Florin, 1993 p.123; Newmark, 1998; Dong 2010).

As it is alien to another culture, the cultural elements in the Instagram posts might cause the text fails to achieve the equivalent functional relevance in the target culture. This problem can be caused by several factors: 1) cultural aspects of the languages, 2) cultural gap between related cultures, 3) cultural connotation, 4) divergence between related culture, 5) contact exchange between source language and target language, and 6) meaning expression across languages.

Cultural elements will work on the comprehension of both referential meaning and pragmatic meaning (Ke, 1991). This paper focussed only on pragmatic meaning only. For pragmatic meaning, Ke gives the following conditions: i) the preferred object per se is not familiar with the culture of the target language, the pragmatic meaning carried by it is then unintelligible to the target readers, ii) the original word and translated word have the same referential meaning but one has pragmatic and the other not; iii) the original word and translated

word have the same referential meaning but different pragmatic meaning.

Applying Ke's condition the following excerpt from Jokowi's Instagram is analysed foregrounding the factors of cultural untranslatability affecting them.

Source Text (ST): **Pancasila** itu jiwa dan raga kita. Ada aliran darah dan detak jantung kita, pereka keutuhan bangsa dan negara.

Target Text (TT): Pancasila that our body and soul. I in the bloodstream and our heartbeat, adhesive and wholeness of the nation.

In the above excerpt, the referred object (Pancasila) is not familiar with the culture of the target language (Ke's condition 1). Pancasila, in this case, is very culture specific as it is an ideology emerged along with the history of the country's journey to independence. As the target culture might experience the similar history, the sense of going through storm and stress might fail to act in the target culture society. This makes it difficult for the target readers to comprehend why it is in "our body and soul" and "in the bloodstream and our heartbeat". The phrase "in the bloodstream and our heartbeat" also fails to evoke the equivalent expressive meaning as the original words and the translated words have the same referential meaning, but one has pragmatic meaning and the other not (Ke's condition 2). In this case, the words referencing parts of the body in both languages. However, in the source culture, the words have pragmatic meaning of being inherited in the society and embodied in the society's every, which is not in the same effect in the target culture causing the meaning untranslatable due to cultural elements. The similar cases occurred, although infrequent, in other captions mentioning cultural words such as *silaturahmi* which has the cultural values embedded of bringing good intention along in a visit or meeting instead of merely a word describing a "meeting" of both parties, and so forth.

The words or phrases failed in making effect or transferring the expressive meaning in the target culture due to the cultural gap. Interestingly, the cultural gap is reflected thorough the use of language and thus makes it possible to analysed from the perspective of translation practice. In

analysing how this cultural gap can affect the untranslatability, this research deploys Hofstede's theory of cultural dimension. Hofstede (2000) introduced the concept of cultural dimension comprising 6 dimensions of national culture presenting the country's preference over another that distinguish countries. The six dimensions include: 1) power distance index (PDI), 2) individualism versus collectivism (IDV), 3) masculinity versus femininity (MAS), 4) uncertainty avoidance index (UAI), 5) long term orientation versus short term normative orientation (LTO), and 6) indulgence versus restraint (IND).

Focusing on the dimensions of individualism versus collectivism, this research analysed how a text is culturally untranslatable and unable to act in the target readers the same way they do in the source community.

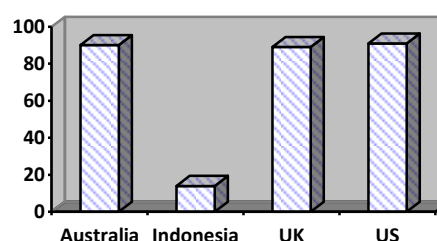


Figure 1. The comparison of individualism index between Indonesia and English speaking countries

This dimension foregrounds the fundamental issue of the degree of interdependence a society maintains among its members (Hofstede, 2000). The higher score, the more individualist a culture is. Figure 1 shows the index of individualism between Indonesia and three English speaking countries (Australia, UK, and USA). The IDV index in the English speaking countries are far higher than Indonesia, reflecting a more individualist culture.

"Pancasila" and "*silaturahmi*" are some of the examples of cultural words representing Indonesian collective culture. The English translation of the cultural words such as "Pancasila" and "*silaturahmi*" are difficult to translate taking into account the national culture of the target community which is highly individualist. Translating Pancasila as an

ideology will be way too general not to mention losing the pragmatic. The same goes with the word “silaturahmi” which implies the sense of relatedness, something that is more intimate than just a meeting, with the intention of building or maintaining good relationship with the person being visited. The word is commonly used even in the daily visiting activities.

One of the characteristics of highly individualist culture is reflected through the language with the frequent use of the word “I” instead of “we”. Hofstede (2000) stated that a culture with low IDV is also reflected in the language in which the word “I” is not pronounced.

ST: Hari kedua puasa salat Tarawih di Masjid Andalusia, Sentul City, Desa Citaringgul, Kecamatan Babakan Madang, Kabupaten Bogor, Jawa Barat. Sebelumnya dua hari salat Tarawih di Masjid Baitussalam yang berada di lingkungan Istana Kepresidenan Bogor. Salepas salat Tarawih tadi menerima tanda kenangan majalah Andalusia. Tadi juga sebelum meninggalkan masjid, bersalaman dengan jamaah yang hadir dan membagi buku tulis. Semoga puasa kita membawa berkah.

TT: Second day fasting tarawih in Masjid Andalusia, Sentul City, village, district citaringgul babakan mandang district, bogor, West Java. Before two days tarawih in masjid baitussalam environment which is located in Bogor presidential palace. After tarawih last receive a memento Magazine Andalusia. Last before leaving the mosque, shake hands with the pilgrims were present and divide the notebook. Hopefully fasting we bring blessing.

In the pragmatic level, the ST still makes sense for the community to understand what the text is saying, or precisely, who is said to be the subject of the text. On the contrary, in the target text where with the high level of individuality reflected in a more frequent use of the subject word “I”, the text fails to achieve cohesiveness and therefore leads to achieve coherent in the target readers.

In the perspective of global communication, cultural untranslatability affects in the process of message transfer from the source text into the target text. The inability to render the message

and to take the pragmatic force into effect will hinder the communication process as it might distort the intended meaning. In this case, the translated captions of the president’s Instagram post might not be able to function in the target society the same way it does in the source text community.

Conclusions

Language as a vehicle to transfer the cultural expression of each discourse community. Brown (2004) describes culture and language as part of each other, both intricately interwoven making it impossible to separate the two without losing the significance of either language or culture. Therefore, it is important to take into account the cultural background of both source text and target text for producing translation which can effectively function in the target community.

Cultural untranslatability occurs in machine-generated translation due to its inability to recognise the characteristics of culture. Meanwhile, the cultural elements play significant role in determining the extent to which a translation is able to effectively communicate the entire message and pragmatic force of the source text in the target community. The factor of cultural elements can be investigated using the concept introduced and developed by Hofstede. By knowing the degree to which an aspect of a culture differs with another, the translation is expected to able to function as the language of culture in the target community and thus will boost the cross cultural communication in the global level.

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POLITENESS ON WHATSAPP: THE RESPONSES TO GREETINGS AND CONGRATULATIONS BY ENGLISH SPEAKING GROUPS IN INDONESIA

Budi Purnomo

Sahid Tourism Institute of Surakarta

Jalan Adi Sucipto 154 Surakarta City 57144, Central Java, Indonesia

budipurnomo989@yahoo.co.id

Abstract

In the last three years, WhatsApp (WA) has become one of the most popular means of instant communication between individuals and the most preferred medium for contact among people who belong to a specific group. This tool provides the opportunity to send and receive text, audio and visual messages. Guidelines for writing WA messages are not available, and people may often be unsure which politeness and languages are appropriate. This research is intended to investigate the politeness markers used by English speaking groups in Indonesia to respond greetings and congratulations. This study is of a qualitative and descriptive nature. The data were the responses on behalf of 50 group members of English Student Club, 200 ones of English Teachers and 50 ones of English Lecturers, as evidenced in the politeness markers they respond to greetings and congratulations posted on the WA. Furthermore, the data were analyzed by using the parameter of politeness markers (Spencer-Oatey, 2008). The research findings show that the group members used various politeness markers on one occasion, but violate them on another occasion. The politeness markers they used from the most to the least frequency are politeness markers to greet, to agree, to give compliments, to express gratitude, to give notice, to apologize, to request, to give alternative suggestions, to command and to refuse. The value of this study contributes towards understanding politeness in online environments, such as WA, which is used for smooth communication through the establishment and maintenance of interpersonal relationships.

Keywords : politeness, whatsapp, responses, greetings, congratulations, English speaking groups

Introduction

As one of online social networks, WhatsApp (WA) is most widely used in Indonesia since 2014. Through WA people manage their communication with diverse contacts, ranging from schoolmates, work colleagues to family members.

WhatsApp is a free to download messenger app for smartphones. WA uses the internet to send messages, images, audio or video. The service is very similar to text messaging services however, because WA uses the internet to send messages, the cost of using WA is significantly less than texting.

Up to now, there are some interesting studies have been done on online social networks. Theodoropoulou (2015) described that

politeness on facebook used by the Greeks to wish happy birthday employed contextualization cues, such as shifts in spelling, emoticons and punctuation markers, in order to construct frames and footings of politeness by actually reciprocating the wishes they received from their friends. Altamimi (2015) investigated the use of hedges to express politeness in WhatsApp group discussions between Arab and Malaysian English learners. He found that both types of learners used hedges in stating their opinion. However, they used different categories and hedges types and realized politeness differently. Maros and Rosli (2017) conducted research on politeness strategies in twitter updates of female English language studies Malaysian undergraduates that were analyzed using

Brown and Levinson's politeness strategies. They found that the participants employed four politeness strategies with positive politeness employed the most, followed by bald-on record, off-record with the least employed being negative politeness.

The main purpose of this study is to investigate the politeness markers on WA used by English speaking groups in Indonesia to respond greetings and congratulations. Moreover, the benefits of this research contribute towards understanding politeness on WA, which is used for smooth communication through the establishment and maintenance of interpersonal relationships.

Methodology

This research is of a qualitative and descriptive nature. The data were the responses of research subjects on behalf of 50 group members of English Student Club, 200 ones of English Teachers and 50 ones of English Lecturers, as evidenced in the politeness markers they respond to greetings and congratulations posted on the WA. The data were collected through joining the group members. The researcher made an observation and took part in the communication. Furthermore, the data were analyzed by using the parameter of politeness markers (polite, normal, impolite) to the politeness markers generally appeared in five common speech acts: request, refusals of invitation, apologies, gratitude and disagreement (Spencer-Oatey, 2008).

Finding and Discussion

Politeness in the responses to greetings

The following is the example of a greeting:



The following are the responses to the above greetings:

Morning guy....

Hi, how's life.....

Hi Linda, long time no see...

Miss u 2 linda....

Hi honey 🥰🥰🥰



Analysis of politeness in the responses to greetings

The above greetings in WA group from Linda, a member of English Students Club were responded by other members in different expressions:

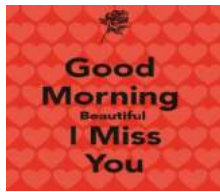
"Morning guys...." sounds more formal and more polite.

"Hi, how's life....." expresses intimacy and normal for students.

"Hi Linda, long time no see..." expresses the feeling of missing but still polite.

"Miss u 2 linda...." expresses informal and intimacy.

"Hi honey 🥰🥰🥰" expresses informal, intimacy and teasing. (It was expressed by male member).



“”expresses formal, praising and the feeling of missing. It is categorized as polite expressions.

Politeness in the responses to congratulations
The following are the examples of congratulations:

Hbd Pak Rio. Wish all your dreams come true this year.

Hbd Pak Rio...success always!

Hbd Bro....don't forget to treat us!

Hbd my dear boss....



The following are the responses to the above congratulations:

Thank you, my Headmaster...

Many thanks, Bu Amy...

Ok bro....come here pls...

Tks mas Doni

Thanks my dear....

Analysis of politeness in the responses to congratulations

The above congratulations in WA group from members of English Teachers were responded by a member namely Rio who was having a birthday at the time in different expressions:

“Ok bro....come here pls...” shows very informal, less polite but shows intimacy and agreement along with solicitation.

“Tks mas Doni” shows informal but still polite since it was expressed by Rio to his junior colleague.

“Thanks my dear....” shows intimacy, special relationship but still polite because the congratulations also use the word dear.

Conclusions

1. The group members used various politeness markers on one occasion, but violate them on another occasion.
2. The politeness markers they used from the most to the least frequency are politeness markers to greet, to agree, to give compliments, to express gratitude, to give notice, to apologize, to request, to give alternative suggestions, to command and to refuse.
3. The group members use emoticon, a typographic display of a facial representation used to convey emotion in a text medium.
4. The use politeness to respond greetings and congratulations can be affected by 3 (three) factors: power, intimacy and psychological benefit. The group members will express their thoughts/feelings politely if they consider that they have lower power than one who expresses greetings/congratulations, have not been intimate and expect to get psychological benefit. By contrast, they will express their thoughts/feelings impolitely if they consider that they have higher power than one who expresses greetings/congratulations, have been intimate and do not expect to get psychological benefit.
5. The value of this study contributes towards understanding politeness in WA as an online environment, which is used for smooth communication through the establishment and maintenance of interpersonal relationships.

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THE ROLES OF TED TALKS AND VLOG IN ENHANCING STUDENTS' ACTIVENESS IN SPEAKING CLASS

Candradewi Wahyu Anggraeni, Arum Nisma Wulanjani

English Education Study Program, Faculty of Education and Teachers' Training

Tidar University

Magelang, Indonesia

candradewi@untidar.ac.id, arum_nisma@untidar.ac.id

Abstract

The aims of this research are to describe the roles of TED Talks and Vlog in enhancing students' activeness in speaking class and to explain the students' perspectives toward the use of TED Talks and Vlog in speaking class. The research method used in this research is qualitative research design in the form of case study. The instruments of data collection are documents of students' vlog, observation, questionnaire, and interview. The participants of this research are the students of speaking class. This research has three significances which consist of theoretical, practical, and pedagogical significances. The theoretical significance is the research contributes to prove and add the speaking theories, whereas the practical significance is the research can be conducted by teachers, lecturers, or researchers to figure out the roles and the ways to improve students' participation in speaking class. In addition, the pedagogical significance shows that this research provides a reference of the use TED Talks and Vlog in enhancing students' activeness in speaking class, helps the students to be active in speaking class by following the lecturer's instruction toward the speaking activities given, and can be used as the empirical research finding toward students' activeness in speaking class. The findings show that TED Talks and Vlog have seven roles in order to help the students to be more active in speaking class and reveal the students' perceptions about virtues and hurdles toward the use of TED Talks and Vlog in speaking class.

Keywords: students' activeness, speaking, ICT in speaking class, students' perspectives

Introduction

In the era of 21st century of learning, the use of technology in teaching speaking takes an important role in teaching and learning process. It happens due to the students are familiar with the use of technology in their daily basis. Ur (1996) views that speaking is an essential skill since the learners need to grasp how to use the language like the speakers of the language. It means that the students need to understand. Murcia (2001) denotes students need to master the stress, rhythm, and intonation of English in order to have a good interaction with their interlocutors. Richard (2008) contends it is precedence for many learners of second or foreign language to acquire the speaking

proficiency because the learners often measure their success in English based on the improvement of the learners' speaking proficiency.

The students of speaking in university level are asked to think critically by applying the communicative competence. In applying the communicative competence, the students are asked to participate actively in speaking. However, it is found that several students in speaking class of English Department are passive in joining the classroom activities because the students' internal and external factors. The factors affect the way the students acquire the speaking skill. In

acquiring the speaking skill, students should be active and be autonomous learners.

Being autonomous learners in speaking class should be supported by the students' learning environment. The students can use the development of technology that improves their speaking skill.

The development of technology contributes to the spread of many kinds of websites, application, and social media. They help the students, the teachers, and the lecturers to support the teaching and learning process, especially in designing the speaking activities. There are many websites that can be used as the media to enhance the students' activeness. In this research, TED Talks and Vlog are the chosen websites to improve students' participation in speaking class.

Windingland (2014) explains TED is an acronym for Technology, Entertainment and Design. TED Talks, although typically fewer than 18 minutes long, pack a punch: unique ideas presented with passion. Karia (2017) inserts TED Talks are powerful and captivating. They keep you hooked onto every word. The speakers on the TED stage are confident, powerful and persuasive

Vlog is one of the famous websites in this century. There are many functions of using Vlog, for instance people use it to share their personal experiences, to give comments or opinion about certain topics, even to be a media in supporting the teaching and learning process.

Regarding to the use of TED Talks and Vlog in Speaking class, this study are guided by two research questions, they are : What are the roles of TED Talks and Vlog in enhancing students' activeness in speaking class? and What are the students' perspectives toward the use of TED Talks and Vlog in speaking class?

Methodology

The research design in this research was qualitative research in the form of a case study. Gall et. al. (2003) proposed that a case study focused on a phenomenon that was the processes, events, persons, or things of interest to the researcher, for instance the programs, curricula, roles, and events.

The subjects of the study were the students of speaking class in English Department in Faculty of Language and Teachers' Training at Tidar University. The reason the researchers chose the participants because this research focused on the students' activeness in speaking class.

In attempting to answer the research questions, the instruments of data collection were document of students' vlog, observation, questionnaire, and interview. This research used four instruments of data collection as data triangulation in order to get research's validity and reliability. The document covered the students' vlogs about the topic chosen in TED Talks. The researchers also conducted observation about the ways of TED Talks and Vlog in enhancing students' activeness. Furthermore, questionnaire and interview were given to the participants in order to describe the roles of TED Talks and Vlog in enhancing students' activeness and to know the students' viewpoints.

To collect the data, the researchers conducted several stages such as; determining the speaking class and participants as the subject of the research, giving the speaking assignments, collecting the students' vlogs, doing the observation, giving and collecting questionnaire, and doing interview.

After the researchers got the data, the researchers took several steps to analyze the data. There were four techniques in analyzing the data. They covered; identifying the data, grouping the data, interpreting the findings, and checking validity and reliability of the

data analysis. In identifying the data, the researchers identified the data collected based on the research questions. Then, the data identified were grouped according to the themes. After that, the data grouped were interpreted as the findings. Moreover, the findings of the research were checked for the validity and reliability.

Finding and Discussion

Based on the data analysis, it was found that there were two findings for this study. The findings were displayed below.

1. Seven roles of TED Talks and Vlog in enhancing students' activeness in Speaking Class.
2. Students' perceptions toward the use of TED Talks and Vlog in enhancing students' activeness in Speaking Class in which it covered the advantages of and the disadvantages of using TED Talks and Vlog.

Seven roles TED Talks and Vlog contributed the positive roles in students' speaking skill, the roles were:

1. TED Talks and Vlog helped students to be active in speaking class.
2. TED Talks and Vlog improved students' communication skills.
3. TED Talks and Vlog increased students' willingness to participate in speaking class.
4. TED Talks and Vlog improved students' ability to motivate themselves in speaking.
5. TED Talks and Vlog increased students' enthusiasm in speaking class.
6. TED Talks and Vlog challenged students to think critically.
7. TED Talks and Vlog made students' speaking class comfortable to participate.

Those seven roles derived to the several different roles in order to enhance students' activeness in speaking class. Based on the questionnaire given, 20 students had same viewpoints toward the roles. They responded

the questionnaire by choosing agree option in the questionnaire for all roles. However, 10 students had different sights toward the roles. It showed that those students tend to had difficulties in improving their speaking skill by using TED Talks and Vlog to support their speaking activeness.

Furthermore, the following pictures showed how TED Talks and Vlog were applied in speaking class.

Figure 1. Students shared their ideas of TED Talks material in a class



Figure 2. Students uploaded their video about TED Talks and Vlog in Speaking Course

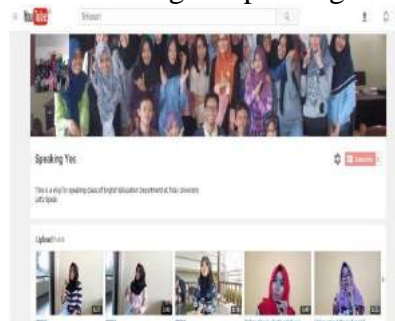
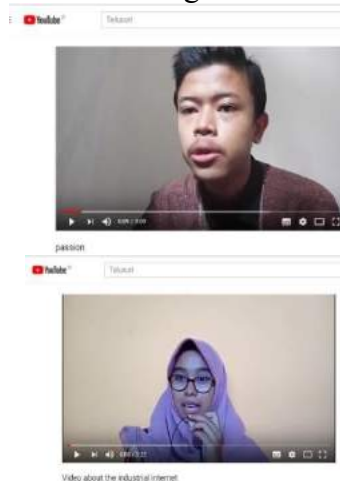
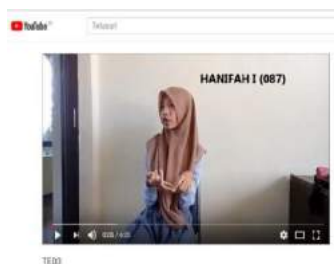


Figure 3. Students' vlog





Based on the interview conducted, it was found that there were two perspectives about the use of TED Talks and Vlog in which it covered the advantages and disadvantages of using TED Talks and Vlog.

Regarding to the roles of TED Talks and Vlog in enhancing students' activeness in speaking class, it was found the advantages of using those media. Based on the interview, the students viewed that there were several advantages of using TED Talks and Vlog as followed.

1. TED Talks and Vlog could improve students' creativity.
2. TED Talks and Vlog improved students' speaking skill.
3. TED Talks and Vlog were interesting alternative media to be used in speaking class.
4. TED Talks and Vlog improved students' vocabulary.
5. TED Talks and Vlog improved students' critical thinking.
6. TED Talks and Vlog improved students' confidence.

Instead of advantages, there were also disadvantages of TED Talks and Vlog. Based on students' responses in interview, the advantages were:

1. Students needed more preparation to give their ideas about TED Talks topic and make the Vlog.
2. Students had difficulties in understanding the topics in TED Talks.
3. TED Talks and Vlog was one way communication.

4. Students needed good internet connection to watch the video in TED Talks and to upload Vlog.

Conclusion

The use of educational platforms such as TED Talks and Vlog are important in the era of 21st century of learning especially in speaking class. It can be discovered through this study in which this study focuses on the roles of using TED Talks and Vlog and the students' viewpoints toward the use of TED Talks and Vlog. The roles cover seven positive aspects in order to help the students to be more active in speaking class. Furthermore, the students' perceptions consist of benefits and drawbacks of using TED Talks and Vlog in speaking class.

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THE LANGUAGE OF ADVERTISING FOR HEALTH PRODUCTS IN TELEVISION: ITS IMPACT ON VIEWER'S PERCEPTION

Christina Maya Iriana Sari, Johan Kristanto

English Study Program

Universitas Katolik Widya Mandala Madiun

Madiun, Indonesia

mayairiana@yahoo.co.id

Abstract

The language of advertising has certain characteristics and characters that are expected to be able to manifest or present what the advertiser wants to show to the wide community. Language engagement in advertising is not a thing that can be denied. In an advertisement, the language plays an important role in the process of delivering the product in order to be accepted by the viewers. The use of language becomes one of the important aspects for the success of advertising to influence the public to be interested in that advertised product. The phenomena of language advertising using unique and different language style is a strategy to attract the attention of consumers. This paper aims to identify the language style and characteristics of health products advertisement in television, to describe the message or its meaning, to know the impacts of language of advertising on viewer's perception. The study used a mix method design of research. The quantitative data was taken from a questionnaire and the qualitative data were gathered from observation and interview. The language in advertising can incite an emotional response to the viewers. It is consciously and intentionally attempt to create a positive impression of the products on viewer's perception.

Keywords: Language Style, Advertisement, Communication

Introduction

The choice of language in advertising can give a powerful influence to the viewers. It conveys specific messages with the intention of influencing people and their behaviour. Visual content and design in advertising have a very great impacts on the consumer, however, it is language that helps people to identify a product and remember it (Kannan, 2013).

Advertising plays an important role marketing and sales of a product. It also can affect the its results. One of the keys to the success of an advertisement lies in how the producers process the messages in such a way that in the end a message can be accepted by the public. Language is also one of the important factors determining the success of advertising. The language used in advertisements is composed of words that contain communicative persuasive power.

Persuasive language is a language that affects consumers to buy products. It is performed in various forms and delivered through various media.

The language of advertising has its own charm in which the consumer becomes interested to remember even rationally and emotionally driven to buy the advertised product. Television as a medium of mass communication has a big role in disseminating information and providing entertainment to all levels of society. Television as a media of communication has the power of persuasive information since it is able to generate strong influence by emphasizing the two senses at the same time, namely hearing and sight. The combination of words and images can be aired on television, so it is appropriate if the television media is chosen as a means of advertising.

Advertising is one of the communication medium used by the company to deliver the message to the viewers. The presentation of informative and persuasive advertising makes it an intriguing spectacle. Various perceptions of the advertisements will be formed. Kotler and Keller (2009: 553) states that good and effective advertising contains an ideal message that can attract attention, induce further curiosity, arouse desire, and stimulate concrete action.

The perception of viewers has a large role to play on the advertiser's selection of various appeals for advertising, and allocation of the advertising budget (Varalakshmi, 2013). Thorsten and Rodgers (2006) establish that the perception of interactivity between consumer and brand, or in their case voter and candidate, can build favorable attitudes. In general, this paper is reporting the result of case study which aims to identify the language style and characteristics of health products advertisement in television, to describe the message or its meaning, to know the impacts of language of advertising on viewer's perception.

Methodology

The 30 data of health products advertisements are taken from Indonesian television advertisement from April to August 2017. The questionnaires were given to 178 respondents to know the impacts of the language of advertisements toward viewer's perception. The study was conducted in mix method approach employing quantitative and qualitative designs. The data were gathered from questionnaire to get the quantitative data, meanwhile observation and interview which served as qualitative data.

The overall purpose and central premise of mixed methods studies is that the use of quantitative and qualitative approaches in combination may provide a better understanding of research problems and

complex phenomena than either approach alone (Creswell and Plano Clark, 2007).

Finding and Discussion

Language style is the way people to manipulate and control people in interaction. Style refers to ways of speaking and how speakers use the resource of language variation to make meaning in social encounters. Chaika (1982:29) states that style refers to the selection of linguistic form to convey social or artistic effect. Using different language style in advertisement will give different interpretation for the viewers.

The Characteristics of Language Style Based on Sentence Structure:

Keraf (2002) states that the language style elaborates the sentence structure into five styles, they are climax, anticlimax, parallelism, antithesis, and repetition. However, there are only four language styles based on sentence structure that are found in the data:

a. Climax

Climax is an ascending series or scale when the ideas are presented in the order of rising importance.

Example:

Untuk aktivitas setiap hari, bila perlu minum hemaviton action kini dengan formula baru satu kapsul setiap hari. Jadikan tubuh segar bertenaga. Hemaviton action tiap hari. (Hemaviton ads)

b. Anti Climax

Anti climax is a slackening of tension in a sentence or longer piece of writing wherein the ideas fall off in dignity, or become less important at the close.

Example:

Kakak demam
Bodrexin demam sirup dengan paracetamol
Efektif turunkan panas demam
Ibu tak perlu khawatir lagi
Bodrexin, tersedia dalam bentuk sirup dan tablet kunyah (Bodrexin ads)

c. Parallelism

Parallelism is the similarity of the syntactical structure of successive phrases, clauses or sentences.

Example:

Nyaman dipegang dan mudah dituang.
Indomilk dengan nutrikeep
(Indomilk ads)

d. Repetition

Repetition is a reiteration of the same word or phrase with the view of expressiveness.

Example:

Kepala cenat cenut solusinya apa ya?
Sakit kepala sebelah solusinya apa ya?
Kalau kepala berat banget solusinya apa ya ?
Sakit kepala hanya satu solusinya,
minum Paramex.
Sakit kepala, Paramex obatnya.
(Paramex ads)

The Stylistic Characteristics at Phonological Level:

Pilátová (2015) said that advertising language is comparable to poetic texts. Similarly to poems is used the so-called mnemonic devices (rhyme, rhythm, alliteration and assonance). The devices have the mnemonic effects onto receivers of the advertisement.

a. Rhyme

The definition of rhyme in Oxford dictionary is the correspondence of sound between words of endings of words, especially when these are used at the end of lines of poetry ("Rhyme"). It is believed to be one of the best techniques in advertising. Rhyme means having the same sound at the end of two or more words.

Examples:

- Healthy Inside, Fresh Outside
(You C 1000 ads)
- Ayo! Nanti.
Ayo! Nanti.
Kalau berenangnnya nanti-nanti,
tingginya juga nanti-nanti!
(Hilo Teen ads)

b. Alliteration

Alliteration can be defined as the commencement of two or more stressed syllables of a word group either the same consonant sound or sound group (consonantal alliteration) as in from stem to stern, or with vowel sound that may differ from syllable to syllable (vocalic alliteration) as in each to all or two or more words of a word group with the same letter. It is the repetition of the same initial letter, sound, or group of sounds in a series of words. The successive words begin with the same consonant sound or letter.

Example:

Kemurnian **m**emiliki **k**ekuatan untuk **m**elawan apapun,
Melindungi dari segala ancaman
Kemurnian yang selalu **m**engembalikan **k**eseimbangan
Inilah **k**emurnian yang selalu **m**enjagamu
Bear Brand Rasakan **k**emurniannya
(Bear Brand ads)

c. Assonance

Assonance is linguistic device, in which the same vowel in successive stressed syllables creates a vowel harmony. Assonance is repetition of stressed vowel sounds within words with different endconsonants, as in the phrase quite like. It is unlike rhyme in which initial consonants differ but both vowel and end consonant sounds are identical, as in the phrase quite right.

Example:

Kalo lu udah sensi **i** di **i**gi,
emang **i**kin emosi
(Pepsodent Sensitif Expert Ads)

d. Consonance

The repetition of consonant sounds within a phrase or sentence, especially the consonant sounds at the ends of words.

Example:

Dettol ads
Dettol efektif membunuh kuman
Memberikan perlindungan total

Dettol cool kesejukan mentolnya bikin semangat lagi
Dettol cool
Semangat kembali full

Critical Analysis of Leading Advertisement

The goal of advertisements is to persuade consumers to act or think in a textually determined way in order to boost sales of particular commodities and services. In order to capture attention, convey the message and persuade the consumer, advertising texts use a range of manipulative language devices (Studijs,2006).

The process of advertising communication is complex, and its language can have a powerful influence over people and their behaviour. Specific language choices are vitally important to convey specific messages which aim to influence people (Johannessen, 2010). Language of advertisements is a mean to communication; it can be words, images and symbols among other things, and it should have a persuasive effect on the target group. To understand the totality we should think of advertising as a discourse. Discourse is text and context together, interacting in a way that is perceived as meaningful and unified by the participants.

Advertising claims vary in the degree of confidence signalled by the language used. Specific words and phrases are often used for signalling the probability of a claim being true. Whether we are aware of it or not, these words are never neutral. They always represent the world and create a kind of relationship with the people with whom words are communicated (Flergin, 2014). Advertising in the media performs the dual role of informing and entertaining. It informs us of the goods and services that are available for us to purchase and use. And, along the way, it often entertains us with some humorous, or clever use of words and images.

From 30 data of health products advertisements in Indonesian television, the advertisements relating to health products use convincing language to buy the products, for example diet, sehat, tumbuh, segar, kuat, bugar, sakit, sembuh etc. are shown repeatedly.

A milk product, HiLo Teen, uses the following tag line, **“Tumbuh tuh ke atas, gak ke samping”**. Based on science, there must be balance between height and weight. A person can be categorized good in growth if there is a proportional measurement between the height and the weight. A person who is very tall but skinny is not good but a person who is very fat is not good either. It employs a satire, a style of language of irony which contains a critique of human weakness for the goodness. The ads also shows that obesity can also affect the child psychologically. The ads attempts to persuade the viewers to drink the milk product, although we know that we also need to maintain the food intake and get used to physical activity and exercise. Exercise can prevent obese children and make them healthy and fit.

Another health product, Cusson Kids, uses the following tag line **“Cussons Kids, ide segar setiap saat.”**. Cusson kids is a bath soap for kids. The ads suggests the viewers to use the product because it can freshen the kids. It employs a metaphor, a figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison. A new or good idea is seen as something which is unimpaired. The ads tries to persuade the viewers about its ability to give fresh idea anytime by showing that its fragrant and gentle smell can improve mood.

The Impacts of Language Choice in Advertising on Viewer's erception:

Perception in advertising relates to a consumer's impression of a particular product

or service. Bolen (in Wangui, 2013) states an advertisement has at least one of two functions: informing or persuading, though overlapping may often take place in one single piece. Informative advertisements inform customers about goods, services, or ideas and then tell people how to get them by means of an identified sponsor. Persuasive advertisements are the instruments used by advertisers to achieve an effect with the target audience through influencing their perspective on a product or service.

Table 1. The relationship between language of advertising and viewer's perception

Perceptions	Level of Viewers Agreement (%)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
P1	1.3	21.5	10.8	58.9	7.6
P2	0	1.3	4.4	67.7	26.6
P3	3.2	14.6	37.3	33.5	11.4
P4	0	7.6	38.6	39.2	14.6
P5	4.4	30.4	40.5	22.5	2.5
P6	0	5.7	13.3	59.5	21.5
P7	0	5.7	15.8	67.7	10.8
P8	0	1.3	18.4	60.8	19.6
P9	0	0.6	18.4	63.9	17.1

The parameters are adapted from Wangui model (2013) to understand the perceived relationship between language choice and advertisement effectiveness.

P1. Advertising language affects a consumer's recall of the message

P2. Advertisers must consider choice of language before embarking on an advertisement.

P3. Advertising in different languages (mixed language) will attract attention target viewers' attention

P4. Advertising language is better understood if presented in the viewers' local language

P5. Advertising language can be understood though presented using figurative language.

P6. Advertising language has an impact on the ability of an advertisement to persuade.

P7. Advertising language can influence a consumer's behavior towards a product

P8. Language choice can enhance consumer trust in the advertising message

P9. Language choice affects a consumer's interpretation of the advertising message

Language choice affects a consumer's interpretation of the advertising message. Messages in any discipline do not necessarily mean the same to all recipients. However, it's been established from the study that language is a major factor in proper understanding of the intended purpose or value proposition of a product or service (Wangui, 2013:29)

Conclusions

Without perception in advertising, businesses may find it harder to make their products appeal to consumers. Advertising often works by appealing to consumer tastes, desires, fantasies and wants. Perception can be an important tool in advertising to make consumers feel like they can be a certain person, look a certain way or feel a certain feeling when using a specific product. The use of language has a great impact on the viewer's perception of the advertised products.

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THEATER CLUB AS A MEDIA TO ENCOURAGE PLAY SCRIPT WRITING AMONG UNIVERSITY STUDENTS

Dhianita Kusuma Pertiwi

Literature Science Department, University of Indonesia,

Pondok Cina, Beji, Depok City, West Java, Indonesia

E-mail address: dhiandharti@gmail.com

Abstract

Compare to the other literature forms, the development of drama in terms of analysis and work in Indonesia is both insufficiently and not widely encouraged. The history of modern drama in Indonesia can be traced back to Dutch colonialism period in which Western drama introduced to Indonesian people, while traditional performing arts has been developed far before the nation's independence. Unfortunately, the long tradition of Indonesian drama is not enough to encourage its development as one of the branches of literature, especially in the aspect of play script writing production. A solution is needed to boost the interest in play script writing especially among younger generation, especially university students. This study combines library-based research on related literature to gain adequate textual information on history and development of drama in Indonesia and case study on English-language theater club in State University of Malang, Maestro English Theater. Research findings will show that university-based theater club may become a media to develop Indonesian drama and encourage play script writing among university students of this country. This study can be used as a reference for the development of Indonesian literature, especially drama, and also for the establishment of theater club as a positive activity for learners.

Keywords: theater, literature, play script writing, university

Introduction

According to the generally accepted principle, literature is divided into three major forms namely prose, poetry, and drama. This study is focused on drama, a specific mode of fiction represented in performance.

Indonesia has a long and rich tradition of literature which particularly influenced by local culture and colonization by other nations. Commercial theater performance that we have today is the result of development that has been occurring for centuries. The tradition of old art performance is generally based on the indigenous culture of each region in Indonesia.

There is a limited literature on the development of Indonesian drama and theater. Compare to the production of other literature forms such as short story and poem

that keep on gaining high interest from generation to generation, the production of dramatic literature does not show significant development especially in the recent decades.

Based on the current phenomena, therefore, solution is needed to boost the interest in play script writing especially among younger generations, and also to enrich source on the development of Indonesian drama and theater. This research investigates the history and development of drama and theater in Indonesia and provides a solution to encourage play script writing among young generation by presenting the result of case study on one of the university-based club theater in Malang, Indonesia.

Referring to the background of the research above, the statement of the problem is formulated into:

1. How is the history and development of Indonesian drama and theater?
2. How is the significance of university-based theater club to the development of modern drama and theater in Indonesia?
3. How university-based theater club is able to encourage play script writing passion among young generation?

The purpose of this study is to examine the history and development of Indonesian drama and theater. This research aims to reveal historical timeline of drama and theater development in Indonesia from prehistoric up to the modern literary period. Besides, this study also aims to discover the significance of university-based theater club to the development of drama and theater in Indonesia, especially in the aspect of play script writing.

Methodology

This study combines two types of research design in order to be able to answer the research questions and fulfill the research purposes. Literature review and case study research designs are considered to be sufficient in providing the historical account of Indonesian drama and theater and also the information related to the significance of university-based theater club to the development of Indonesian drama and theater, especially in the aspect of play script writing.

Information related to the history and development of Indonesian drama and theater is gained from books, research journals, and articles. While case study by interview is conducted to provide descriptive information on the significance of university-based theater club to the play script writing movement in Indonesia.

Information gathered from the related literature is compiled then analyzed using historical approach. Meanwhile, the data collected by interview method is analyzed to

produce descriptive explanation on the significance of university-based theater club to boost young generation's interest in play script writing.

Finding and Discussion

History and Development of Indonesian Drama and Theater

The history of Indonesian drama and theater can be traced back to the development of folk theater which formed as the identity of a certain community in a specific area. Starting from pre-historic period, the important element in the development of theatre or art performance during this period were the cultivation of rice, the practice of animism, possession of a common fund of myths, and bronze manufacture (Brandon, 1967). Animistic magic ritual, especially concerning the belief on rice spirit that influence their prosperity, was an important theme among the pre-historic civilization. In this period, oral myths and legends from Indian Sanskrit literature provided materials for much Southeast Asian drama, including Indonesia pre-historic community. The origin of Indonesian drama and theater is related to the emergen

ce of folktales (Gray in Sukada, 1973).

In the next period of time, Javanese wayang kulit shadow drama developed out of prehistoric animistic rituals in which ancestors of the tribe were contacted through the medium of shadow figures (Brandon, 1967). Theater in Java and Bali are significantly influenced by some aspects of Indian culture, particularly the Indian epic literature like Ramayana and Mahabharata. Most of the Hinduism and Buddhism religious ritual inspired artists to form their artistic expression (Sukada, 1973).

The earliest form of Javanese theater are wayang kulit (shadow drama), wayang beber (paper-scroll play), and wayang topeng (masked dance). While Javanese court literature of the 11th and 12th century

contains numerous accounts of wayang kulit performances. Wayang orang was born in 18th century at the central Javanese court of Surakarta and Yogyakarta.

Huboyo (1950) concluded that traditional theater in Indonesia –especially in Java– started from spiritual ritual towards gods, then developed to dances that based on epic stories of Mahabharata and Ramayana (wayang), and continued in the form of ketoprak which brings the history of Java on the stage.

Then from 1300s to 1750s, Southeast Asian theatre was influenced by two new cultural invasions, Chinese and Islamic (Brandon, 1967). Islamic faith had two main effects for the development of drama and theater during this period. First, the annihilation of image of man in stone or wood, with paint, or as portrayed in plays or dances. It is based on the concept of Islamic faith that the representation of human is considered as sin. Consequently, Islamic teachers and rulers at that time tried to lessen the popularity of Hindu theater forms. The second impact was that Arabic, Persian, Mesopotamian, and Egyptian stories were introduced into the region.

The next development period in Indonesian drama and theater is the influence of Western art. The impact of the West was felt by theater of every country in Southeast Asia. One of the most disastrous consequences was the decrease of court theater everywhere. Interest in traditional literature was started to be viewed as outdated. This period saw the emergence of little drama society in almost every country in Southeast Asia, dedicated to introduce Western-style “spoken” drama.

The diffusion of Western drama to Indonesian literary culture also changed the concept of traditional art performance. Wayang orang which ever reached artistic

maturity as court-supported theatre changed into a solely commercial performance. Then it is recorded that the last great court-sponsored dance-drama in Indonesia was performed in Jogjakarta in 1939. Most court theater forms ceased to develop any further as art by the end of colonial period.

On the other hand, the most significant new development of ‘popular’ theater took place during this period. During the 20th century, this type of theatre developed in every country in Southeast Asia, with the exception of Philippines. The example of ‘popular’ theater in Java is ketoprak and ludruk (Damono, 2009). Ketoprak is the Central Javanese creation, while ludruk is an East Javanese product. It was started around 1920s in which both amateur and professional performed ketoprak. Since then, it became usual to act and dance stories based on Javanese history and legend on stage in a more informal way. Brandon (1967) found the phenomenon of ketoprak craze among Javanese people in the early 1920s.

Indonesian literary critics believed that any theater performances that developed before the diffusion of Western culture was a form of oral literary tradition. It is based on the assumption that those performances were mostly played without play script. Then in the first quarter of 20th century, drama was started to develop in Indonesia. Kwee Tek Hoay and Ferdinand Wiggers are considered as the initiator of early ‘written’ Indonesian drama.

Japanese invasion to Indonesia in 1940s marked the change in development of local drama and theater in which all forms of art should be dedicated as propaganda to support Japanese militarism (Damono, 2009). Then in 1950s, new forms of drama, existentialism and absurd, started to develop in Indonesia as it brought by Indonesian

intellectuals who studied in Western countries.

During Suharto regime, despite the strict censorship by the government, Indonesian writers were getting closer to the concept of theatrical production. Compare to the previous periods, play scripts are written not to be read alone (known as drama kamar), but to be produced and performed on stage. Then following the fall of Suharto regime, several themes like social and protest developed more significantly

Maestro English Theater

Maestro English Theater is a university-based theater club formed by the students of Department of English Literature in State University of Malang. It was developed in 2000 as an alternative to gather students who interested in art performance, especially English-language theater. Initially formed as the sub-division of Legato, English department student's association, then it gained its independence and official name of 'Maestro English Theater' despite its affiliation with Legato. This organization had experienced hiatus in 2007 due to internal dispute, then managed to reform in 2010.

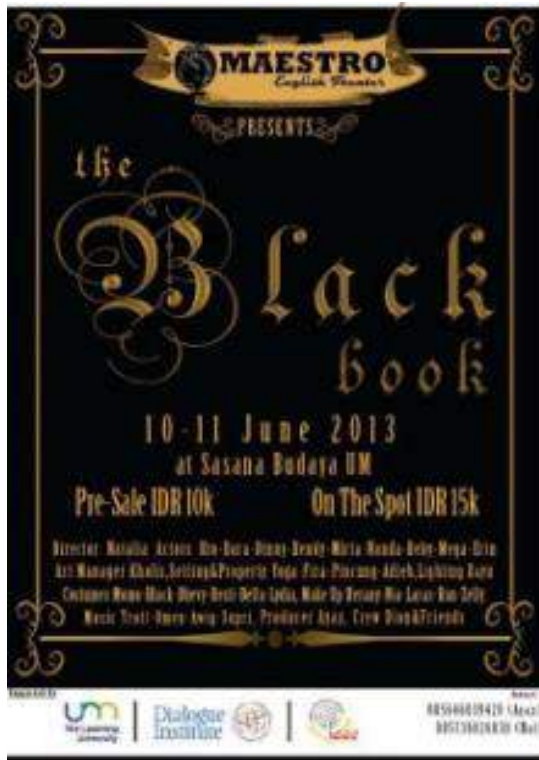
The reformation is proven to give a positive impact to the development of this club. As since the club reformation, Maestro English Theater has managed to hold performances routinely. Besides, it also marked the development of script-writing aspect among the members. Previously, like any other university-based theater clubs, Maestro English Theater performed drama script written by famous writer. Then since 2011, some members are encouraged to write play scripts to be performed by the team. The following table shows the play scripts written by members of Maestro English Theater.

Table 1. Play Scripts Written by Members of Maestro English Theater

No.	Title	Writer	Year of Performance
1.	A Sorry Tomato	Natalia Wijayanti	2012
2.	The Black Book	Natalia Wijayanti	2013
3.	Does It Ever Start?	Dara	2013
4.	Another Side	Ilma Syafitri	2014
5.	The Haven	Dhianita Kusuma Pertiwi	2014
6.	Lilac Melancholia	Mirta Dwi Hardini	2015

Figure 1. Maestro English Theater Stage Performance Posters





The table above shows an increase in the play script writing interest among the members of Maestro English Theater. According to the informant, influenced by better organizational management of the club and increasing enthusiasm on theater among the students. Additionally, all of the playwrights above wrote play scripts for the first time. The club willingness to work on play scripts written by its members positively encouraged them to develop their abilities in play script writing.

From the information above, university-based theater club has a significant influence for young generation to write play script. Then, university-based theater club should implement a specific program that give chances for its members to develop their play script writing ability.

Conclusion

Indonesia has a long and rich tradition of drama and theater. It is started from religious ritual related to the traditional concept of spiritualism, then to dances that based on epic stories of Mahabharata and Ramayana (wayang), and continued in the form of ketoprak which brings the history of Java on the stage.

The development of written drama is started around the early 20th century with the influence brought by Western colonization. Japanese occupation in 1940s forced Indonesian dramatists to write play script according to the colonial government political interest. Then, Indonesian independence marked the development of new drama genres including existentialism and absurdism. The relation between play script and theatrical stage is getting closer

since Suharto regime and developed until the current days.

University-based theater club has been receiving few appreciation in the development of Indonesian literature. This research has discovered that university-based theater club has a significant influence to encourage its members to write play script and perform it on the stage. Then theater club can be an alternative to increase the interest in play script writing among younger generation. In the long term, it may significantly contribute to the development of modern Indonesian drama and theater.

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CO-OP JIGSAW TEAM PROJECTS: A COOPERATIVE TEACHING METHOD TO IMPROVE STUDENTS' SPEAKING SKILL (An Experimental Study in a Senior High School)

Diaz Innova Citra Arum

Department of Nursing

STIKes Muhammadiyah Lamongan

Indonesia

diaz.citraarum@gmail.com

Abstract

An effective speaking activity involves active students to participate and create a life communication. The ideal condition of English speaking class involves the students' effectiveness in participating teaching and learning process. Nevertheless, some problems are emerged and one of them is that they often get nervous to speak in front of many people when they are asked to present their work to their friends. This paper reveals an experiment study in teaching speaking in a senior high school in Lamongan, East Java. It discusses about the effectiveness of cooperative teaching method known as coop jigsaw team projects in teaching speaking. All tenth grade students were used as the population and eighty students were taken as sample being divided into experimental group taught using coop jigsaw team projects and control group taught using direct instruction. Cluster random sampling was applied as the technique to determine sample. To obtain the data of students' speaking score, a speaking test was conducted. The score was the average score resulted by two independent examiners. The data were analysed through descriptive and inferential analysis using two-sample t-test. The research hypothesised that coop jigsaw will result a better English speaking score rather than direct instruction method. The research finding using 95% significance level shows that coop jigsaw team projects was more effective in teaching speaking compared to direct instruction for the tenth grade students because the activities in coop jigsaw team project pushed the students to be more active and cooperative in learning speaking.

Keywords: cooperative teaching method, coop jigsaw team projects, speaking skill, two-sample t-test

Introduction

An effective speaking activity involves active students to participate and create a life communication. The ideal condition of English speaking class involves the students' effectiveness in participating teaching and learning process. Besides that, they should be able to master all aspects of speaking, which consist of pronunciation, grammatical accuracy, vocabulary, fluency, and content relevance. It means that the students should be able to pronounce all utterances clearly, speak grammatically correct, master many vocabularies so that their diction is good, speak fluently, and they should be able to understand everything they say.

Practically, teachers must be aware that students still face many problems in learning speaking. There are a lot of problems faced by

Indonesian students in learning English especially in speaking skill. Some problems that are faced by many students of tenth grade are they often get nervous to speak in front of many people when they are asked to present their work to their friends. It is a little bit easier when they have to present it by their own language, but they will feel hard when they have to speak English. Some students get anxious symptom when they are asked to show their speaking skill. They are afraid of other's perception when they make mistakes whether it is on purpose or not.

Based on the problem that most students at tenth grade face, they need some classroom activities which enable them to develop their skills to participate in oral interactions. Besides using different methods from time to time, teachers of English also try to find out the most effective method to help the students master

English easily and effectively. The teacher cannot only deliver the lesson through oral explanation and writing on the board, but also be as creative as possible in choosing method to help them deliver the material of English more effectively.

The researcher gets the idea firstly from getting inspired by Spencer and Kagan that create classic cooperative learning. Cooperative learning can be one of the alternatives to cope with the students' speaking difficulty.

Based on the problems above, the researcher considers using one of cooperative learning method that called Coop Jigsaw Team Projects to solve the problems since this type of cooperative learning is very suitable method to be applied to tenth grade students of Senior High School using 2013 curriculum because this method is students-centered and integrated skill.

Another method that is used by teacher in teaching speaking is Direct Instruction Method. This method is teacher-centered that is dominated by the teacher to take a part in teaching and learning process.

This research was aimed to find out whether coop jigsaw team projects is effective to be applied to tenth grade students of senior high school and what makes it effective. The result will help teacher of tenth grade students to fulfill the requirement of speaking success of students and it will be best applied for teachers that want their students become more active in speaking.

Research Method

This research was included as an experimental research with quantitative approach since the purpose of this research was investigating some cause-and-effect interactions of a number of variables. It is supported by Fraenkelet. Al., (2009: 261) that experimental research is type of research that directly attempts to influence a particular variable, and when properly applied, it is the best type for testing hypotheses about cause and effect relationship.

In this research, the population was the tenth grade students. The researcher took 2 classes consisting 40 students for each to be experimental group and control group as the sample. To achieve the research finding, the researcher needed data to be analysed. The required data were students' speaking score to measure the students' speaking. To obtain the data, it was needed some instruments. They were speaking test to obtain the students' speaking

score and observation sheet to observe the process of teaching and learning process.

The speaking test used in this research was one-way speaking test. It asked the students to present a descriptive text by choosing one of some topics provided. Researcher scored the students' speaking ability by considering indicators adapted from Haris. Haris' scoring rubric is used in this research because the language is much more understandable, this scoring rubric is also more complete, compels testers to take a variety of factors into account, and contains the analytic score that the performance is observed separately under the language components: pronunciation, grammar, vocabulary, fluency, and comprehension in 1-5 scale. The researcher uses content instead of comprehension since she wants to score the students in one-way speaking.

The researcher also used inter-rater in this speaking test to avoid subjectivity. Inter-rater means that there are more than one scorer of speaking test. However, observation sheet was used to observe the process of teaching learning in the used of CJTP and DI both to get the weaknesses and the strengths.

In techniques of analyzing data, the researcher used descriptive and inferential analysis. Descriptive analysis was used to know the mean, median, mode, and standard deviation of the students' scores in speaking test. Inferential analysis was applied to test the hypothesis that the Coop Jigsaw is a more effective method to increase students speaking ability rather than the direct instruction method. Before that, it was necessary to know the data's normality and homogeneity. The researcher, then, tested the hypothesis using two-sample t-test with 95% level of significance.

Finding And Discussion

The assumption of normality and homogeneity of the data collected is prominent to be checked. It is due to the use of t-statistics that requires the normality of the data. Moreover, the homogeneity assumption is important in order to fairly compare two independent samples.

Table 1.Summary of Normality Test

No	Group	Obs	AD	P-value	Distribution
1	Experimental	40	0.398	0.352	Normal
2	Control	40	0.442	0.275	Normal

The Anderson Darling Statistics from both groups are smaller than 1.96 which come from the normal table with 95% level of significance it can be concluded that both experimental and control group data are under normal distribution. The p-value that is larger than the 5% tolerance (0.05) is also an indicator that the hypothesis of normality is failed to be rejected.

The variance of both experimental and control groups data are considered to be homogeneous since the value of F-test is smaller than the $F_{(39;39;0.05)}$ which is 1.704 and the Levene's test is smaller than $F_{(1;78;0.05)}$ which is 3.963. Both values indicate that there is not enough evidence to reject the null hypothesis and under the 95% level of significance, it can be concluded that the variance of both data groups are homogen.

Table 2. Summary of Homogeneity Test

No	Group	Test Statistics	P-value	Status
1	F Test	1.24	0.500	The variance is Homogen
2	Levene's Test	0.37	0.545	

Two-sample t-test was run since both assumptions of normality and homogeneity are fulfilled. The null hypothesis tested for the research was that the control group have the same ability of speaking score with the experimental one, otherwise the alternative hypothesis stated that the experimental group resulted higher speaking score rather than control group.

Table 3. Summary of Two-Sample t-Test

T	df	P-Value. (1-tailed)	Mean Difference
-2.508	77	0.007	-3.200

Table 3 shows that the value of one-tailed t-test is larger than the value of $t_{(77; 0.05)}$ in which it is equal to -1.665 from the student-t table distribution. It indicates that the null hypothesis is rejected for the alternative hypothesis and it can be concluded that the cop-jigsaw method used by experimental group is more effective to increase student speaking ability. It is due to coop jigsaw team project triggers the students to be brave to speak. CJTP has a chronological steps allowing students to think individually, share it to the group and present it to the larger one that ease the students having difference characteristics to learn speaking much better. The steps of conducting CJTP are dividing the students into

some teammates in which each teammate will get team topics and each student in it will have an expert topic to be discussed. After discussion, teammates will have a chance to present their last project in front of the class. Based on the steps of Coop Jigsaw Team Projects, the students are claimed to be more and more active.

On the contrary, Direct Instruction method emphasizes in the teaching direction on classroom activities. This method is teacher-centered that is dominated by the teacher to take a part in teaching and learning process. Students do not have many chances to show their speaking skill. According to Arends (2000: 264), Direct Instructional model is a teaching model that is aimed at helping students learn basic skills and knowledge that can be taught in a step-by-step fashion. From the definition above it can be concluded that Direct Instruction takes learners through the steps of learning systematically, helping them see both the purpose and the result of each step. The teacher usually spends some time lecturing, breaks the problems down into some steps, and gives students problems that should be accomplished on their own. Students totally take a concern on teacher's explanation. In this case, teacher has an important role in the implementation of Direct Instruction method. She takes control of the class condition.

So, from the discussion and the result of this research, it can be concluded that Coop Jigsaw Team Projects is more effective than Direct Instruction in teaching speaking for tenth grades students.

CONCLUSION

As the research result and the discussion elaborated above, the finding is Coop Jigsaw Team Projects is more effective than Direct Instruction to teach speaking at the tenth grade students since students work well in cooperative group, moreover this method do not leave the phase of thinking individually in which became the strength of this method.

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DISCOURSE ON RADICALISM IN CONTEMPORARY INDONESIA

Djoko Sutopo

Universitas Negeri Semarang

Semarang, Indonesia

djokosutopo_msi@yahoo.com

Abstract

Radicalism in contemporary Indonesia is potential to question whether democracy adopted by the nation could eradicate intolerance that threatens pluralism. Considering that recent radical voices in Indonesia have gained public support this paper aims at discussing the discourse on radicalism in the nation today. The data of the study are texts on radicalism collected from social media. The analysis of the data is based on Systemic Functional Linguistics (SFL) perspective. The result of the study suggests that the meanings of the texts on radicalism in contemporary Indonesia are influenced by the context of situation and the context of culture as well as the ideology stance behind the texts.

Keywords: democracy, discourse, intolerance, ideology, radicalism

Introduction

Radicalism has influenced society and politics in Indonesia. It is believed that blasphemy law adopted by the country can be utilized to justify hate speech and intolerance. The climate of fear among minorities caused by the rising religious intolerance is apparent. Radical groups in Indonesia are increasingly targeting religious minorities. The capital was shut down with mass demonstrations before the governor was toppled down dramatically. It has spread fears nationwide for extremism in the diverse nation. There have been almost 100 cases of blasphemy brought to the court.

The research question of this study is how discourse on radicalism in contemporary Indonesia is represented in social media. This study would hopefully help the readers understanding better on the issue of radicalism in contemporary Indonesia.

Method

The present study aims at describing how discourse on radicalism in contemporary

Indonesia discusses the issue of the nation's significant concern. The method of the research follows systemic functional linguistics perspectives in interpreting the discourse. The data of the study are collected from news stories, opinions and perspectives put forward in social media dealing with radicalism in contemporary Indonesia. Analyzing the context of culture and the context of situation where the texts come into being is the starting point to further interpret ideologies that influence the texts under investigation.

Findings and Discussion

The grammar of ideational meanings is visualized in Table 1 whereas analyses on elements of context of situation including analysis of Field, Tenor, and Mode are illustrated in Table 2.

The Grammar of Ideational Meaning

The grammar of ideational meaning of the texts is presented in Table 1

Table 1. The Grammar of Ideational Meaning of Discourse on Radicalism

Texts	Text # 1	Text #2	Text # 3	Total
Process				
Material Process	7	24	37	68
Mental Process	1	2	1	4
Verbal Process	3	11	0	14
Behavioral Process	0	0	1	1
Relational Process	5	3	12	20
Existential Process	3	1	0	4
Circumstances	13	9	38	60
Total	32	50	89	171

As the data show in realizing their meanings on the issue of radicalism all the authors use all the processes and circumstances. The biggest number (68) of the transitivity system is taken by Material process. The relational process (20), verbal process (14), mental process (4), existential process (4), and behavioral process (1) take the rest. In the meantime, there are 60 circumstances are used to realize the texts.

It is revealed that the texts are mainly focused on the process of doing. They have realized real and concrete tangible actions. It can be mentioned that it indicates that the entities include the action of doing something and undertaking it. A significant concern has been indicated by the use of measurable number of relational process. It

suggests that the texts include the intention to make sense of and to distinct phenomena. The use of measurable number of verbal process suggests that verbal action is the focus of the texts. All the similar meanings of the verbs of 'saying' are used to make meaning of the texts. Mental process is also prioritized to realize the sense in the texts. It indicates that the writer also talk about what they are feeling and thinking. The behavioral process realized in the text suggests that it addresses about action to be experienced. A conscious being is included to realize it.

Context of Situation

Field, Tenor and Mode as the elements of context of situation are illustrated in Table 2.

Table 2 Field of Discourse on Radicalism in Contemporary Indonesia

Texts	Register	Discourse
Text # 1	Field	Experts say that controlling radicalism and promoting tolerance should be the agenda of Religious Ministry Affairs by paying more attention to education of citizenship as an action of carrying structural changes. Citizenship education should be strengthened at elementary level of education. The findings of the research conducted by Siti Musdah Mulia reveals that rigid religious teaching that violates Constitution existed in schools. A religion textbook used in the school emphasizes the importance of Islamic state to be established under the control of religion leader. It is exactly the same with the doctrine of Hizbut Tahrir Indonesia (HTI) – an organization which uses violence to reach the goal. In this way, radical ideas are taught to the school children systematically. Underlying the appeal, the Head of Research and Development for Religious Affairs Muhammad Machasin remarks that in order to prevent radicalism, citizenship education should gain significant attention.
Text # 2	Field	Media pundits said that following the mistake made in 2000's Indonesian media outlets now understand that giving too much attention to radicals has made Abu Bakkar Ba'asyir a superstar. The leader of the terror group with his radicals and extremists has exploited the media. Strategic communication can be a key role played by media against the extremists. A new strategy has been undertaken by media in countering the radicals. Only

		when they break loose that the media broadcast them. Spreading propaganda is no longer a point of interest to publish. As internet has been an ideologies open market they need to fight the voice of radicals in internet as well.
Text # 3	Field	Citizens have appealed the government to protect Jakarta from radical threat. Flower boards with the message to support police military forces in eradicating radicalism have adorned State Palace and headquarters of Police and Military following anti-Chinese sentiments and sectarianism in Jakarta lately. They said they are ready to support the effort to maintain the unity of the nation. The act has been appreciated as a part of nation's democracy. A token of gratitude flower boards have also been sent to State Palace for the role played by Presiden Joko Widodo to maintain the ideology of the state.
Text # 1	Tenor	The participants involved in Text # 1 include Rights activist Siti Musdah Mulia, The head of the Religious Affairs Ministry's research and development division, Muhammad Machasin, Muhammadiyah secretary Abdul Mu'ti, Setara Institute vice chairman Bonar Tigor Naipospos. The power relation among these participants is relatively equal in that they are significantly concern with radicalism in contemporary Indonesia which is a serious threat for pluralism.
Text # 2	Tenor	Text # 2 involves participants including The Jakarta Post editor-in-chief Endy Bayuni, Courtney Radsch, the advocacy director of the Committee to Protect Journalists, and cleric Abu Bakkar Ba'asyir, leader of Al-Qaeda-linked terror group Jemaah Islamiyah (JI). The power relation between the first two former participants is relatively equal who put significant concern on radicalism which is potential to trigger terrorism.
Text #3	Tenor	The participants involved in Text # 3 include Jakarta Police spokesperson Sr. Comr. Argo Yuwono on Wednesday, A political analyst from Indo Barometer, M. Qodari, Ahok and Deputy Governor Djarot Saiful Hidayat. The power relation between the first two participants is relatively equal with their deep concern on radicalism threatening people nationwide.
Text #1	Mode	Text # 1 is realized in written mode as it is featured by the tendency to be complex lexically and tends to be more independent of its immediate context.
Text # 2	Mode	Text # 2 is also realized in written mode as it is featured by the tendency to be complex lexically and tends to be more independent of its immediate context.
Text # 3	Mode	Similarly, Text # 3 is realized in written mode as well as it is featured by the tendency to be complex lexically and tends to be more independent of its immediate context.

Context of Culture

The context of culture of the texts on radicalism in contemporary Indonesia indicates that Text # 1, Text # 2 and Text # 3 can be categorized into information report texts. There are a number of pieces of texts that present information about a subject. It contains facts about the subject, a description and information on its parts, behavior and qualities.

Each of the texts has steps to construct information including general opening statement introducing subject of the report – it comprises a short description and definition. The next step constructs a series of paragraphs about the subject – a new paragraph describes one feature of the subject and begins with a topic or preview sentence. The construction of the text is ended up with a conclusion that summarizes the information presented and signals the end of the report.

The language features of the texts on radicalism in contemporary Indonesia include technical language. The language is related to the subject, generalized items and the use of the timeless present tense.

Context of Ideology

The ideological influence of the field in Text # 1 indicates that attention to citizenship education as well as an effort to carry out structural changes to control radicalism and promote tolerance is paramount for the nation following serious tension caused by radical movement lately in the capital.

Slowly but surely public opinion has been won and support has been gained by fundamentalist groups in Indonesia lately. Spreading hatred against moderate groups is usually the method to garner support. Freedom of speech and public sympathy can undercover lectures to spread the hatred, in particular if it has something to do with grassroots problems. Due to the failure of establishing collective identity the moderate are always unable to face the fundamentalists. While militant units have been organized by the fundamentalists the moderates are too busy to hold seminars and discussion forums.

Text # 2 implies ideological stance that media outlets should avoid being easily exploited by radical groups. Media should play a key role in filtering the voice of radicals. Since many radicals used social media to spread their stories and propaganda and internet is seen by some as an open marketplace for ideologies the nation has to fight them on the internet. In other words, counter-narrative efforts by media outlets faced a heavy task with the focus on the Islamic State group.

As a state ideology, Pancasila is actually against the type of religious liberalization that leads to religious selfishness. Religious liberalism should not afflict divinity that could create religious egoism. The founding father reminded that a cultured divinity should be possessed by the nation. Tolerance, solidarity, and openness are the features of cultured divinity. The founding father appealed the nation to practice and apply religion, both Islam and Christianity, in a civilized manner that is by respecting for one

another. Collectivity ideas include divinity and humanity as well as unity, democracy and social justice. Instead of believing in God alone, we have to preserve solidarity and put unity in differences.

The ideological influence of Field in Text # 3 shows that protecting the capital from any threat from radicals is significant. In this context the police and the military were still an important part of guarding Jakarta from the threat of disunity and radicalism. This is in particular relevant after Jakarta governor election is over. The election has been illustrated by experts as the most polarizing election in the country. Racial and religious issues have overshadowed the most critical problems of the city such as education and infrastructure.

Enriching unity can be conducted by managing difference in the way that deliberation for consensus must be held instead of taking the most votes. Every citizen should be treated equally and justice must be a reference for the state. The political rights of every citizen should be respected although they are different in beliefs. Radicalism would not survive if collectivity fills the dark cavity of Indonesian's democracy.

Conclusions

Texts on radicalism in contemporary Indonesia in social media appeal for attention apply citizenship education apart from the effort to carry out structural changes to control radicalism and promote tolerance. Media should avoid being easily exploited by radical groups and play a key role in filtering the voice of radicals. Jakarta as the capital of the country should protected from any radicals' threat over pluralism.

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THE EVALUATION OF BSE BAHASA INGGRIS FOR GRADE VII: WHEN ENGLISH RINGS A BELL

Doddy Dwi Wahyuwono, I Gusti Ngurah Aditya Liem Aria, Tandya Anggergian

Department of English

Universitas Negeri Malang

Malang, Indonesia

dwahyuwono@yahoo.com, ignaditya82@gmail.com, anggergiantandya@gmail.com

Abstract

Coursebooks are core parts of any curriculum as the unique contributors to content learning (Demir & Ertas, 2014). Currently, in Indonesian curriculum, K13, the government develops coursebooks that can be used by students nationally. The developed coursebooks, Buku Sekolah Elektronik (BSE), vary for different level of education, starting from elementary schools up to senior and vocational high schools. In developing the coursebooks, the government needs to implement the coursebooks to the real life situation and also evaluate them. In this paper, the researchers try to evaluate a coursebook used in English class for Junior High School students grade VII. The evaluation is done through two ways, the theory-based analysis and checklist-based analysis. The used evaluative theories are made by Cunningsworth and the Checklist is made by Mukundan, Nimehchisalem, and Hajimohammadi. The findings show that the coursebook has met the requirements of learners' needs stated in the K13; however, there are still some aspects that can use some further improvement, such as the design, materials' authenticity, and so on. Ergo, in corresponding to the findings, the suggestions can be given to two parties, the developers and the teachers. The developers are hoped to take the evaluation results into account as the crucial points for future improvement and the teachers are hoped to not solely depend on the coursebook itself, but creatively look for extra materials.

Keywords: coursebook evaluation; BSE Grade VII; coursebook

Introduction

Demir & Ertas (2014) opined that coursebooks are core parts of any curriculum as the unique contributors to content learning. Tomlinson (2003) believes that "a coursebook helps provide a route map for both teachers and learners, making it possible for them to look ahead to what will be done in a lesson as well as to look back on what has been done." Another extreme definition about a coursebook comes from Swales. Swales (1980) believed that coursebooks represent a problem and some education failures that the government tries to solve by requiring the teachers to be able to master and go beyond the coursebooks themselves. Based on those three theories, it would be safe for us to say that coursebooks are the crux of the curriculum which provides a helpful assistance for teachers and learners in their teaching and learning activities, and are based on a certain problem and some education failures.

Each coursebook surely has its own shortcomings. Accordingly, developing a coursebook is a lifelong experience and makes teachers to develop professionally (Masuhara in Zohrabi, 2011). In order to develop a coursebook and revise what is needed to be revised, we have to evaluate the coursebook first through the use of some theories, practices, checklists, and so on. Hutchinson and Waters (1987) simplified the definition of coursebook evaluation as a straightforward process that matches the needs to any available solutions. Littlejohn in Gutierrez Bermudez (2014) said that evaluating a coursebook can be done by establishing two dimensions or levels of the evaluation process: a theoretical level and a practical level. Accordingly, the evaluation itself, the post-use evaluation, can be done through several techniques, two of them are by using theories and checklists.

On this paper we are going to do an evaluation on BSE Bahasa Inggris kelas VII. The main reason

why we do an evaluation on this book is because it is the very first English coursebook used by students that is given by the government. By conducting an evaluation we can determine the flaw of the book and we can give some suggestion to government on how to improve the BSE book.

Methodology

This research utilises analytical research in which we evaluate BSE Bahasa Inggris for grade VII: When English rings a Bell. The evaluation is done through 2 ways, theoretical evaluation and checklist-based evaluation. In doing the theoretical evaluation, we would like to utilise a 4-point guideline suggested by Cunningsworth, which are (1) aims, objective, and goals; (2) the use of materials and its practicality; (3) learners' needs; and (4) the role of coursebook. As for the checklist-based evaluation, we utilise Mukundan, Nimehchisalem, and Hajimohammadi's checklist.

Finding and Discussion

In doing the theoretical evaluation, we would like to utilise a 4-point guideline suggested by Cunningsworth. The guideline made by Cunningsworth is actually based on two strong reasons, which are evaluation for potential, the potencies a coursebook has to offer and to explore, and evaluation for suitability, the relationship of a coursebook with certain specific requirements.

Guideline 1: Aims, Objectives, and Goals

Each coursebook has its own aims and objectives. Cunningsworth (1995) said that coursebooks should correspond to the learners' needs and match the aims and objectives of the language-learning programme. Likewise, in Indonesian coursebooks, the aims and objectives are based on the current curriculum's basic competences. Noddings in Noddings (2007) implied that aims, objectives, and goals, also called as standards, are the final purposes of the education itself. Based on Kemdikbud's statement on its website, it is stated that the competences in K13 are derived from the needs of the learners themselves in order to obtain that final purposes. Those purposes are mentioned in the form of several points of basic competence.

In English BSE for 7th graders, there are 9 basic competences for competences 3 and 4. For the first semester, students have to learn basic

competences 3.1 – 3.4 and 4.1 – 4.4. Accordingly, each basic competence in K13 is shown in each chapter of the book as the aims and objectives. Even though the aims and objectives in K13 are fixed, but the implementation of the materials and the selection of titles for each chapter vary. This indicate that the materials presented in the books can be considered as authentic materials and according to the face validity itself, this coursebook does not violate that validity.

Guideline 2: The Use of Materials and its Practicality

In this book, the learners are given materials that reflect the uses (present or future) which learners will make use of the language. This can be seen from the focus of each chapter. In example, chapter 1 teaches students how to greet someone, take a leave, say thank you, and say sorry. It can be used outside of classroom and are used daily. This approach is in line with CLT (Communicative Language Teaching) based approach which is in line with what Richards and Rodgers (1986) say, "the primary function of language is for interaction and communication".

Unfortunately, the book has limited amounts of interaction between students to students. Most of the learning still relies on teacher. According to Nunan (2004), this does not belong to experiential learning in which students' immediate personal experience becomes the point of departure because the materials and tasks are somehow less authentic. Another point is the lack of authentic materials in the book. Wallace in Berardo (2006) defined authentic materials as a real-life texts which has context, not written for pedagogical purpose. The materials in the book is already contextual and situational, but the representation is still too formal. That barely represents any conversation in real-life situation.

In accordance with the core and basic competences, the social function of the book is clearly stated. The texts given in the book fulfill the requirements. There are interpersonal communications, transactional communications. Every type of text comes with explanation on the situation where the materials are used.

Text structure in the book is also clearly explained, in the interpersonal and transactional

text the material covers interactive activities, consisting of communication initiation, and asking for and giving information/ things/ services. Furthermore, the linguistic content of the book fulfills the criteria stated on the core and basic competences. The book materials are accurate according to the context of its use. The materials inside is in line with the objectives written at the start of the chapter.

Guideline 3: Learners' Needs

According to Minderhout (2016), "the needs of a learner represent the gap between what the learner wants to get out of the learning experience and his or her current state of knowledge, skill, and enthusiasm." The reason why we should identify the learner needs is because each learner has a specific way of learning, knowledge, past experiences, and the motivation from the students itself. Cunningsworth (1995) said that there are five needs that should be experienced by students, which are:

- The need to communicate effectively
- The need to be familiar with the language systems
- The need for challenge
- The need to take on more responsibility for their own learning
- The need for cross-cultural awareness

According to Richards and Rodgers (1986), "the primary function of language is for interaction and communication". That is why, in this book learners will be given some example of the topic. Unfortunately many of the example are not an authentic communication. The amount of interaction between students are quite limited and teacher still have to do a lot of dictation in front of the class. According to Izadpanah (2010), some of the differences between the traditional form-focused pedagogy and task-based learning technique are that the traditional only provides little negotiate meaning, the teacher already knows the answer of every conversational materials, and the responding role between the students and the teacher is limited in small range of language functions. However, the message and the function of the language are quite on point by using a lot of example. By using that example, students can associate what they have been learned and make their own understanding of the language.

In this book, students are given a lot of example and activities so they can get familiar with the language system. There are specific box that contains the words that will be specifically use on each topic.

Challenges are used to make students live up to their potential. Challenges can help shaping learners' understanding and also allowing them to solve their own problems. In this book, the challenge are gradually, insignificantly, increasing, but it doesn't give the impact of challenge towards the students. In our group opinion it's better if the book also give a variety of activity so the students will not get bored. Hegelsen (2003) opined that repeating the same type of tasks over and over will surely make students bored unless if the tasks always encourage students to share their personal ideas, experiences, and dreams. However, the tasks in BSE for Grade VII does not do so, so based on Hegelsen's theory, we think that this book does not provide enough challenge. Moreover, the dominant type of task in this book is controlled task. Controlled task is the lowest level of task which barely increases students' critical thinking ability. This strengthens our beliefs that the book does not provide enough challenge for the students.

According to The Higher Education Academy (2014) "independent study is a process, a method and a philosophy of education in which a student acquires knowledge by his or her own efforts and develops the ability for inquiry and critical evaluation." In this book, after each sub-topic there will be some tasks that will develop students' independent learning aspects. For example, using dictionary in class to list the things that are in the students' room. By this method, students will acquire their knowledge and understanding unconsciously.

According to Pokhilko (2016), "cross-cultural awareness is the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions." In this book, mostly the cross-cultural awareness is not explicitly presented in the book by using text. However, in some pages, the cultural tolerance is presented through visuals by inserting the

illustrations of people from different races and beliefs.

Guideline 4: The Role of Coursebook

Cunningsworth (1995) stated in his book that course books should have a clear role as a support for learning. The support provided in the course book should facilitate learning. The support can be in the form of ready-made presentation material, ideas for teaching different topics, reading texts, listening passages, dialogues, etc. The example of the course book used to facilitate the learning and teaching activity is BSE. The BSE consist of 2 books, the teacher's book and student's book. The teacher's book works as a guide for teacher to teach materials and assess students' performances while the students' book works as handbook for the students.

Teacher's book is a book that is used to assist teachers. As Nazari(2011) stated its not only serve as a source of pedagogical advice and instructions for teachers but true to syllabus since they include statements about the course objectives, the course content, implementation, methodology, and sometimes even assessment procedures. The teacher's book of BSE offers pedagogical advice and instruction on each chapter. The advice and the instruction are helpful as it especially designed to assist the teacher to teach each chapter. The book also completed with course objective, the course content, implementation, methodology, and assessment procedure. It also completed with answer keys and other possible answer for the student's book assessment. The teacher's book

provided designed to be practical and easy to access. The teacher's book provides the basic knowledge for the students such as KI KD to enhance teacher's understanding and teaching skills in the class. The flexible instructions make it possible for teacher to use other method to teach. It also provide rubric for scoring.

Student's book works as media and facility for the students to learn. Different from the teacher's book, student's book are directed to assist the students in their learning process. The content of the book consist of pre-teaching material, assessment, exercises, independent study, group activities, etc. Those points are important part of the coursebook that functioning as facilitation that helps the students to learn.

McGrath (2002) pointed out that using a checklist in evaluating a coursebook is very economic and systematic to ensure all relevant aspects are considered for evaluation, not to mention that it will not be costly at all. Furthermore, a checklist can be freely modified by the users, depending on one's needs so as to provide flexibility during the evaluation (Mukundan & Ahour, 2010). However, selecting a checklist should not be done carelessly. Besides evaluating all the aspects, a checklist should also be well-designed, containing evaluation criteria that are clear and concise (Lawrence, 2011). There are many famed researchers who develop different kinds of checklists in evaluating a coursebook, but in this paper, we will use a checklist made by Mukundan, Nimehchisalem, and Hajimohammadi.

Table 1. Checklist-based Evaluation

I. General attributes					
A. The book in relation to syllabus and curriculum					
1.	It matches to the specifications of the syllabus.	①	②	③	④
B. Methodology					
2.	The activities can be exploited fully and can embrace the various methodologies in ELT.	①	②	③	④
3.	Activities can work well with methodologies in ELT.	①	②	③	④
C. Suitability to learners					
4.	It is compatible to background knowledge and level of students.	①	②	③	④
5.	It is compatible to the socio-economic context.	①	②	③	④
6.	It is culturally accessible to the learners.	①	②	③	④
7.	It is compatible to the needs of the learners.	①	②	③	④
8.	It is compatible to the interests of the learners.	①	②	③	④
D. Physical and utilitarian attributes					
9.	Its layout is attractive.	①	②	③	④
10.	It indicates efficient use of text and visuals.	①	②	③	④
11.	It is durable.	①	②	③	④
12.	It is cost-effective.	①	②	③	④
13.	Its size is appropriate.	①	②	③	④
14.	The printing quality is high.	①	②	③	④
E. Efficient outlay of supplementary materials					
15.	The book is supported efficiently by essentials like audio-materials.	①	②	③	④
16.	There is a teacher's guide to aid the teacher.	①	②	③	④
II. Learning-teaching content					
A. General					
1.	Most of the tasks in the book are interesting.	①	②	③	④
2.	Tasks move from simple to complex.	①	②	③	④
3.	Task objectives are achievable.	①	②	③	④
4.	Cultural sensitivities have been considered.	①	②	③	④
5.	The language in the textbook is natural and real.	①	②	③	④
6.	The situations created in the dialogues sound natural and real.	①	②	③	④
7.	The material is up-to-date.	①	②	③	④
8.	It covers a variety of topics from different fields.	①	②	③	④
9.	The book contains fun elements.	①	②	③	④
B. Listening					
10.	The book has appropriate listening tasks with well-defined goals.	①	②	③	④
11.	Instructions are clear.	①	②	③	④
12.	Tasks are efficiently graded according to complexity.	①	②	③	④
13.	Tasks are authentic or close to real language situations.	①	②	③	④
C. Speaking					
14.	Activities are developed to initiate meaningful communication.	①	②	③	④
15.	Activities are balanced between individual response, pair work and group work.	①	②	③	④
16.	Activities motivate students to talk.	①	②	③	④
D. Reading					
17.	Texts are graded.	①	②	③	④
18.	Length is appropriate.	①	②	③	④

Overall score = 162 out of 208 (good)

Conclusions

According to the two evaluations from Cunningsworth's theory and Sheldon's checklist, BSE for Grade VII is considered as a mid-to-high coursebook. Though the coursebooks have some strengths like in the existence of students and teacher's books and the rapid revision for the book, it also has some vital weaknesses about the content of the materials and the interface. The book receives score 162 out of 208 which means this book is actually quite excellent in quality. Even though this book is already in excellent quality, it is better for the author to still optimise the quality of the books since there are still some weaknesses that need to be paid attention to.

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THE TRANSLATOR'S VIEWPOINTS, THE TRANSLATION PROCESS, AND THE TRANSLATION PRODUCTS

Dwi Aji Prajoko

English Department

Widya Mandala Catholic University of Madiun

Madiun, Indonesia

dwiaji.prajoko@gmail.com

Abstract

A translator's viewpoints about the accuracy, acceptability, and readability of translation are assumed to affect the translation process and products. The purpose of this study was, therefore, (1) to prove the relationship among the three things, namely translator's viewpoints, translation processes, and translation quality and (2) to figure out if there was any mismatch. To confirm the translator's viewpoints, the researcher conducted an interview with the translator. Furthermore, to verify the effect of the translator's viewpoints on the process, the translator was assigned to translate a given text and to be interviewed as soon as the translator finished doing the assignment. Finally, the translation products especially their accuracy, acceptability, and readability were analyzed in order to know their relationship with the two things previously mentioned. The result showed that translator's viewpoints really matched translation process and, in the following turn, matched the product of translation. Any less qualified translations were caused by the lack of knowledge, limited sources, and time pressure—not because of the mismatch. Accordingly, the sum was not significant. Most of the products were accurate, acceptable, and readable.

Keywords: translator, viewpoints, process, translation

Introduction

Finding the relationship between the translator's viewpoints, the translation process, and the translation product is very interesting. If a translator believes that the quality of translation is determined by the three main pillars, namely accuracy, acceptability, and readability. The translator's viewpoints must have an effect on the translation process, and the translation process ultimately results in high quality translation as well. Nababan (2008: 2-3) states that if a translation is qualified, the process undertaken by the translator to produce the translation must be qualified too. If there is any mismatch, there must be some plausible explanation.

Methodology

This research was qualitative because of fitting the part of the epistemological principle of qualitative research, namely "the understanding of complex relationship, such as 'cause and effect'" (Flick, Kardoff, Steinke 2000: 8). This qualitative research combined experimentation with document analysis. There were genetic data and objective data. Genetic data were derived from the translator obtained through pre-assigned

translation interviews, observations during translation assignments, and post-translation assignment interviews. The objective data were derived from the translation product obtained through document analysis.

The analysis of the relationship among the translator's viewpoints, the translation process, and the translation results is done based on (1) the previous interviews, (2) the observations of the subject working on translation, (3) the translation product, and (4) the later interviews.

Finding and Discussion

Based on the pre-assignment interview, the translator believed the importance of accuracy, acceptability, and redability of translation. The subject had the viewpoints and the capability to actualize his. He was an S-2 graduate majoring in linguistics with interest in translation study; he had been tens of years teaching some subjects related to translation theories and practices. He revised some lecturers' research abstracts, became a rater on some translation researches, and translated some proposals, speeches, et cetera.

The translator spent 118 minutes translating one paragraph from English into Indonesian; it was an abstract consisting of 10 sentences or 315 words entitled “The Babelian Status of Method: The Case of Research in Translation Studies” written by Daniel Simeoni. He consulted the English-Indonesian dictionary 48 times, the English-English dictionary 12 times, and the Indonesian-Indonesian dictionary 2 times.

Finding and analysis in the following were based on the observations of the subject working on translation, the translation product, and the later interviews. Consider the following:

Source language (SL): The Babelian Status of Method: The Case of Research in Translation Studies. Target language (TL): Status Metode Babel: Ihwal Penelitian dalam Kajian Penerjemahan

“Babelian” referred to the gospel story; the arrogant Babelian made God angry so that God made them not understand each others by confusing their language. Therefore, “The Babelian Status of Method” should be translated into “Metode yang kacau balau (confusing method)” that was more accurate, acceptable, and readable, not “Status Metode Babel (Babelian Method Status)” In the interview, it seemed that he was aware of his mistakes and regreted for not being able to reach other helpful references and consult with relevant experts to overcome them.

SL: Research in Translation Studies raises inevitably the question of method. TL: Penelitian dalam Kajian Penerjemahan tentu memunculkan permasalahan metode.

The translator knew that “inevitably” could be translated as “tidak bisa dihindarkan (inevitably),” but when it had to collocate with “memunculkan,” it became less natural, so that he converted into “tentu memunculkan (necessarily arises)” to make more acceptable and readable without harming accuracy. The translator’s viewpoints on accuracy, acceptability, and readability took effect on the process, and, finally, manifested in the product. The translation was like his expectation due to his perfect knowledge.

SL: Although orderly approaches to translational phenomena abound, it is only in the latest decade that issues of method have become topics of

interest for the field. TL: Meskipun pendekatan-pendekatan yang logis terhadap gejala penerjemahan begitu beragam, baru pada dekade terakhir inilah persoalan metode menjadi topik yang menarik dalam Kajian Penerjemahan.

The translator did not translate “orderly” with “sesuai dengan urutan (orderly),” but “logis (logical).” He also translated the word “the field” by making the message explicit so that his translation became “Kajian Penerjemahan (Translation Studies)” not “bidang itu (the field).” This showed his awareness of presenting an acceptable translation without sacrificing any meaning.

SL: The most detailed and useful propositions so far have focused on the methodological aspects of research (Pym 1998; Williams & Chesterman 2002). TL: Sejauh ini gagasan yang rinci dan penting terfokus pada aspek metodologi riset (Pym 1998; William & Chesterman 2002).

The superlative “most” was lost in translation; the translator acknowledged that this deletion was wrong because of time pressure, being careless, and getting tired. However, the translation of “useful” with “penting (important)” in place of “berguna (useful)” was his decision; it did not literally translate that because it would reduce its acceptability in the target language. The translation, therefore, was contextually more acceptable while the meaning of “useful” was not lost in translation.

SL: Given the unprecedented expansion of Translation Studies worldwide, the time has come to consider the cultural dimensions of method building. TL: Mengingat perkembangan baru tentang Kajian Penerjemahan di seluruh dunia, sudah saatnya dimensi kultural pengembangan metode mendapat perhatian.

The translator decided that the word “unprecedented” in the dictionary did not fit the context but he could not consult the unavailable encyclopedia or ask friends knowing better because of the limited time. Therefore, in order to reach the target with the existing conditions, he translated the phrase “unprecedented expansion” into “perkembangan baru (new development).” Further, he translated “the time has come” not into “waktunya telah tiba (the time has arrived)” but into “sudah saatnya (having been its time)” to catch more acceptable translation. After

reviewing the source text and capturing its meaning, he also communicatively translated the word "to consider" into "mendapat perhatian (get attention)." Finally, he reversed the structure of the source language so that the object "cultural dimensions of method building" in the source text was transferred to the subject of "dimensi kultural pengembangan metode (cultural dimension of method development)" in the target text.

SL: Certainly, the field as it exists today is overwhelmingly dominated by the use of English as koine, thus inviting a convergence of purposes and practices. **TL:** Tentu saja, Kajian Penerjemahan sebagaimana terjadi saat ini sangat didominasi oleh penggunaan Bahasa Inggris sebagai bahasa perantara, sehingga perhatian terpusat pada tujuan dan pelaksanaan.

The translator's viewpoints on the importance of the translation that was accurate, acceptable, and readable was seen in the translation process. For example, after seeing the dictionary "convergence" means "mengerucut (conical)" and synchronizing it with the context, the translator decided to translate "inviting a convergence" into "perhatian terpusat pada (attention focused on)."

SL: However, the diversity of possible approaches to translational phenomena far exceeds the array of methods classically conveyed in English through the usual binary oppositions of quantitative/qualitative; nomothetic/idiographic; analytic/hermeneutic, empirical/postmodern etc. **TL:** Namun, keanekaragaman pendekatan yang tepat terhadap fenomena penerjemahan jauh melebihi aturan metode yang secara klasik disampaikan dalam Bahasa Inggris secara dikotomis, yakni kuantitatif/kualitatif, nomotetis/ideografis, analisis/hermeneutis, empiris/postmoderen, dan lain-lain.

The translator seemed so strongly motivated by his standpoint that he performed some actions really related to his belief. In translating "possible approaches," he showed that he was not a novice translator. He did not satisfactorily translate into "pendekatan yang memungkinkan (possible approaches)." Instead, he explored some possibilities and found the better phrase "pendekatan yang tepat (accurate approach)." He also bravely and cleverly translated "through the usual binary oppositions" into "secara dikotomis

(dichotomically)" meaning eliminating the word "usual" for readability and borrowing a foreign term but more acceptable in the academic world. The translator, therefore, did not use pure borrowing "melalui opsi biner (through binary options)" which was low in term of readability.

SL: It matters in the present configuration of Translation Studies to consider method, not only as an exercise in the application of proven, past or existing models in the disciplines of the social sciences and the humanities, but potentially, as manifestations of culturally habituated modes of thinking. **TL:** Pertimbangan tentang metode berhubungan erat dengan konfigurasi Kajian Penerjemahan masa kini, tidak hanya sebagai latihan penerapan model-model yang berlaku sekarang atau pun masa lalu dalam bidang ilmu social dan humaniora, tetapi juga kemungkinan besar sebagai manifestasi cara berfikir yang sudah terbiasa.

The meaning of the clause was found by altering the structure of the original text clause from "It matters in the present configuration of Translation Studies to consider method" into "To consider method matters in the present configuration of Translation Studies." As a result, the word "matters" was easily translated into "berhubungan erat dengan (closely related to)." In the process, there were also attempts to present acceptable and readable expressions that ended in a wise decision for translating "potentially" to "kemungkinan besar (big possibilities)" and eliminate the word "culturally" in translating from "culturally habituated" to "terbiasa (habituated/accustomed)." Up to this point, it seemed that everything ran on the right track: the translator's belief affected the process and in the following turn resulted in the outcome. However, there was little anomaly when the translator omitted the word "proven" which was important.

SL: Equally valid yet differentiated worldwide, alternative modes of thinking and doing research need to be sought after and positively recruited.

TL: Sebagai cara yang sama-sama sah tetapi berbeda di seluruh dunia, cara berfikir alternative dan cara melakukan penelitian perlu dicari dan sungguh didapatkan.

The word "mode" that appeared once in the source text was translated into "cara (way)" and seen three times because the translator wanted to increase readability level by making the implicit

information explicit. Similarly, he proceeded in such a way with alternative translations before arriving at a decision to translate "positively recruited" into "sungguh-sungguh didapatkan (earnestly acquired)" that was not only accurate but also readable. Fighting hard in the translation process was caused by the firm stance on the importance of the translation quality so that the results were appropriate.

SL: Spivak's famous critique (1992) "that 'epistemes' (ways of constructing objects of knowledge) should not have national names" is a salutary reminder – such correlations entail a reduction of autonomous, agentive thinking – but it is difficult also to ignore that the social sciences grew out of Europe in the 19th century in a climate of intense nationalistic fever, or to overlook the fact that the postcolonial emergence of new scholarships in Asia and in Africa could not be expected to indulge in method-building in the usual terms. **TL:** Kupasan Spivak (1992) yang termashyur bahwa "epistemes" (cara-cara membangun objek pengetahuan) tidak harus memiliki tokoh-tokoh nasional" merupakan peringatan yang bermanfaat. Korelasi tersebut membawa akibat penurunan dalam berfikir secara otomatis dan agentif. Tetapi, juga sulit dipungkiri bahwa aliran-aliran sosial tumbuh di Eropa pada abad ke-19 dalam iklim rasa kebangsaan yang tinggi. Atau sulit mengabaikan kenyataan bahwa munculnya kajian-kajian akademis baru pada masa pascakolonial di Asia dan Afrika tidak dapat diharapkan mengimbangi pengembangan metode pada masa-masa biasa.

The translator cut off a very long sentence into four short sentences to increase the level of readability. The translator also made the translation more explicit in order to elevate the readability level so that "difficult ... to ignore ... or to overlook" was translated into "sulit dipungkiri ... atau sulit mengabaikan (hard to be denied ... or difficult to ignore)." Afterward, the translator was aware of the missing parallelism so that he accepted the proposed alternatives and translated the phrase into "sulit dipungkiri ... atau sulit diabaikan (hard to be denied ... or hard to be ignored)" and omitted "the facts" in the translation. This indicated that his stance on the importance of readability was so strong that he received whatever brought the improvements of readability level. Furthermore, while claiming to

be a gambler when translating "scholarship," he had worked hard to review the source text and mapped out its meaning by examining the various dictionaries and contexts available. His decision to translate into "kajian-kajian akademis (academic studies)" was wise since it was accurate and readable translation.

SL: Neither can European practices be reduced to the types of binary choices cited above. **TL:** Juga, kebiasaan-kebiasaan kajian akademis di Eropa tidak dapat ditempatkan pada tipe-tipe pilihan dikotomis sebagaimana disebutkan di atas.

The translator was not trapped to translate "European practices" literally into less readable "European practices." He produced "kebiasaan-kebiasan kajian akademis di Eropa (academic analysis habits in Europe)" that is contextual and easy to read. When translating incorrectly from "reduced" to "ditempatkan (placed)" rather than "dikurangi (reduced)," he actually pursued acceptability. In the interview, he realized that the translation was not accurate and offered the word "dibatasi (restricted)" as a correction.

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DISSEMINATION OF FUN ACTIVITIES IN TEACHING PROCEDURE TEXT AND TO STRENGTHEN CHARACTER EDUCATION OF SMP STUDENTS YEAR VIII

Dwi Anggani Linggar Bharati

English Department

UNNES

Semarang, Indonesia

dwi_anggani@yahoo.com

Abstract

The objectives of this research are to know the effectiveness of using fun activities in teaching procedure text and to strengthen the character education of the eighth year students of junior high schools. The research used a quasy pre experimental research design and to disseminate it. The samples were the 80 students and 8 teachers from 8 junior high schools in Central Java. The instrumenys were pre test and post test of procedure text material, questionnaire for students and teachers to get their opinion on the material and observation check list of character education. After the instruments have been tried out, they were used to collect the data. T-test were used to analyze the pre test and post iest, Likert-Scale was used to quantify the questionnaire and observation. From the calculation it was found that the results: fun activities strategy is effective to teach procedure text, and it was able to strenghten the character education of the 8 year students of junior high schools

Keywords: fun activities, character education, procedure text.

Introduction

The four language skills Listening, speaking, reading and writing are important to learn in a target language especially English. The English curriculum for the Junior High School is based on Text based. One of the very important text types that should be mastered in SMP is procedural text. But in fact, when they learn that text in classes the teaching learning is not interesting because of the monotonous teaching material and the teaching strategies. The students get bored with the routine material and strategies used by the teachers.

The selection and use of input is the central aspect of teaching English as stated by Rost (2002: 122). How we identify sources, select among them and construct tasks around them are the most salient decisions in the teaching of English. He states that the one of important notions in the teaching of English is examining the notion of genre, how it relates to teach English. The genre being taught in the eighth graders of Junior High School is procedure text based on the recent curriculum, namely 2013 curriculum. Procedure text is a text that gives

instructions to do something based on Larson (1984: 366). Another condition of procedure text is to explain how something works through a sequence of actions or steps and deals with human behavior.

According to Harmer (2007:56), within education, the term children are “used for learners between the ages of about 2 to about 14”. By examining their characteristics, teachers can choose the most suitable method or media to apply. Teachers need to be creative in selecting or even developing activities to make the students eager to learn English. English teachers need to apply various kinds of activities they used in class to motivate their learners. The English teachers need to apply some kinds of fun activities to create the enjoyable atmosphere to make the students eager to learn English. Through fun activities, it can enhance the students’ motivation to learn English of procedure text material and strengthen character education of the students.

Character education is inserted in all subjects nowadays, the burden of its distribution to all

teachers, because the fact shows that most of the young people tend to do the opposite things such as doing pre-marital sex, abortion, addicted to pornographic films, consuming psychotropic substances, etc., the integration of character education in the teaching learning process should be realized within the lesson plans, materials and evaluation (Diknas 2010).

After conducting the preliminary research, the other fact is most of the English teachers in Junior High Schools less applied fun activities in the process of teaching and learning. They used only textbooks in teaching and most of them rarely teach English through fun activities. Fun activities can enhance the knowledge and English skills as well as strengthen students' character education. As a result, the students do not feel bored anymore, especially, when their teachers teach the material of genre texts, one of them is procedure text.

Based on the background of the study and the theory given above, the development of the fun procedure text material has been done, of course based on the preliminary research of the existing material and need analysis.

Method of the Study

In this study, the writer used the last stage of Borg and Gall (1983:772). The purpose of this study is to know the effectiveness of the teaching material and to disseminate it.

The subjects of this research were the eighth graders of Junior High School, in Semarang, Kudus, Kendal. The data were collected through three kinds of instruments, namely observation sheet, interview, questionnaire and test. The procedure of data collecting started from trying out, doing second revision, producing the final product and disseminate it.

$$t_{value} = \frac{M_2 - M_1}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

(Urdan, 2010:99)

t_{value} : t - test

M_1 : mean dari pretest

M_2 : mean dari posttest

SD_1 : Standard deviation dari pretest

SD_2 : Standard deviation dari posttest

n_1 : respondents in pretest

n_2 : respondents in posttest

t-test Calculation

$$t_{value} = \frac{M_2 - M_1}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

(Urdan, 2010:99)

M_1 = 60.95

M_2 = 81.5

SD_1 = 15.09

SD_2 = 6.66

n_1 = 80

n_2 = 80

$$\begin{aligned} t_{value} &= \frac{M_2 - M_1}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}} \\ &= \frac{81.5 - 60.95}{\sqrt{\frac{(15.09)^2}{80} + \frac{(6.66)^2}{80}}} \\ &= \frac{20.55}{\sqrt{\frac{227.7081}{80} + \frac{44.3556}{80}}} \\ &= \frac{20.55}{\sqrt{2.847 + 0.554}} \\ &= \frac{20.55}{\sqrt{3.4}} \\ &= \frac{1.84}{11.17} \end{aligned}$$

The aspects in developing the materials

The questionnaires contained 6 components and were distributed to 80 students and they had to give one of 5 criteria 1 very poor, 2 poor, 3 fair, 4 good, 5 very good

1. Clear objectives
2. Organization
3. Content
4. Systematics
5. readability
6. layout

The Result of the Research

The writer interviewed, gave questionnaires the English teachers of SMP and the students in Kudus, Semarang, Kendal to know what types of English Procedure text material used by them to teach the eighth graders of Junior High Schools. To know what the students' needs in learning English procedural text material, and to know whether fun activities were necessary to teach procedural text material or not based on the English teachers and students opinion. The writer also observed the existing material used to teach and learn procedural text.

The Result of Observing the Existing Material

The result of the observation showed that they used monologue and dialogue when teaching procedural text and used one textbook provided by the government but sometimes they searched the material from internet such as a video. When using the monologue of procedural text in English textbook, they only read and students listened it and when using the dialogue of procedural text, they asked the students to read. After listening of the procedural text in the dialogue or monologue form their teacher or other students, it would be continued to the discussion, question, and answer method. In my opinion, it was very bored because there is no fun activity that make them eager to learn. In addition, the school provided limited facilities and media for teaching. The teachers said that there is no cassette or CD in the textbook provided by government to teach. So, they only provided the material using textbook or video which searched by themselves without inserting fun activities in their teaching. The students were just asked by the teachers to listen and discuss together. In accordance with the purpose of the 2013 curriculum, the teachers thought that the material containing fun activities is necessary for students to provide a new nuance for students, increase students' interest in learning to improve students' character.

In fact, she also regularly tried to find out the innovative teaching material to support the process of teaching and learning at school. Actually she realized that it was not that simple to allow students to have an interactive and fun learning process. She shared that teaching a foreign language is not easy, but she never stops looking for supplement material and always welcomes the new way of interactive learning in

transferring the knowledge from teacher to students. The researcher also discussed the advantages of using game to be applied outside the classroom. From the interviews it can be concluded that teacher gets some benefits of using games. They are:

- Games are interesting and they motivate student to be interested in learning, but it is not easy to choose a particular game which is suitable to the character of the students, the skill or the competency, the facilities and the time.
- Games help teacher create contexts that make the language is useful and meaningful.
- Through games, students could take part to express their own point of view or give information in a fun way.
- Games provide language practice for various skills and competencies

The Result of Need Analysis

Based on the result of analyzing the data, the highest score of activities based on need analysis is various fun activities. There are some fun activities proposed in this result of need analysis. The writer made a list of them, there were kinds of fun activities from the highest score, namely jumbled text game, puzzle game, and whisper game etc.

Learners need sorts of fun activities such as fun games material; in this case procedure text material for better character development. The materials should be fun, easy, interesting and enjoyable so that learners could also learn the materials by themselves. This meant that its content should be focused on vocabulary rather than grammar.

After creating the model, the writer developed the listening procedure text material containing fun activities which discusses the core and basic competence, the material that can be observed by the students, and fun activities, namely whisper, puzzle, and jumbled text game. The teaching material was arranged based on the 2013 Curriculum. It was developed based on the syllabus by adding the "WHIBLED WHIZZLE" (Whisper, Jumbled game and Puzzle) game as the media for teaching and studying Procedure text. The researcher created this game which can be played digitally and manually in the classroom or

outside the classroom. Considering the experts' and teachers' suggestion, the researcher revised some parts of the digital version of Puzzle game. It can be concluded that the result of written assessment is very satisfying. It showed that students' comprehension of procedure text was improving. It could be seen from the results of the pre and post test. The pretest of the eighth graders could reach 77.09 and the post test could reach 95.32. It meant that the teaching material "I Love How to Do" and the VCD entitled "Whibled Whizzle" game were completely good. This implies that developing listening of procedural material containing fun activities is effective and appropriate for the eighth graders of junior high school. The treatment given by the researcher through Whibled Whizzle game both manually and digitally, actually has contributed for the development of students' comprehension of procedure text and strengthen the positive characters.

Conclusion

It can be concluded that the result of written assessment is very satisfying. It showed that students' comprehension of procedure text was improving. It could be seen from the results of the pre and post test. The pretest of the eighth graders could reach 77.09 and the post test could reach 95.32. It meant that the teaching material "I Love How to Do" and the VCD entitled "Whibled Whizzle" game were completely good. This implies that developing listening of

procedural material containing fun activities is effective and appropriate for the eighth graders of junior high school. The treatment given by the researcher through Whibled Whizzle game both manually and digitally, actually has contributed for the development of students' comprehension of procedure text and strengthen the positive characters.

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I WHATSAPP AN IGUANA: AN ATTEMPT TO APPLY UBIQUITOUS LEARNING

Dwi Haryanti
SMA Negeri 1 Cirebon
Cirebon, Indonesia
dwish234@gmail.com

Abstract

This paper aims at presenting how Whatsapp provides alternative method to enhance writing skills on personal letter for senior high school student. This method Whatsapps inspired by the concept called ubiquitous learning (U-Learning), which means “learning supported by ICT resources held anytime, anywhere and fits the context of the learner” (de Sousa Monteiro et al., 2014). Participants were 40 11-th grade students in one class in Cirebon High School. A short story in the form of personal letter entitled I Wanna Iguana by Karen Kaufman Orloff was used as main learning source and the mobile version of the story was sent to the class Whatsapp group along with the reading comprehension questions and the personal letter template. The study was conducted for three weeks in the middle of the second semester year 2017. Contrary to the basic face-to-face teaching and learning, the using of Whatsapp group demonstrates how mobile technology can be fully integrated in an educational context to support students’ learning beyond the classroom. Another advantages of using Whatsapp group is the fact that learning become the responsibility of learners and may take place through observation, trial and error, asking for help, conversing with others, reading to stories, reflecting on a one’s personal event, or stimulated by general interests.

Keywords: Whatsapp, Writing, Personal Letter, Ubiquitous Learning

Introduction

Students nowadays from Z generation are brought up with different writing style. Different from the previous generation, the Z generation are said to be a digital native. Growing up in an environment where technology has become daily tools, they learn to communicate through written media by using Instant Messaging (IM). Through IM, they can communicate not only by writing but also by using symbols or emoticons and pictures to express what they are feeling.

Many providers have advanced the service of regular texting to more sophisticated features with additional services that enable the users to send documents, media, audio, and even video. The features also enable consumers to have a group chat in one time. One of the providers that enable the students to communicate in such way is Whatsapp.

According to Bouhnik and Deshen (2014) Whatsapp is the most integrative of all, mainly because of its multiple of options, simplicity,

accessibility, and efficiency. As a means of sending and receiving messages between individuals or groups, Whatsapp includes various functions; text messages, images, audio files, video files, and links to websites. Over the last two years, the application has become very popular, gaining over 350 million users and is named the most downloaded application in 127 countries (Cohavi, 2013).

The ideas of using Whatsapp in language teaching have come from names of greater importance from across the globe. Educators have started to recognise the emergence of technologies and examine their influence on student behavior and performance. While there is glaring evidence to suggest that these technologies have a huge impact on the social development of adolescents, an even more urgent issue for classroom teachers is what effects the technologies give on the academic development of young people (Fogg, 2008).

Haines (2016), a teacher trainer from Mexico shared 25 ways of how to make good use of Whatsapp for language learning including gap fill, incorrect sentences, describe a process and create a picture dictionary. Further, he said that Whatsapp can help overcome the obstacles of the use of technology in ELT and can take advantage of the technology that students have on their phones.

Santarossa and Castillo (2017) two university educators from Argentina applied their teaching method of What's Up in the Classroom for English language learning for four skills of listening, reading, writing, and speaking, and found that it was amazing how an app as simple and everyday life as Whatsapp could change so much the classroom reality and bring some of the outside, real world into the classroom. They also encourage all teachers to try their method.

The expanding phenomenon of Whatsapp group chat in education usage inspires the author as an English teacher to use the application in her own classroom. This best practice reported how Whatsapp group has been able to facilitate the students of Cirebon High School to master the Personal Letter learning material in English language subject.

Methodology

The implementation of the best practice includes four steps.

Identifying Learning Material

Based on the national curriculum of 2013 imposed in senior high school students in Indonesia, one of the basic competences that have to be mastered by the eleventh graders is Personal Letter. The students are required to be able to differentiate the social function, text structure, and language features of personal letter. They are also obligated to be able to create personal letter in the form of written and spoken text based on the appropriate context. Personal letter was chosen since it is the closest thing to SMS yet it is not the desirable learning material to be learnt by the students, especially in written traditional context.

Learning Process

This learning method spent three weeks long in teaching with only 90 minutes spent every week in the classroom setting and the rest of the time,

U-learning with Mobile Assisted Language Learning (MALL) was applied.

Within the first classroom meeting, the students were introduced to the concept of personal letter. A short story entitled "I Wanna Iguana" was used as the text example of personal letter. This short story tells about Alex, a young boy who wanted to have an Iguana as a pet. Alex sent many short letters to his to persuade her so she would allow him to pet the Iguana. The letters between Alex and his mom are perfect examples to be given to the students so that they could study the social function, generic structure, and language features of personal letter. The Whatsapp group was then formed by the end of the first meeting. The group was then used to continue the learning activities.

In the second week, class discussion was held to discuss all the texts had been sent to the Whatsapp group. The students were then given time to discuss on how the technology has changed the way they communicate. After the discussion, the students were then given the assignment to send personal letter through their own Whatsapp number to one of their friends, family members, or respected teachers.

The final meeting in the third week was used to discuss all the letters had sent to the group including the given comments and to have reflection on the conducted U-Learning with Whatsapp group.

Learning Assessment

The learning assessment was conducted by using authentic assessment. In other words, the assessments were done along with the learning process. Every product (see: learning mastery), online quiz, and the interaction of students in the Whatsapp group were assessed and categorized by cognitive, writing skills, and attitude score.

Learning Reflection

A simple class discussion to gain an insight of reflection towards the conducted learning method was held by the end of the third meeting. This was to address both benefits and drawbacks the students and teacher encounter during the learning process.

Finding and Discussion

The findings indicate that constant availability of Whatsapp buddy and learning anytime anywhere has made Whatsapp a new and convenient tool for teaching learning activity. Advantages (technical, educational or instructional) out pars the disadvantages.

Learning Mastery

There are three main result can be obtained from the part of students' learning mastery which will be describe in the following.

The first result is from cognitive factor. From the reading quiz and progress test, more than 90% of 40 students get score above 80 (10 points higher that the school minimum standard score). This data means that from the knowledge, students were able to differentiate the social function, language features and generic structure or personal letter. They have met the minimum requirements of basic competence addressed in the curriculum 2013.

The more satisfying result can be seen from the students' writing skills. In accordance to what stated in the curriculum, the students are obligated to be able to create a personal letter telling about their own activity. The learning method has been able to transform the dull image of writing traditional personal letter, into an up to date activity of writing personal text through Whatsapp.

The letter sent by student #7 depicts the simple yet complete form and structure of personal letter.



Figure 3. Personal letter sample from student #7

The student sent what should be a short message to her mother asking for scout uniform. Due to the context that she needed to send the text in the form of personal letter, she adjusted the structure. She added the date and the greeting before and after the content.

According to Grace and Sudarwati (2014), a complete personal letter consists of four main parts; the date (when the letter was written), the greeting, the content, and the closing.

Another personal letter was sent by student #12 further way beyond the teaching and learning process.

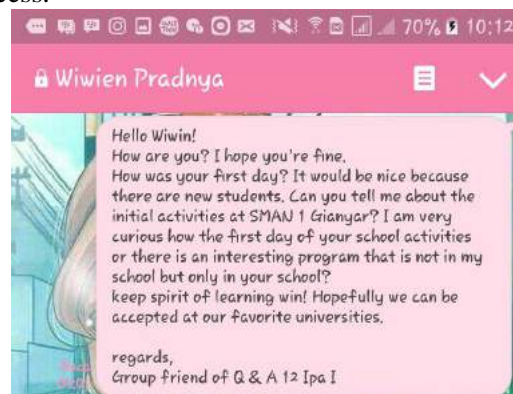


Figure 4. personal letter sent by student #12

The letter was sent to a long time friend who lives in different island. Even though the letter does not follow a very complete structure of personal letter, still it can be granted a serious improvement in the way they use the technology to communicate in English.

Increasing learning motivation and writing confidence due to the learning method applied are two of some attitudes that can be taken into score. Other important attitudes that can be generated from the U-learning is honesty. Most of the assignments and quiz were all done online and outside the classroom. The condition lead the students to be honest, since the teacher was not available to watch them while they were doing the assignments as well as the test.

Other learning attitudes revealed from the learning process are respect and patient. Since everything that was done in Whatsapp group could be read and accessed by all the group members, the students were expected to be respectful to one another when they had the intention to give comments or opinions or even

just questions. They are also expected to be patient whenever they need the teacher to give reply or comment on their works since there was no time limitation that they could reach anyone or posted anything in the group even outside the office hours and holidays.

Learning Benefits

Some learning benefits can be gathered based on the observation done during the learning process and during the discussion and reflection held after the learning process. According to the students, the creation of Whatsapp group had four main benefits in teaching and learning setting. These benefits are not only for the personal letter learning materials but for learning in general.

The first benefit is that the group enable the teacher to communicate with the students, send information, manage the class, and help students to feel up to date. This fact has stimulated the idea for the students to also form different Whatsapp group for different subject and different teacher. The second benefit is that the group is able to grooming a positive social atmosphere even though it is not in the homeroom class. The students who are shy in the classroom during face-to-face interaction, are able to feel a sense of belonging and community through Whatsapp group that also enables them to share information and work as a team. The third benefit is that the students can use the group as a learning media to improve the possibility to access the learning materials and the performance of learning activities.

Learning Challenges

Despite of some benefits, there are some drawbacks that can hinder the implementation of Whatsapp group and U-learning. The main technical problem is the fact that not all students possess a Smartphone or the application. In that case, the teacher is required to be more creative and to maintain the connection with those students through other communication tools, usually by simple text messages.

Another challenge is caused by the teachers' availability online, leading the students to demand a "here and now" solution. Thus, the students' attitudes of being respectful and being patient are taken into account as important score.

The final challenge is honesty issue. Questions were asked by other teacher when they found out about the U-learning applied. How can you be sure students are not cheating? There seems to be a common justification that U-learning or online learning in general open up the door for students to become more mischievous and dishonest than they ever would dare in a more traditional classroom setting. What needs to be held in mind is the fact that someone who wants to behave dishonestly will probably figure out how to do so regardless the circumstances.

Conclusions

Writing is one of the language skills that require intense training to master it. The availability of the short message feature on Whatsapp becomes one of the media that can be used by learners to practice writing. Short message service on Whatsapp can be used to allow learners to write messages with acceptable language structures and features. Messages sent in the form of personal letters are successfully trained so that students are able to arrange text of personal letter in context. Briefly it can be concluded that the strategy of U-learning by ways of mobile-assisted language learning or technology-based learning using tools such as smart phones that can be used anytime, anywhere and in accordance with the context of learners has managed to deliver the students to be able to write a personal letter with a very good quality.

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THE TENOR AND FIELD OF THE CONVERSATIONS IN BAHASA INGGRIS KELAS X

Dwi Rukmini, Ana Sugiati

English Department

Semarang State University

Semarang

wiwidwirukmini@yahoo.com

Abstract

This study was conducted because of the researchers' disappointment when they found that the English textbook provided for the tenth graders of all senior high schools (general, vocational, Islamic) was only one entitled Buku Bahasa Inggris Kelas X which was published by the Indonesian Ministry of Education and Culture. It focused on the tenor and field of the conversations available in that book, therefore all the conversations in that textbook were taken as the data. The language model of Derewianka (1990) which suggests that language when it is used to communicate (spoken or written) is put and influenced by two contexts; context of culture and context of situations was used as the instrument to analyse the data. The context of situation gives rise to register which consists of three dimensions: field, tenor and mode. In this study, the mode dimension was not analyzed since the data were all in the form of spoken texts (conversations). The results reveal that the tenors and fields do not reflect the vocational students actually involve with when communicating in their environments (at schools and work places). These might be because the book is not specifically designed for them. The suggestion is that the English book for vocational students should have been specified considering that their needs of learning English is different from the needs of general high school students.

Keywords: conversation, tenor, field, vocational

Introduction

Referring to the Government Regulation No 20, 2003, a vocational high school is a secondary school of which the instruction process aims to prepare students with the skills and knowledge of particular field to be able to work professionally or continue to higher education based on their study program field. The study programs are such as engineering (civil, mechanical, automotive, electrical, etc.), accounting, information and communication technologies, tourism, graphic arts, etc. Considering it, the English given to the students is English for Specific Purposes (ESP)–the English given has specific ultimate goal that is to enable them to communicate in that language based on the students real needs which are different from one study program to the other. This implies that the learning material should be relevant to the students' environment when using

English. Hutchinson and Water (1981:8) stated that the relevant English course to the needs would improve learners' motivation and thereby make learning better and faster. Furthermore they wrote that in ESP, all decisions as to content and method are based on the learners' reason for learning. Richards (2006: 17) stated that ESP as a learning approach gives more emphasis on teaching of specific language element and communicative skills which are needed by the learners. The main goal of ESP is to provide relevant English language instructions based on the students' needs. It is deferent from general high school in which English subject might concentrate on theory and abstract conceptual knowledge and aims to prepare students to continue their study to higher institution (university). They have different concept, goal and needs. Therefore, the curriculum and the English material should also be different.

In the preliminary research, the researchers found that the English textbook provided for all senior high schools (general, vocational, islamic) was only one entitled *Buku Bahasa Inggris Kelas X* based on 2013 curriculum which was published by the Indonesian Ministry of Education and Culture in 2016. Therefore, vocational and general high school students have the same English learning materials.

In this study, the researchers did the further research for revealing if the English learning material especially conversation available in that textbook consider the needs of vocational high school students, particularly on the tenor and field of the conversations.

Conversation

Conversation is a talk between two people or more to share ideas and information. It can be a dialogue, face to face between two people or more and can be mediated, such as when electronic technology is used for talking or sending a text. A real conversation is spontaneous and interactive. It has opening to begin conversation and closing expressions to end the conversation.

Conversation analysis is study of talk. Hutchby and Wooffitt (2002:13), it is the systemic analysis of the talk produced in everyday situations of human interactions: talk-in-interaction. It studies about how ordinary talk is organized in interaction. It is not just study of talk but of talk-in-interaction. Talk is the verbal instantiation of language but conversation analysis is only interested in language as such; its actual object of the study is interactional organization of social activities.

Text and Context

In communication, people use a text to exchange meanings. A text is any meaningful stretch of language—oral (spoken) or written (Derewianka, 1990:17). Not all texts are the same; they have different models and language choices since they are influenced

by two contexts: context of culture and context of situation. At the level of cultural context, language is used for some purposes such as giving information, recounting what happened, giving instruction, explaining phenomena, and arguing for a position. These purposes are realized respectively as genre. The cultural context influences the structure of the texts to successfully achieve the purpose of the text. The purpose of recount texts, for example, is to tell what happened. To achieve its purpose, the text will have a different set of structures: orientation, series of events, and coda. Another example is a procedural text of which its purpose is to tell how something is accomplish—how to do or make something; the structure would move through stating the goal, outlining any materials or equipment needed and detailing the steps to be taken.

Texts differ not only on their cultural context but also according to their situational context. Derewianka (1990:18) stated three key features in any context of situation: the field, tenor, and mode. These three features together determine the register of the texts.

The field being developed is the subject matter of the texts (Derewianka, 2012:132). It will influence the language choices for expressing and connecting the idea. Thornburry (2005:91) defines it as a topic of the text. In a school context, language choices of a text will vary depending on the curriculum and the field. Every subject has different language choices. A text for tourism students has quite different language choices from a text for engineering students.

The tenor of the context refers to 'who is involved in the interaction?'—will influence our language choices for interacting with others (Derewianka, 2011:6). It is the relationship between the participants of the texts (husband/wife, teacher/student, doctor/patient, and shopkeeper/customer) and the relationship between people (intimate,

familiar, distant or frequent). The other factors such as age, gender, authority, how the status, also influence our language choices. A guide, for example, might interact with the tourist by asking some questions formally (Have you ever visited this beautiful place? Sir); giving commands (taking pictures inside this castle is prohibited but you could take pictures of the outside of this building). The tour guide might attempt to persuade the customer through the emotion (you will love the places). The language choices that the guides use when they have conversation with the tourist are different with the language that they use when they have conversation with their friends.

The mode is the channel of communication being used: written or spoken (Derewianka, 2012:132). It will influence the text structure and organization. If the mode is spoken the language will be more spontaneous and interactive. If the mode is written, the language will be more considered, edited, dense and cohesive within the text itself.

Methodology

In this study, the researchers employ a qualitative approach. The source of data is the English textbook, **Bahasa Inggris kelas X**. The data are all conversations of the concerned textbook. The units of analysis are the register (field and tenor) of the conversations. The mode is not analyzed since the data are all in the form of spoken texts (conversations).

The theory which is proposed by Derewianka (1990) is used as the instrument to analyze the data. The steps of data analysis are identifying the conversation models, identifying the tenors and the fields of the conversations and comparing the tenor and field to the need of vocational high school students.

Finding and Discussion

This part describes the findings and discussions of the field and tenor available in

the conversation texts. The textbook consists of 15 chapters and provide 8 conversation models. In details, the findings and discussions are presented based on field and tenor in every conversation.

Conversation 1

In the first conversation (page 17) the field is introduction and greeting. There are some expressions in the conversation which refers to greeting (e.g. Hello), introducing (e.g. I am Edo. May I know your name please?), talking about self (e.g. I am from Raja Ampat. I work in a tourism resort). It is between Edo and Slamet who meet for the first time in a party. They introduce themselves to each other. The tenor is distant, and formal, even frozen, influenced by the fact that neither of the speakers have met nor know much about each other. This is reflected by using the expression may I know your name, please?

The social function of this conversation is introducing and mentioning identity to develop interactional communication with others. By the end of the lesson, students (general, vocational and Islamic) should be able to introduce themselves to the others. The conversation copes the demand of the general/vocational/Islamic school students in practicing conversation. The field of the conversation is related to the field study in the vocational school (e.g. business and tourism). The field considers the need of vocational students in the general conversation.

Conversation 2

The conversation (page 23) is much more in keeping informality of conversation between some friends in the office. The field is complementing to the new director,

Sinta	: I am very happy for you, Alif. Now that you are the director of the company, I believe the company will develop even faster.
Alif	: thank you.

The tenor is between some friends, informal situation as seen as in the use of informal addressing such as You deserved it, Man.

That conversation is interactional conversation which has a function to maintain relationship.

Conversation 3

The field of this conversation (page 24) is also complementing (e.g. Cita, congratulations for being the first winner); the tenor is very informal, the participants know each other.

Conversation 4

The example of the conversation is also between two friends (Rahmi and Sinta). They use informal situation. The field of the conversation is also complimenting.

Conversation 5

The topic of the conversation (page 40) is holiday plans. The conversation is between friends in the classroom. The situation is informal. It can be seen below.

Riri	: It will be a long weekend soon. Do you have any plans?
Santi	: Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.

Conversation 6

In this example, the field of the conversation is TV talk show (invention). The situation is formal between the host and the guest of TV talk show as seen below.

Host	: Hello and welcome to our talk show tonight, Great Inventors!
Orville	: We invented airplane.

Conversation 7

The field is heroic monument. The tenor is informal, between friends.

Conversation 8

The field is the biography of BJ Habibie and the tenor is also between two friends.

Conclusion

The tenors and fields do not reflex the vocational students actually involve with when communicating in their environments; those are natural as the book is not proposed to use by them. The suggestion is that the English book for vocational students should have been specified; furthermore most of them will work after graduated from that institution.

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EFFECTIVE LEARNING OF ENGLISH SYNTAX FOR FETT STUDENTS

Dwi Winarsih, Gilang Fadhilia Arvianti

English Department

FKIP, Universitas Tidar

Magelang, Indonesia

dwiwinarsih@untidar.ac.id, gilangfadhilia@untidar.ac.id

Abstract

This qualitative study aims to describe students' metacognitive process in English Syntax learning and to explain effective learning of English Syntax for teacher training students. This case study focused on the existing condition of English Syntax teaching learning process in a public university in Central Java. Data was collected from students of English Department in Education of Teacher Training (ETT) Faculty. Finding shows that students understand concept of traditional grammar, transformational generative grammar, and functional grammar by doing exercises of sentence constructions. They also know how to implement those concepts in teaching-learning methodology. However, the lecturer had to provide many exercises and repeat explanation of sentence structure. Thus it looked like grammar class. Once, the researcher used a journal of a research in an English Syntax. The results show it facilitates students to understand how a theory is applied and used to analyze data. It is easier and takes shorter time than it was previously for students to understand the concept and its implementation in TEFL. It implies that research-based learning is effective for students to understand the theories of English Syntax, sentence analysis, and its implication in teaching-learning methodology of EFL.

Keywords : Students, Grammar, Research-Based Learning.

Introduction

Learning, based on current trend is student-centered that helps students to be active learners and competent. Teachers encourage students to incorporate active learning principles into their studies by assigning some tasks, however, teacher do not facilitate students to have long-term memory because they only have intensive or extensive reading on module, reference books, or text book. They just memory knowledge that the teachers have already taught. Students cannot understand and construct teaching materials comprehensively. Of course this affects the success of teaching. The teaching is assumed to be unsuccessful when they do not achieve the aims of learning.

The aim of teaching program referring to the profile of graduate in English Department, faculty of Education and Teacher Training is that the graduates become competent in

teaching English as a Foreign Language or EFL teachers in Indonesia. Based on the data of tracer study (2016), most of the graduates have already been teachers in public and private schools and universities. There are several graduates of English Department, Tidar University who teach at schools, in almost all level of education in Magelang. Thus it needs to equip students with appropriate content knowledge and competencies to be successful English teachers.

However, the fact shows that there is an acute shortage of qualified teachers in Indonesia. As a result a large percentage of teachers employed at the schools are untrained and/or temporary. In 2015 based on, the data teachers' pedagogic competence is low. The average score of teacher competency test in under the standard. The highest score (56.19) is achieved by teachers

in Yogyakarta province. This means teachers in Magelang as part of central Java got under that score. It represents that pedagogical competence of teachers that includes content mastery of the lesson is low accordingly.

The data above presents pedagogical competence of teachers that includes teachers' mastery of content language. Content language covers linguistic elements such as grammar, vocabulary, pronunciation, and mechanic. This can be interpreted that teachers' mastery of content knowledge of language is low. Thus teachers; knowledge of syntax that refers a competence to construct word into syntactical construction or meaningful one is unsatisfactory.

Through the secondary grades, students are involved in activities that emulate the kinds of tasks that they will need to complete in the final examination. Grammar is the only exception. Although it has come to be viewed as less crucial in recent years, grammar still remains a core focus of English lessons throughout the 12 years of schooling. Lessons revolve around teacher driven explanations of various grammar structures and isolated grammar exercises that typically consume at least an hour every week. Teaching activities are almost solely based on the textbooks supplemented with additional grammar and vocabulary exercises from additional available resources.

Based on the previous explanation making meaning in a target language is a difficult task for students of English as a foreign language. Language teachers, thus, play very important role in assisting students to improve their understanding of the language which is learnt. To manage the role, so every teacher needs a syntax knowledge as a professional reference.

The fact above is actually in line with the concept that in general man is not merely homo loquens or he is 'man the speaking

animal'. He is homo Grammaticus. It is grammar that makes language so essentially a human characteristic. For though other creatures can make meaningful sounds, the link between sound and meaning is for them of a far more primitive kind than it is for man. The link for man is grammar.

Meaning is accessible through the wording that is words and their order. Wording, then is realized or expressed through sound and letter which are built in syntactical constructions. That is why, based on structural approach, students of English need to know about rules of constructing words or grammar.

As the paradigm changes grammar teaching shifts from structural and transformational to functional approach. The last approach believes that it helps them to understand how text works. As teachers, they have to equip students with knowledge how texts work in order that communicative competence is achieved, they just be able to help students explicitly how to understand and produce text – spoken and written in various context for various purposes.

The problem arises based on researchers' observation during teaching practice program in 2015. Some teachers who were supervisors and the teacher students who took teaching practice last year get difficulties to adapt the current curriculum. They do not understand the theoretical background and philosophy of current teaching. Since learning a second or foreign language is hard work and for most people involves a considerable commitment of time and effort, teachers have to be able to facilitate students to learn English grammar using current curriculum, the work may sometimes be enjoyable, but learners do not usually undertake such task without the expectation of a payoff.

Students of English Department as teacher students embark upon the study of English

Syntax for the intellectual satisfaction of acquaintance with grammatical matters and its implication to ELTL. It needs to show what English Syntax knowledge are for and how they are used. This paper concerns with how research-based learning is effective in English Syntax course of English teacher training class.

Methodology

The type of this research is case study that the data were analyzed qualitatively. This study aims to describe students' metacognitive process in English Syntax learning and to explain effective learning of English Syntax for teacher training students. The focus is on the English Syntax teaching learning process using research-based learning in a public university in Central Java. Data was collected from students of English Department in Education of Teacher Training (ETT) Faculty using video-tape verbatim, observation, interview, and note-taking. To obtain information about the extent to which the English Syntax course using research-based learning is needed, the researchers used (1) in-depth interview and (2) focus group discussion (FGD). These methods were chosen to get sufficient information. The in-depth interview was conducted to students who take English Syntax course and teaching practice and lecturers who teach it in English Department, Tidar University. To obtain more information focus group discussion was conducted and participated by the lecturers who have already taught it since the course has existed. The FGD was organized in paper examination room of English Department. The procedures of data analysis covered collecting data, categorization, analysis and getting conclusion.

Finding and Discussion

Learning model of research-based learning involves theory, demonstration, practice and feedback. First is theory. It presents underlying theory of the concepts that are

learnt, research, and its rationale related with teaching-learning methodology. Definition and related research are presented. Second, demonstration concerns with providing example how analysis of English Syntax is done. The lecturer models each structural approach analysis, how to apply the assumption of each approach in teaching-learning methodology, and research. Practice and feedback are third stage which provide opportunity for learners to do exercises of English Syntax and design teaching-learning activities as implementation of the concepts. In this stage, teacher students practice the technique with their peer by constructing several semantic maps for words that are included in particular selection. Under the direction of the lecturer, they discuss how they did and receive input from their peer and lecturer.

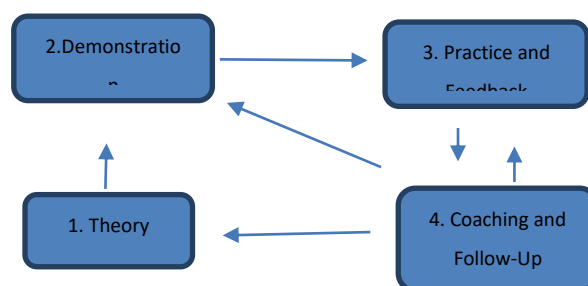


Figure 1. Cycle of Research-based learning

Research-based learning is student-centered learning (SCL) which integrate research in learning process. As mentioned above, it facilitates learners to get information, build hypothesis, collect data, analyze data and constructing conclusion based on data analysis. These apply a concept of learning by doing. Research-based learning change paradigm of learning of memorizing concepts into facts based on inquiry. Accordingly the learners are able to understand and solve problems concerning with their profession.

The findings show that students understand well how to apply their knowledge of English Syntax when they practice teaching. They

know the relationship of English Syntax and teaching methodology that they have to implement. Take for example, when they have to help their student who get difficulty to understand structure of sentence or clause, they are good at choosing appropriate teaching methodology to use. Another case is about text-based teaching. Most of the students understand the concept of systemic functional grammar. They know well the concept of English Syntax that covers structural, transformational generative, and systemic functional grammar.

Students also understand a research in the field of English Syntax. This is supported by their knowledge and skill of syntactical construction analysis. Besides, the lecturer always presents a model of research and the methodology to carry out a study. This of course inspire them to carry out a research concerning with English Syntax and the publish the findings.

Concerning with the implementation of the English syntax concept towards teaching English as a foreign language methodology, students also do understand. They are able to confirm the knowledge and their teaching practice. Even they understand the underlying theory of their teaching methodology when they have to explain about grammar.

All lecturers who involved in FGD have continued to stress the relationship theories of English Syntax and its implementation in TEFL. In order to construct words into phrases, clauses and sentences, and analyze them, students need to understand theory, do exercises and discuss research about English Syntax.. This means selecting appropriate materials, and learning strategy is needed. This facts show that English Department as an institute that prepare English teacher need to equip the students with knowledge of English Syntax and its implementation in TEFL.

Dealing with the structure of English curriculum in faculty of Education and teacher training, the University of Tidar, English Synatx is a two credit course. This is held in the fifth semester after the students grammar and functional grammar in semester1,2, 3 and 4. This mean the course is taught 2 x 50 minutes equal with 100 minutes per week. Concerning with content that should be learned by students, the lecturers choir that a two-credit course for systemic functional grammar is not sufficient to teach. This implies they need provide assignment and project to achieve the objective of the course.

The participants of FGD argue that the materials in English Syntax are suitable with competence standard of the graduate. Since the language teaching and methodology is now research-based as proposed by the rector. This means that the students prepare to be English teacher who are good at grammar to teach English by having analysis of research.

As faculty of education and teacher training, English department aims to prepare the students to English teachers. English Syntax course helps students to be more effective teachers in the future. They find a need to be syntax analysts in their own classrooms.

Lecturers sometimes have to explain quickly due to limited time within one semester. When there are students who have not understood yet about the material, lecturers do not have time to explain in detail because of limited time. Besides, students actually need more practice to understand. Since the time is so limited there only simple and few clauses that can be analyzed. Thus, only few students especially active ones involve to do the exercises. Students who do not understand well are afraid to take part in discussion.

Conclusions

Based on the explanation of the finding, the researcher concludes that students understand concept of traditional grammar, transformational generative grammar, and functional grammar by doing exercises of sentence constructions. They also know how to implement those concepts in teaching-learning methodology. However, the lecturer had to provide many exercises and repeat explanation of sentence structure. Thus it looked like grammar class. Once, the researcher used a journal of a research in an English Syntax. The results show it facilitates students to understand how a theory is applied and used to analyze data. It is easier and takes shorter time than it was previously for students to understand the concept and its implementation in TEFL. It implies that research-based learning is needed for students to understand the theories, sentence analysis, and its implication in teaching-learning methodology of EFL.

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THE PORTRAY OF MARRIAGE BASED ON CULTURE OF TWO NOVELS, “DIARY OF THE LOST BOY” AND “DAN BIDADARI PUN MENCINTAIMU”

Eka Kusuma Adianingrum

English Education Department of Tidar University

Indonesia

ekakus4v@gmail.com

Titin Nurhayati

English Education Department of Tidar University

Indonesia

titinkokoh@gmail.com

Abstract

Wellek (1956: 83) stated that literature is an expression of society. Therefore, literary work is a product which comes from the author's interaction which is transferred into the form of book, or it is referred to novel. The author combines his or her real social life and mind to make the society become aware of the phenomena exist nowadays. One of them that will be analyzed in this study is about marriage. Russel (1959: 88) says that in fact, marriage is a legal institution and also in most communities a religious institution, but it is the legal aspect which is essential. However, the world's development has influenced some parts about marriage. For example, the legalization of same-sex marriage after Supreme Court of the United States stated that states must allow same-sex marriage. Furthermore, it ignites other countries to do so. The writer is interested in analyzing how the authors of “Diary of The Lost Boy”, Harry Kondoleon and “Dan Bidadari pun Mencintaimu”, Ali Imron El Shirazy portray marriage based on their own cultures of society in order to know about the differences between each culture, which are American and Islamic culture based on both novels and relate it into the current condition of each. This paper is expected to be a consideration for people in understanding cultural diversity through reading a novel.

Keywords: Literary Work, Marriage, American Culture, Islamic Culture

Introduction

In general, literary work is a written piece of art by human with special dictions in order to influence the reader. Actually, literary work cannot be separated with society. This is supported by the statement of Wellek (1956) that literature is an expression of society. Literature reflects the social condition of the author's society. An author can be influenced or become the one who influence society.

The writer believes that author expresses the social alteration into their work of art. It is composed by the combination of real social life and mind of the author. The author has the aim to make the society become aware of the phenomena exist at a time. One of them

that will be analyzed in this paper is about marriage. We cannot deny the fact that in every society, marriage has been an important thing based on various reasons. The presence of it is permanent and constant until now that it has been legalized in all countries.

As the development of the century by the emergence of globalization, there is a change in the culture which can also influences the original culture. The culture concept comes down to behavior patterns associated with particular groups of peoples that are to "customs" or to a people's "way of life" (Harris 41. p. 16). This fact has influenced some parts about marriage. For example, On June 26, 2015 in America, the Supreme

Court of the United States stated that states must allow same-sex marriage. Since then, same-sex marriage has been legalized. Furthermore, it affects other countries to do so. Therefore, the writer is interested in analyzing how the authors of “Diary of The Lost Boy”, Harry Kondoleon and “Dan Bidadari pun Mencintaimu”, Ali Imron El Shirazy portray marriage based on their own cultures of society.

The writer chose American culture to be the context of marriage in “Diary of The Lost Boy” because the author is from New York and most of the novel’s scene happens in America. Meanwhile, Islamic culture was chosen to be the context of marriage in “Dan Bidadari pun Mencintaimu” because although it happens in Indonesia, in Java mostly, but the culture that the author concern is highly influenced by the religion aspect, which is Islam. The society in that novel is pesantren and it shows that all of the people in this society embraces Islam as their religion and it applies in their lifestyle. Because of that homogenous society, the appropriate culture of the novel is Islamic culture.

Methodology

Objects of the study are “Diary of The Lost Boy” by Harry Kondoleon and “Dan Bidadari pun Mencintaimu” by Ali Imron El Shirazy. The primary data are taken from the novels. They consist of things such as words, phrases, sentences events and narration. All information relates to both novels like their backgrounds and the authors’ cultural societies. In doing the study, the writer applies the techniques of documentation in gathering the data. After the writer analyzed the data, the writer employed descriptive qualitative analysis of content. The analysis starts from the structural analysis of the work and finally the sociological analysis of the literary works.

Finding and Discussion

The writers decide that parts of marriage that will be discussed below are

about the things included before marriage, while-wedding or the ceremony, types of marriage which include monogamy, polyandry, etc., and marriage life.

Before Marriage

Diary of A Lost Boy	Dan Bidadari pun Mencintaimu
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1. Dating before marriage.

After knowing each other, the couple starts a relationship before marriage.

Proof:

“Susan was dating a lot of not very nice men, and I felt finally I had to intercede. I introduced her to Bill, they married...” (page 6)

Ta’aruf

In this case, both of them are met and being accompanied by the mahram in order to avoid haram things happen between them.

Istikharah prayer is done to make decision by asking Allah.

Proof: “Jika memang demikian.....Malam ini kita sudah ta'aruf, Saya juga sudah mengamati putri Pak Haji, Akan tetapi tolong izinkaan saya untuk berpikir dan melakukan istikharah mlam ini.”

Lamaran is where the guy (it can be with his family) goes to the woman’s house to propose a marriage. It depends on the answer of the woman and her family.

Proof: “Guntur tertarik pada putrimu Khadija, Dia pun memintaku untuk melamar putrimu.”

Syar’i reasons if the woman’s answer is no.

Proof: “Kalau masalah ini. saya sangat minta Maaf, saya belum bisa sekarang, Usia saya baru akan menginjak 20. Saya masih ingin melakukan beberapa hal sebelum menikah. Salah satunya dan yg utama, saya ingin menjadi Hafidzhah sebelum menikah, saya minta maaf.”

Relating to the American culture:

The novel portrays that there are many couples dating before marriage and looking from the culture at this time, it is understandable because research also shows that most of younger Americans now spend some time living together outside of marriage, and unmarried cohabitation commonly precedes marriage.

Relating to the Islamic culture:

The novel portrays that marriage cannot be separated from the religion. This culture shows that it really views marriage as a holy thing because of the rules and steps above. The believers view it as one of religious practices. The culture also prohibits dating before marriage. They only know ta'aruf

before marriage. To those who date (many younger people nowadays in fact have dated even though they know the rules) is believed to get sin.

No While- wedding (The ceremony)

	Diary of A Lost Boy	Dan Bidadari pun Mencintaimu
2.	<p>1. Being held in a house with great preparation. Proof: "In fact, the house, after hours of decoration," (page 168)</p> <p>2. Playing games, dancing, and cake cutting are some activities at the wedding which are done by the couple and the guests. Proof: "Some very dynamic couple who run a catering company went to work amassing huge piles of chicken salad. They were amicably bossy and got a dozen people to chop, peel, and toss. Restaurant-quality machinery stood proudly over carrot</p>	<p>Needs wallee or in this case wali hakim to be the witness. Proof: "Kami langsung menikah dengan seorang wali hakim agar Mamah tenang."</p> <p>Being held in KUA without wedding reception. Proof: "Pernikahan kami pun di KUA tanpa resepsi."</p>

salad and celery-apple-nut salad; the potato salad was an herb picker's delight." (page 169).

Relating to the American culture:

American wedding includes dancing, cake-cutting, etc, or basically a party.

Relating to Islamic Culture:

In the culture, the Islamic wedding actually allows reception but the case above shows that it has no reception. Both are actually okay although some people usually do reception, the point is as long as it has witnesses and ijab-qobul.

Types of marriage

Diary of A Lost Boy

Monogamy marriage and heterosexual, except Kim and John. They are the first gay married couple in the novel.

Proof: "Who is coming? Bill's best friend and fellow phinderer and charter club member, Bob. His wife, Aileen,... Susan's dear friend and magazine bigwig, Mag, and her mysterious (in a creepy way) husband, Kent." page 25 → it shows Bob x Aileen (heterosexual), Kent x Mag (heterosexual) and Bill x Susan who are clearly heterosexual couple. Meanwhile, in Kim's Wedding chapter, when Kim and John were married, it is stated:

"...the boys were married"

This reason makes them become the first gay married couple in the novel.

Dan Bidadari pun Mencintaimu

Monogamy marriage and heterosexual couples such as Abah and Ummi, Ghazali and Khoirunnisa, Muthmainnah and a gentleman.

Proof:
"Mbak Muthmainnah menikah dengan seorang pemuda..."

Relating to the American culture:

It is typically **monogamy**, when someone is married to only one person at a time. Cultural norm for polygamy is not a universally recognized in majority. It has been shown above. At that time, same-sex marriage has not been legalized, so the main character who is gay expressed his joy and the woman expressed that it is incredible that the same-sex marriage is real. Meanwhile, nowadays couples can be of the opposite sex or of the same sex (Statistics Canada 2012). Lesbian and gay individuals are now admitted and US citizens may petition for immigrant visas for their same-sex spouses under the same terms as opposite-sex spouses.

Relating to the Islamic Culture:

The proofs above shows that the marriage there is only monogamy, but actually Islam allows polygamy but it is not shown in novel.

Relating to the American culture:

Sprecher and Toro-Morn (2002) found that Americans, who have high passionate or erotic attitudes towards love. Americans reporting greater openness, expressiveness, and physical contact for expressing intimacy (Seki, Matsumoto, and Imahori, 2002). It has been shown above that it is explicitly mention their sexual activities in marriage. Regarding the abuse is the number one reason people decide to divorce, that also shown in the novel how they consider to divorce because of this abuse, especially verbal abuse.

Relating to the Islamic culture:

From those proofs, the culture:

Just because Allah has given men a position of authority does not give them the right to abuse it. They have to treat their wives in the best manner. Allah says (what means), **“Live with them honorably.”** proven by asking and giving forgiveness after conflict.

No	Marriage Life	
.	Diary of A Lost Boy	Dan Bidadari pun Mencintaimu
4.	Verbal abuse often happens and they don't really have any solution to solve the conflict; instead they have angry love making with small talk. Proof: “Think Susan and Bill are back together? No; sharing the same room, yes. Fucking furiously morning, afternoon, and nighttime, yes. They, like many, have entered the cadaverous world of Pretend. I'm expected not to mention that they've never made up, discussed their problems, or even called a truce. That night after dinner party was just a start to a charade of sex and small talk. ” Page 41	Sometimes, little conflicts happen and usually do not last long because the couples understand each other and always make a step to reconciliation by asking and giving forgiveness. Proof: “Baiklah Mi. Abah minta maaf jika terlalu keras pada Ummi dan Pelangi... Dan jangan tunjukkan air mata itu di depan Abah lagi. Abah sakit melihatnya.” Page 207.

Conclusions

From the discussion, the authors portray the marriage based on their own cultures. The aspects of marriage that have been discussed include the process of marriage, types of the marriage, and the marriage life. From those aspects, we can see the differences between authors, one from the American culture and one from Islamic culture although the authors do not portray the detailed culture of marriage. From the writers' point of view, there is no bad marriage, however, it is based on the context of where the marriage is applied in particular culture. Therefore, we hope that the government will make a policy on labeling novels which contradict with the culture of certain society. For example, in this context, Diary of The Lost Boy will have 18+ label because the content is not so appropriate for readers in Indonesia, especially for students.

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THE IMPORTANCE OF ADOPTING AND ADAPTING AN EXISTING COURSE BOOK IN TEACHING LEARNING PROCESS

Endah Dewi Muliandari

Faculty of Humanities, Diponegoro University, Semarang, Indonesia.

endahmuliandaridewi@gmail.com

Abstract

This study was intended to advise the teachers when they want to answer the objectives of their learning process and reach their goals. The theory of this research might help them to make a good decision for their learners needed. The writer want to know how far they justify their materials and advised the teacher that evaluation was needed, especially for inexperienced and untrained. Whether we should develop our own materials, or whether we need to take a course book and teach that, or whether we supposed to modify the materials to meet the needs of our learners. Whichever our choice, we are concerned with the validity of our choice and hence these questions along with the criteria for selection, modification and development of materials will be addressed in the following sections of this paper, means that they need to be aware of the various parts of curriculum design process and need to check first. It is hoped that the findings of the research could benefit the English teacher and the teacher to be in their evaluation the course book. Evaluating was a small but it was a tool and important exercise in curriculum design, due to its need a knowledge and carefulness of each teacher to choose between add or omit the content and change it become suitable to the learners.

Keywords: adopting, adapting, an existing course book.

Introduction

Curriculum design is concerned with the creation of language courses and course materials, but it is also concerned with the selection of texts and other materials for courses, and with adapting and adding to existing courses. In this research we look at the relationship between the teacher and existing course books. This research has been aims to help teachers clarify the roles that they, the course book and the learners play in the curriculum design process, and aims to introduced teachers with a rational approach to follow when deciding to adopt or adapt a course book, and aims to know how should the teacher applied the adopt and adapt a course book, are they apply it in their daily for the learning process.

Research questions

1. Why should we consider environmental learning processes.
2. How can research contribute to the materials development process.

3. How does the teacher use their educator's choice that influence the use of learning support materials?

The Objective of the research

1. To introduce the way in adopt and adapt an existing course book.
2. The writer want to know how far the teacher apply this case and explore the students need with the course and material.
3. To find out that adopt and adapt is the important way in using material based on the students' need.

Methodology

The sample was the English teacher of Senior High School (SMA Negeri 8 Semarang) that certified and she teach the ten and eleventh grade students IPA and IPS major. The methode of the research used a descriptive qualitative started from find the problem, collect the data and analyzed it.

Finding and discussion

Adopting and adapting an existing course book

Once a course book has been chosen, teachers may wish to make substantial changes to it. There are several reasons for doing this and these could be classified as responding to the environment, taking account of needs, or putting principles into practice. Here are some of them: (1) The course book does not include all the activities that the teacher has used successfully before, (2) The course book material does not fit comfortably into the time available for the course, (3) The course book contains content that is unsuitable for the learners' level of proficiency or age, (4) The learners' knowledge and skill do not match that involved in the course book (Prabhu, 1989), (5) The course book does not include language items, skills, ideas, discourse or strategies that the learners need, (6) The course book does not apply principles that the teacher feels should be applied, (7) The course book does not involve the learners in the curriculum design process (Allwright, 1981).

The reason once a course book has been chosen, teachers may follow the course book very closely, making only small essential changes and additions. There are several reasons why teachers may follow the course book closely: (1) Their school or Ministry of Education requires them to follow it closely, this usually is because of a wish to standardise the quantity and quality of the education that all learners get and sometimes because of a lack of trust in the skills of the teachers, (2) The teacher may be inexperienced or largely untrained and there is security in following the set course book closely, the teacher may also have no idea about how to adapt the course book, (3) The teacher is convinced of the high quality of the course book, (5) The learners wish to cover every part of the course book.

The teacher can do the following things to adapt a course book. Note how the suggestions relate to the three parts of the central circle of the curriculum design diagram:

1	Add or omit content	The teacher adds exercises to give extra practice to items that are frequently used in the language or which require extra time to learn. The teacher skips over confusing or unimportant parts of a lesson, for example teaching only one item in pairs of words that might interfere with each other.
2	Change the sequencing of the content	The teacher introduces some items earlier in the course because they are needed to do added activities.
3	Change the format	Instead of beginning the lesson with a dialogue, the teacher puts it towards the end of the lesson and uses the other exercises in the lesson to prepare for it.
4	Change the presentation	The teacher uses different techniques than those used in the book. For example a 4/3/2 fluency activity is used to practise some of the dialogues.
5	Add or omit monitoring	The teacher encourages the learners to make tests to check each other's learning of what is in the lesson (Clarke, 1989).
6	Add or omit assessment	The teacher introduces weekly tests to encourage learners to do homework or to let them see their progress.

Discussion

Graves (1996) points out that teachers consider a variety of factors in developing, choosing, or adapting materials. Two of the most important are their effectiveness in achieving the purpose of the course and their appropriateness for the students and the

teacher. She emphasizes that appropriateness includes student comfort and familiarity with the material, language level, interest, and relevance. Some teachers incorporate instruction in how to use unfamiliar materials as part of their course design.

Graves (1996) contends that developing new materials and activities for using them requires time and a clear sense of why they will be used, how, and by whom. Because of the lack of time, teachers are often constrained or prefer to adapt existing materials.

We adapt materials for different reasons. McDonough and Shaw (1993) citing Madsen and Bowen (1978) mention that materials are adapted in order to achieve 'congruence'. They further discuss that a good teacher is constantly striving for congruence among several related variables: teaching materials, methodology, students, course objectives, the target language and its context, and the teacher's own personality and teaching styles. McDonough and Shaw's list of reason for adaptation reflect their concern that communicative language teaching implies an unsystematic approach to grammar presentation, and they believe that they need to approach grammar systematically.

Cunningsworth (1995) also lists a number of factors for adaptation of materials:

- a. The dynamic of the classroom
- b. The personalities involved
- c. The constraints imposed by syllabuses
- d. The availability of resources
- e. The expectation and motivations of the learners

Adoption of the material is the process of choosing and selecting materials. Rarely do we adopt materials without any modification. So the process of adaptation and adoption has blurring boundaries. As McDonough & Shaw (2003) state 'adaptation is linked to issues of administration and the whole management of education, is so far as it derives from decisions taken about material to be adopted' (P.85). Published coursebooks which are written by experienced and qualified people contain valuable materials for the teachers. Reason is their contents are usually carefully tested in pilot studies in actual teaching

situation before publication. Therefore teachers can select their materials from such coursebooks with a degree of confidence.

Conclusions

Actually if we see from the teacher explanation said that they agree and aware they should adopt first and evaluate an existing course book for the current they adaptation and make a decision in taking some material for their students. Although they thought that the course book can also be used as the basis for a course and the source book has provided guidelines and information that could be used in this course.

They use the book when planning a materials development project. While the learning process run, it provides many ideas and insight that can usefully inform materials development initiatives. It provided some ideas and advice on editing the text and illustrating our exploration. Developing learning support materials involves making many different decisions relating to the purpose of the materials. Sometimes an existing course books provide a time-efficient and cost-effective means of delivery for stakeholder and trainer alike. Few ESP trainers are granted adequate time for class preparation. This, coupled with the number of courses and the range of disciplines taught leaves little time for course design. By these we can see how importance if we adopt and adapt an existing course book than we do not adopt and adopt a course book. as a teacher we should have initiative, creativity, good discipline, knowledge and competence when you want to reach the goals.

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VERB TENSE SYSTEMS OF INDONESIAN EFL LEARNERS

Endang Fauziati

Universitas Muhammadiyah Surakarta

Jl. A. Yani Tromol Pos 1 Pabelan Surakarta

endang.fauziati@ums.ac.id

Abstract

Among aspect of studies on second language acquisition, IL is one of the most important one. To date research on IL features has provided benefits to the study of second language learning in particular to EFL classroom. The present study explored IL verb tense system to indicate present, past, and future events employed by Indonesian learners of English as a foreign language. Empirical data were 444 ill-formed utterances elicited through free compositions from the EFL learners. Error analysis and IL analysis were used as analytical tool for data analysis. The results indicate the students have developed their own grammatical system to express present, past, and future events. Whilst their IL system was typified by a number of non-targetlike variants, this study provides evidence of the systematicity of IL as well as a model of particular IL systems, i.e. Indonesian EFL learners.

Keywords: IL, verb tense system, EFL learners

Introduction

Second language acquisition (SLA henceforth), according to Saville-Troike (2012, p.2), refers “both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language.” The additional language is called a second language or a target language. The learning may take place in a tutored or untutored environment and in a second or foreign language setting. SLA also refers to “the learning of another language (second, third, foreign) after acquisition of one’s mother tongue is complete” (Ellis and Barkhuizen 2005, p.3). SLA studies have much concern not only the process of acquisition but also the product, i.e. the learner’s language known as IL (or IL hereafter) (Saville-Troike, 2012). They believe that an IL is systematic.

According to Tarone (2006) IL is a natural language which is systematic through its development. It reflects the learners’ attempts to construct a linguistic system moving toward the target language system. It develops overtime as the learners get more and more target language input and try to produce the language in speaking and/or writing. It is believed to be diverse from both the learner’s native language and the target language and it is conceived as the product of an

interaction between the two language systems. Therefore, it has certain features of both. In this connection, Smith (1994, p.7) affirmed that IL is “the systematic linguistic behavior of learners of a second or other language; in other words, learners of non-native languages”. The word “language” suggests that it is an autonomous system which has specific characteristics different from other natural languages; it is idiosyncratic in nature. Whereas “inter” suggests that this version is supposed to be an intermediate stage in the learner’s linguistic development.

Whilst learners’ second language utterances may be deviant by comparison with target language norms, they have their own systematic systems. The deviations are patterned or systematic. If ILs are natural languages, then systematicity should mean the existence of an internal consistency in the linguistic rules which makes up the IL. Like all natural languages IL contains an organized set of rules and basic elements (i.e. lexical items, phonological units, grammatical categories, etc.) as learners actively and systematically construct their own language systems. Learners continually create, test, and refine their hypotheses about the new language they are learning. Thus, IL is a rule-governed, independent system worth studying in its own right (Lightbown & Spada, 2006).

Ellis (1992, p.123) suggests that “IL which the learner has constructed at any stage of development as an internally consistent system”. IL must contain a structured set of rules and basic linguistic elements rather than a random collection of entities. Saville-Troike confirms that “at any particular point or stage of development, the IL is governed by rules which constitute the learner’s internal grammar. These rules are discoverable by analyzing the language that is used by the learner at that time” (2012, p.41). Although IL is systematic, differences in context result in different patterns of language use (Saville-Troike 2006, p.41).

Long’s (1990) study on IL concluded that learners’ ILs exhibit systematicity which manifests itself in many ways, including the regular suppliance and non-suppliance of both targetlike and nontargetlike features in certain linguistic contexts and in the persistence of the same errors. Thus, ILs appear to be rule-governed. Martínez and Cabrera (2002) in their narrative qualitative analysis of the IL of compulsory secondary education students in the canary islands found that overgeneralisation of grammatical rules and principles was very common. That is why the learners’ IL errors are systematic. The present study is meant to extend the previous studies by focusing more on the IL verb tense system to denote present, past, and future events.

Methodology

This is a qualitative research of second language acquisition in classroom context. The research participants were 90 students of grade eleven of Muhammadiyah Senior High School of Surakarta, central Java, Indonesia. Data were elicited through free composition. Each was around 250-300 words. The collected data were analyzed using IL framework to describe and explain the students’ IL system in the following procedures: identification, classification or patterning, and explanation.

Findings and Discussion

The Students’ IL Verb Tense Systems to Indicate Present Event

A sentence is presented in simple present tense when it describes actions that are factual or habitual, events occurring in the present but not necessarily happening right now. The result of

this study indicates that the students have their own verb tense systems to denote present events, consisting of five patterns of the students’ IL verb tense systems to denote present event. These patterns represent the current created system which accounts for the regularities being apparent in the learner’s use of English as a foreign language as shown in figure 1 below.

Table 1: The students’ IL verb tense systems to indicate present event

NO	Patterns
1	Subject + Verb-ing
2	Subject + BE + infinitive Verb
3	Subject + to Infinitive
4	Subject + Past Verb
5	Subject + Complement

The Students’ IL Verb Tense Systems to Indicate Past Event

A sentence is presented in simple past tense when it describes actions or situations that started and finished at a definite time in the past. In English the past event is represented with past verb for all subjects. The analysis indicates that the students have their own language system to denote past event, consisting of three patterns described below.

Table 2: Learners’ IL verb tense systems to indicate past event

NO	Patterns
1	Subject + Present Verb
2	Subject + Present BE
3	Subject + Irregular Verb-ed

Learners’ IL Verb Tense Systems to Indicate Future Event

In a nutshell, the data indicate that there are two patterns of the students’ IL systems to indicate future event. These patterns characterize the learners’ own language system at the current moment as depicted in figure 3 below.

Table 3: Learners’ IL verb tense systems to indicate future event

NO	Patterns
1	Subject + Will + To infinitive Verb
2	Subject + Will + Verb-ing

Several ideas can be drawn from the tables above. The tables show the students’ interlanguage appears to be rule-governed,

adhering to certain regulation of their own. The rules are different from those of native as well as the target language. This indicates a strong cognitive contribution on the learners' part as they constructed for themselves a grammar of the target language. As they were exposed to the language input then they began to form mental representations of the target language and its structures which surface characteristics the language they previously learned. The students currently have reached a particular state during the process of foreign language learning where the target language (English) has not been acquired completely. In line with Ellis (1997) and Saville-Troike (2006) such deviation from the target language represents the learners' efforts in organising the language input.

Overall, the investigation indicates that the students created their own verb tense system to denote present, past, and future events. The language components in their verb tense system were mostly taken from the target language. It appeared that they tried to apply the target language linguistic rules but failed. The result also indicates that their language system had several non-target like variations which Ellis (2006) believed as the result of the existence of competing rules in the learner's competence.

Conclusion

This research paper has shown that the Indonesian EFL learners had their own grammatical system, an IL, to express present, past, and future events. Their IL system was characterized by particular patterns unique to the students. Their IL system was also featured by variability, versions of language construction which was more or less targetlike variants.

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LOOKING AT BOTH SAMENESS AND DIFFERENCES ON LEARNERS' TRANSLATIONS

A preliminary analysis of similarity and the translation profile

Engliana

English Language and Education Department

Indraprasta PGRI University

Jakarta, Indonesia

engliana.seok@gmail.com

Abstract

Translation analysis often fixated on differences rather on similarities between source text (ST) and target text (TT). Performing a full analysis on translation, however, is not complete without looking at both 'samenesses' (equivalences) and differences (shifts) from ST, TT, and possibly other non-translated (NTs). Observing samenesses mean allowing for both samenesses and differences together; considering them as a 'positive focus on differences.' Hence, this article reports a basic observation on similarity analysis derived from an English source text and three-version Indonesian translations performed by learners as points of reference for translation profile. Chesterman's (2007) re-formulation of Croft's scales of increasing generalization to analyze translation similarity, will be the core structure of translation analysis. This scalar concept of degrees of generalization brings the similarities from learners' translations into further detailed exploration. The idea here is to see if there is a general tendency shown between the sameness and differences of three learners' translations which could be further researched in a larger extent of other (applied) linguistic areas such as general language processing and interlanguage effects.

Keywords: samenesses, differences, translation profile, non-translated texts

Introduction

Translation Studies has tried many possible ways to search for various elements occurred between a source text (so-called ST) and its target text (TT), which became a tradition for the scholars or students of translation studies to search for different elements so as to focus on equalities between the ST and TT. In the effort of finding equal concept being transferred at the textual relation, translation scholars and students have found no or very little absolute equality as they have found inequality in the actual textual relation. In the effort of seeking for better ways to see naturalness of the translation, Chesterman (2007) provides the concepts of 'sameness' and 'differences' as a solution on looking translation result and process. The combination of these two views can be extended. The underlying inquiry here is if the translation profile (TP) can provide descriptions of sameness and difference into

another degree of understanding translation and translating. TP is, thus, described in terms of textual relations. The textual relations here refer to the total of translation similarities, including implied differences, with other relevant texts. These relevant texts are including ST and other relevant text in the TT – also called parallel texts or non-translated texts or NTs (Chesterman, 2007). NTs function as comparable texts of the same type of similar subject matter in the target language. Having NTs in the analysis will direct the experiment into a relatively 'new' findings of translation naturalness by seeing the actual textual relation between the translation and other parallel texts. The actual textual relation between these two texts portrays naturalness of the translations, whereas the shifts occurred between these parallel texts and the translation in such relation is called translation drifts (Chesterman, 2007, p.58). In other words,

building TP would be worth doing as it provides a list of linguistic features – specific and common – to seek the ‘samenesses’ and ‘differences’ concerning the source language and to place judgment on the state of being a natural translation. Analyzing TP will involve a certain degree of analysis of generalization using re-formulated Croft’s scale (Chesterman, 2007; Halverson, 2003; Halverson, 2007). This scalar concept of degrees of generalization brings the similarities from learners’ translations into further detailed exploration. The idea here is to see if there is a general tendency shown between the sameness and differences of three learners’ translations which could be further researched in a more substantial extent of other (applied) linguistic areas such as general language processing and interlanguage effects.

Methodology

There are three participants representing student translations with minimal experience as well as an understanding of professional translation experience. Their working languages are Indonesian and English. Prior the data collection, the participants were explained about the project and informed in a task description that they were going to participate in a small-scale experiment of English-Indonesian translation consisting of one short text with no time restriction. They received two-credits subject on translation in their third year of university; the course comprised introduction of translation theories and translation practices. The term ‘target language’ (TL) is used when the discussion talks about the participant’ translation respectively, whereas the term TT when it refers to all translation products, as shown in

Figure 1.

ST provided was a 172-words English text taken from Wikipedia about a biography of Duchess of Cambridge, Kate Middleton. Due to limited time allotted to finish translation task, only the first two paragraphs were

chosen to be the ST. The text consists of three paragraphs comprises seven sentences of both simple and complex English sentences. Paragraph 1 consists of two sentences; paragraph 2 consists of three sentences, and paragraph 3 has only one complex sentence. Therefore, the breakdown for TP in this experiment is one-paragraph ST, three TTs, and two online parallel texts (NTs) in the target language. Online NTs are the best comparable texts available as ST is also taken from online. Therefore, the language tone and style used is similar as opposed to other texts produced for printed media.

TP will be composed of the source text, three Indonesian translations from those three participants, and two parallel texts in the Indonesian language about the simple, short, on-line text biography on the same authority figure. Re-formulated Croft’s scale will be annulated on the TP by having four levels of generalization in the following features:

1. Basic observation: description of basic facts, i.e., shifts occurred in the text
2. Internal generalization: description of conditions of the shifts occurrences
3. Higher-internal generalization: description of tendency in which the features may manifest
4. External generalization: description of constraints regarding external factors impinged the choice of features to appear in the translation

These levels will evaluate degrees ranging from the basic description into the specific description, which eventually resulting in a more comprehensive analysis of a translation profile. Translation profile, in this matter, describes the linguistic form of a translation “comprising all its relevant textual features” (Chesterman, 2007, p.54). This framework analysis can be seen in the following diagrams.

Figure 1 Translation profile

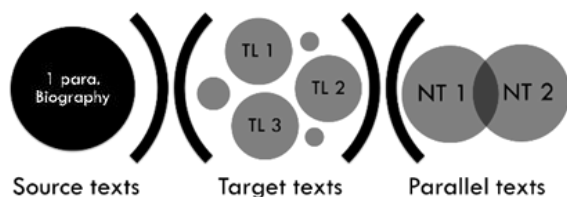
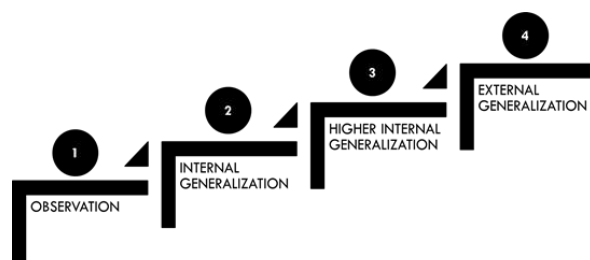


Figure 2 Re-formulated Croft's scale of generalization



Findings and Discussion

Findings from the translation profile are divided into four parts according to the four levels of generalization analysis mentioned in the framework analysis: basic observation, internal generalization, higher-internal generalization, and external generalization. Along with these levels, discussion of each level is integrated into the results.

Basic observation

Observation results of the profile provide three categories, i.e., equivalence or 'sameness,' shift or 'difference,' and drift. The samenesses and differences information emerge from comparing of the ST and TTs, whereas drifts occur from relating the TTs to NTs.

From equivalence perspective, the TTs of the first two lines make use stylistic equivalence to maintain the titles 'Duchess of Cambridge' and 'Duke of Cambridge'. In addition to being true to the titles, the translations follow the form and convey the same message of the original.

(1) SL = Catherine, **Duchess** of Cambridge...is the wife of Prince William, **Duke of Cambridge**... (ln.1-2)
 Catherine, **Duchess** of **Cambridge**...adalah istri Pangeran William, **Duke** of **Cambridge**...[TL1][TL3]
 Catherine, **Duchess** of **Cambridge**...adalah seorang istri dari Pangeran William, **Duke** of **Cambridge**...[TL2]

Besides the choice of the participants to maintain the titles, they were also confidently translated another title which they knew it is true in the target language. The title 'prince' in the original is translated into 'pangeran' as shown in the example (2) as follows:

(2) SL = ...is **the wife** of Prince William... (ln.2-3)
 ...adalah **istri** dari Pangeran William...[TL1]

...adalah **istri pangeran** William...[TL3]
 Shifts occurred in the translation, such as semantic shift, addition, and code-switching/borrowing. Addition in the translation may cause changes in semantic items as shown in the example (3). The article 'the' as in 'the wife' translated into 'seorang' resulted in an ambiguous meaning to the concept of one wife or more than one wives.

(3) SL = ...is **the wife** of Prince William... (ln.2-3)
 ...adalah **seorang istri** dari Pangeran William...[TL2]

Meanwhile, example (4) shows that the phrase 'second in line to succeed' literally translated by the second participant, which carries no meaning and it does not even convey one-to-one semantic relation to the original phrase. The verb phrase 'to succeed' turned to adjectival phrase 'yang sukses.' The phrase 'to succeed' was not translated, resulting in a major change in semantic units presented in TL3: semantic shift, which

shows that there is something missing in the translation.

(4) SL = William is **second in line to succeed** his grandmother, Queen Elizabeth II, as a monarch of the United Kingdom... (ln.4-5)

William adalah **garis kedua yang sukses** seperti neneknya, Ratu Elizabeth II, ...[TL2]

William adalah **garis kedua neneknya**...sebagai monarki kerajaan ...[TL3]

Borrowing procedure, however, is considered a shift in a certain way due to its functions to fill in the semantic gap within a translation. Therefore, presenting particular British titles such as 'Duchess' and 'duke,' the borrowing procedure is used in the all the translations as shown in the example (1). Meanwhile, other common titles such as 'queen' and 'prince' were translated into equivalent terms in the target language 'ratu' and 'pangeran.'

When comparing all the three target texts with two NTs, there is a drift found in the short paragraph: semantic drift. Semantic drift is shown in the example (5). The drift occurs due to the translation of 'duke' in the sentence. The royal rank such as 'adipati' has never been used since the other term replaced it, namely 'bupati.' The previous rank only used before Indonesian's Independence Day. The later rank is more commonly used right after 1945.

(5) SL = Catherine, **Duchess of Cambridge**...is the wife of Prince William, **Duke of Cambridge**...

(ln.1-2)

Catherine, **istri Adipati Cambridge**, ...adalah istri Pangeran William, **Adipati Cambridge**...

[NT1]

Internal generalization

Borrowing strategies tend to be the learners' choice, resulting in that their translations make use of code-switching, e.g., **Duchess, Duke**. Grammatical errors also have caused

deviation of meaning in the translation, e.g., William adalah **garis kedua yang sukses** seperti neneknya, Ratu Elizabeth II, ...[TL2]. These errors, inevitably, cause a semantic shift to occur in the translation. In terms of semantic drift, the translation of "Duke" into "Adipati" seemed to give an odd meaning in relation to the TTs since the later texts preserve the title in its original language.

Higher-internal generalization

Borrowing and code-switching seem to appear frequently under certain conditions, such as abstract names/nouns, noble titles. The choice employing such strategy may cause under extra processing constraints, that is maintaining someone's rank in worldwide view.

External generalization

Knowing that the participants had the intention to preserve their focus on vocabulary items, resulting the form of translated sentences in the Indonesian language was also very similar to the source text.

About translating biographical text, some actual information related to the person affect the language choice and language style in which the translators or other writers (in case of NTs) tried to reconstruct. The context in which the text came from and to whom the translation would also be read cannot be neglected, as it may affect the world (in case of translating one prominent figure in the British monarch.

Regarding syntactic profiles, the STL. Paragraph 1 consists of two simple sentences; paragraph 2 consists of the other three simple sentences, whereas paragraph 3 has one complex sentence. Thus, it can be predicted that the participants spent longer time to translate the third paragraph with one complex sentence compare to the others with simple sentences. Although this prediction can be true in one case, there are other

conditions or circumstances that the prediction will not happen. Any conditions or circumstances such as mastery level of both source and target language, abstract nouns, little or no background knowledge of the source text can lead the participants to employ different techniques/procedures/strategies.

Conclusions

Borrowing and code-switching are one of the strategies to preserve the meaning of so-called-adoption terms in translating the biographical text. Goals to 'maintain' an imagery of prominent figure in the translation often lead the translators/writers to preserve the pattern and style of the SL resulting a gloss translation. Shifts occur when there are vocabulary items such as abstract nouns and proper names which difficult to translate regarding cultural liability. When building translation profile, the most difficult part is not finding a translation of the original text, but on finding good, compatible, and reliable types of non-translated texts in particular topic related to the translation. As there are various texts of the target language available, there should be a standard in choosing a good and reliable non-translated text for (student) translators to be certain of. This method of building translation profile and analyze the profile using Croft's scalar is useful for classroom application aimed to research not an only translation as products, but also further students' analysis into a process of assessing

naturalness in translation and understand the underlying process(es) of translation. The challenges may occur in how the students are familiar with the primary process in translation, strategies/procedures that might take place during transferring, and other external factors.

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THE BENEFITS OF SURFING HUMOR ON INTERNET TO INCREASE ENGLISH COMPETENCE AND CROSS CULTURAL UNDERSTANDING OF STUDENTS IN ENGLISH DEPARTMENT OF UNNES

Farah Firgia Lutfi, Elyda Brilian, Hilal Haqiqi

English Department

Faculty of Languages and Arts, Universitas Negeri Semarang

rpfirmgia@gmail.com

Abstract

Surfing humor on internet has got a lot of negative responses although the doers claim that it is fun. This research is focusing on the humor which is using English as the main language. However, previous researches have confirmed that there are witty and social sides of humor. Those two sides are important foundations to learn English further. The present paper aims to spot beneficial effects of self-humor exposure from Internet towards English competence and cross cultural understanding of students in English Department of Semarang State University. The way to 'get' a humor content is divided into two, humor comprehension and humor perception. Humor comprehension has cognitive benefits that increase English competence. Humor appreciation has sociological benefits to increase cross cultural understanding. Thus, we are comparing English ability and social behavior of students with different intensity of self-humor exposure. Data were collected through interview. Students with high intensity and interest to self-humor exposure showed relatively higher English competence and tolerance to different ideas. The explanation will give broader idea of how learning English through humor brings positive values. Further research about the effects of humor in studying English is needed.

Keywords: Humor comprehension, humor perception, English competence, cross cultural understanding.

Introduction

As students learning process happen at the university, the learning result is highly affected by the formality of the institute. This paper tries to point out a factor that is counted as informal in increasing student's English language quality. It is humor.

Related to English learning advancement, this paper is underlining a variable which is humor exposure from internet that is using mostly English as communication language.

There is a phenomenon in English Department of UNNES where some students whose intelligence and behavior are praised as good or great by their lecturers and fellow colleagues are frequently self exposed themselves with humor from internet which

in most cases contains countervailing values compared to formal and positive attitudes. There is no written regulation in English Department of UNNES that carry humor as subject of study or sub study. Humor in education is positioned tertiary and often being seen as a little 'spice' to be added in learning process. Zhang (2005) demonstrated that humor may be an inappropriate in cultures that value a highly formal educational style. Nevertheless, the phenomenon happened. Prior researches about humor have expounded strong relation between humor, intelligence, and socialization. Suls (1975) contended that the process of detection and reconciliation of the incongruity makes humor comprehension a problem-solving task. Zi (1984) drew a distinction between two aspects of humor.

There are two important points in this paper. They are humor comprehension and humor appreciation. Humor comprehension is described as the ability to perceive relationships or ideas in incongruous ways, whereas humor appreciation is defined as the ability to understand and get pleasure from humorous messages.

Methodology

This research is descriptive or non-experimental design. The data was collected through interview section with students in the 5th semester of English Department in Universitas Negeri Semarang who have taken

TOEFL test (IBT, PBT, or prediction). The sample is collected from different classes, education and literature students who fond of humor.

In the interview section, students were asked about their TOEFL score; the variety of humor they interest in; the kind of humor they usually enjoy and the duration per day. To complement the data, we asked students' peer to give his/her opinion about them. Lastly, we use normative assessment to compare the data.

Findings and Discussion

Table 1. The summary of interview

	TOEFL Score	Intensity	Variety	Subjective statements about their English Competence	Subjective statements about their behaviour
A	597	2 hours/day	9gag web, 4chan, reddit, sub reddit.	This sample is known for having rich vocabulary, wide knowledge, and great comprehension.	Easy going, humble, adaptable, less judgemental, humorous, have high sense of responsibility.
B	577	2 to 3 hours/day	9gag instagram, webtoon, sarcasm joke and caricature.	This sample is known for the fluency in speaking and connecting ideas.	Funny, expressive, less judgemental, creative, outspoken.
C	535	3 hours/day	Yoo bro Facebook, 9gag instagram	This sample is known for the wide knowledge of theories.	Critic, humorous, diligent, less judgemental but has certain stiffness of standards, high sense of responsibility.
D	495	1 hour/day	Quotes, 9gag instagram, random humor on instagram.	This sample is known for the fluency in speaking.	Humorous, tolerate, friendly, diligent, high sense of responsibility.
E	475	1.5 hours/day	9gag instagram	This sample is known for the critic and outspokenness.	Thoughtful, adaptable, rather serious, responsible.

Based on the TOEFL score, it is normatively concluded that average English language ability goes descending from 'A' to 'E'. The hour intensity is not gradually reducing from 'A' to 'E' even though 'D' and 'E's intensity are relatively lower than the others. Hence, the strongest background to explain the effect of humor expose comes from the quality of humor itself. In this case, it is the varieties of humor that are being open by the samples.

Internet humor varieties that are being opened by 'A' have more specific and complex jokes compared to others, for example 9gag. There are two kinds of 9gag there. 9gag website and 9gag Instagram. 9gag website is the original site which contains all 9gag jokes. The jokes are being sorted into certain categories the netizen can choose. Meanwhile, 9gag Instagram only contains selections. The jokes which are

posted in 9gag instagram are filtered with consideration that most people in the world would laugh at them. It provides materials that need less specific knowledge compared to 9gag website. 4chan and Reddit either. 4chan contains a lot of specific jokes which contents are mostly sensitive materials. Reddit as social news aggregator and discussion forum also provides liberty in talks which materials are highly broad. Quotes, sarcasm jokes, and random humor on Instagram are considered in approximate level to 9gag Instagram while Webtoon, Yoo bro Facebook, and caricatures are considered as humor that are not directly affect vocabulary and word to word comprehension of English, yet they do have impact in ideas comprehension.

The amount of specific information needed in jokes might affect a person TOEFL score. TOEFL test is originally conducted to test non-native who wish to enroll in English-speaking universities. It means that they need to have enough English language proficiency and knowledge about foreign concepts. Thus, by opening internet jokes, students get exposed with foreign concept they have to understand in order to laugh. By that, the concept that they learn from jokes might come up in TOEFL test. It can be one of many factors that increase their score.

It was hypothesized that the more vary of humor pages opened, the higher the tolerance toward different ideas. In other words, it was stated that a person with more knowledge is more open minded. It was expected to be shown in the subjective statements of their behavior. However, it is discovered that the subjective statement from their friends are not sufficient enough to describe how open minded the samples are in tolerating different culture. Thus, the data are considered as unequal and cannot be compared.

Conclusion

The normative references show that the range of humor opened is strongly related to range

of knowledge which affect TOEFL score positively. The correlation between humor, behavior, and cross cultural understanding in this paper has not been found.

Suggestion

We suggest that humor is included as material in classes that are related to culture for example Cross Cultural Understanding class. We are visioning that a more conscious humor application in the learning process might contribute positive values for the betterment of student's quality at English Department of UNNES.

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FOSTERING ENGLISH VOCABULARY MASTERY TO AUTISTIC STUDENTS THROUGH SPEECH THERAPY

Farid Noor Romadlon

Farid.noor@umk.ac.id

Gudnanto

gudnanto@umk.ac.id

Universitas Muria Kudus

Abstract

The opportunity to get a good education is also provided for children with special needs (autistic children). One of the abilities given to autistic students is the ability to communicate in English based on the student's condition. Children with special needs (autism) also have similar abilities to normal children in learning English. The difference is the service and the duration of time in achieving the target of learning goals in autistic students. In the process of teaching and learning in schools for disabled students, students are difficult to be motivated when learning English and personal treatment for each student is less so they cannot get maximum skill. This study is to describe the implementation of Speech Therapy in English teaching of autistic students, SMP LB Sunan Muria and to know the effectiveness of Speech Therapy in improving autistic students' English vocabularies. The study showed some points as the results. In using Speech Therapy, teacher broke it down into some stages of teaching. They were drilling known as Primata or direct interaction which teacher exposed a story orally and ask students to repeat word to word. Academic modification was done to simplify the material given to the students so they understood it easily. Media assistance was intensively involved to foster students' understanding, pronunciation, and visualization. The last treatment in teaching was giving reward to students so they kept motivated to do the activity and to study. The therapy resulted positive progress from the students and this technique is effective to improve English vocabularies of autistic students.

Keywords: English vocabularies, Autistic students, Speech Therapy

Introduction

English is very important considering the rapid development of the times and technologies, so that human interaction is not only local and direct, but covers international or global network with sophisticated internet technology and communication. It makes people easy to interact remotely. In line with this, the role of education must be aligned with the international demands in the current era of globalization.

English is given since early ages in Indonesia to expose better acquisition for learners. This also applied to disabled students, include autistic students. The focus of English teaching to autistic students is introducing and exposing new things in their life as other skill to survive in the society. Students with special needs (autism) are still very difficult to learn. Some things that are visible in the learning process are, students are less motivated when learning English, and personal

treatment for each student is less so that their English language skills can be less than the maximum. Techniques and media that are less varied also become one of the causes of students difficulties in learning English which ultimately the ability to absorb material become less. Those facts encouraged researcher to investigate further by using a technique called Speech Therapy. The questions were formulated as (1) How's the implementation of Speech Therapy to improve autistic students' English vocabularies in SMP LB Sunan Muria?, (2) Can Speech Therapy improve autistic students' English vocabularies in SMP LB Sunan Muria? The study was aimed to describe the implementation of Speech Therapy to improve autistic students' English vocabularies in SMP LB Sunan Muria and to find the effectiveness of Speech Therapy in improving autistic students' English vocabularies in SMP LB Sunan Muria.

Methodology

This study was a collaborative classroom action research in which researchers collaborate with English teachers at school used for research. The researcher designed the learning process using the planned technique, Speech Therapy and observed the learning process to get the required data. The teacher implemented the instructional design that has been made by the researcher and teacher to improve the students' English proficiency. There are some variables which concerned. They are English vocabulary proficiency of VII grade autistic students, SMP LB Sunan Muria as input variable, the activities of teacher and autistic students in English teaching and learning process using Speech Therapy as process variable, and final English vocabularies proficiency of VII grade autistic students, SMP LB Sunan Muria as output variable. The study was conducted in twelve meetings divided became two cycles which covered observation, treatments, and reflection.

The observation stage is the process by which the researchers get the data along the learning activity related to the application of Speech Therapy technique which has been designed and used by teacher in class. Each process of classroom learning experience undertaken by students will be recorded and recorded by researchers as data for analysis. In addition, the findings of a special or special nature are also included in the observation of both positive findings on teaching and learning activities as well as negatives related to deficiencies or weaknesses that occur during the process, including student responses, teacher instruction, teacher to student questions, language body (non-verbal) teachers when giving instruction, student participation in learning, and others.

In treatments, teachers apply English learning design using Speech Therapy to autistic students in VII SMP LB Sunan Muria class. Application of this technique is accompanied by varied learning activities for six times (6 times) meeting or treatment to improve students' English proficiency. At the end of the sixth session or meeting, an evaluation is conducted to measure students' abilities. The addition of English vocabulary followed by an increase in student responses to instruction or questions from teachers and friends is the basis of the attainment

of such action or treatment. During the teaching-learning process, researchers record the activity and write some special or new findings in the process. At the end of the cycle (the sixth meeting), the teacher evaluates the students by giving a simple worksheet to determine the development of students' abilities. Video recording, observation records, and tests became the method of data collection in this study. In reflection, the researchers identify the negative findings of the teaching and learning process that are weaknesses or shortcomings in class action to achieve the expected goals. In addition, based on these findings, researchers will carry out the next cycle with better planning.

Finding and Discussion

Based on observations made by the author in the first cycle, teachers use primates in the application of speech therapy to teach autistic students at SMPLB Sunan Muria, Kudus. Master tells the story of "the long nose" so that the students are interested to learn and listen carefully. During the story, the teacher also repeats a few words so that the student tries to imitate them to improve his pronunciation, after which the teacher gives some clues to the students asking some questions about the body parts that are both accidental and material. In addition to telling stories, students are also invited to sing and play related to the topic.

Motivation is given approximately five minutes to always encourage students to learn and try to focus. The primate way always involves students by communicating directly with students because students easily lose their concentration, so this interaction is very important to use. In addition, icebreaking is done to keep students active during the learning process. This is the right way to start a lesson at SMPLB Sunan Muria, Kudus because students feel relaxed, enjoy their activities, ready to start lessons, interact well. The proximity of students and teachers is able to form so that the character of students with unstable emotions and irritability can be muted.

The next way used during the implementation of speech therapy is Academic Modification. Teaching and learning process is done by modifying materials and adjustment of the assessment and selection of materials to be more simple for students. The curriculum for autistic

students of SMPLB Sunan Muria, Kudus is designed based on the characteristics of students because it has limitations, namely intellectual function, memory, communication skills, and low motivation and learning disabilities. Students are only introduced simple English words that have not been arranged in the sentence. While the material for students with seventh grade of autism is the same as the material for the fourth grade of elementary school thematic themes such as colors, transportation, animals, goods in class, goods at home. The process of teaching and learning also relies heavily on media aid as a visualization of learning so that students more easily grasp the teacher's intent. The media in the form of pictures, cartoons, dolls and real objects that students encounter in everyday life. Sometimes teachers use puppets to make students more interested in telling stories about the material.

In addition, teachers also use the real things in the teaching and learning process for autistic students, because their understanding process is very slow. Real media that exist around the students, for example, the goods in the classroom is very helpful for them to receive and understand the material well even though it is still at the level of vocabulary. Giving material cannot always be in a classical way together. Individual reinforcement and drilling is more often done than the classical way. One English word for example "table" (/ teɪbl /) is taught with different intensity to the students. There are students who are four to five times able to understand and speak near the correct pronunciation in English. But there are also students who need more drilling to be able to understand the meaning and say well.

Strengthening is also given in another form to the students. Rewards or awards to the students are given to make students more motivated and more focused in receiving the material because students are often easy to disrupt the focus with classroom situations both disturbance from other students and objects that exist in class. Reward is a star and candy given to students who on that day have a good understanding and be good in a controlled sense than others. Reward is not given every meeting. Master tells the reason why they are rewarded, confirm and motivate the students to make the next meeting better. Strengthening is

given more intensively in the classroom so that students are emotionally controlled and more motivated.

Evaluations given by teachers in the form of oral tests are inserted in the teaching process and the results are qualitative in nature. Assessment is done in every meeting not like normal class with specific time and more detailed assessment criteria. For example, the vocabulary material of the "bus, car, truck, plane, ship" vocabulary is given and assessed at each meeting with a target of five words fluently and knows what it means. The result shows the first meeting up to the third meeting of students is still difficult to say and try to understand the meaning of the word through the media used. The new progress can be seen in the fourth and fifth meetings when the students are able to say "wazz, haa, wak, wen, hep" and know what it means by pointing the appropriate image as it says (bus). At the sixth meeting, the drill process was further improved. Submission of material made more varies, ie by modifying the explanation of the intended word (target) by modifying a simple word or phrase to bring to the target word so that it is more easily understood by the student.

Conclusion

The result of the study showed that the technique of Speech Therapy is an effective way to expose and improve autistic students' vocabulary. Some procedures used in Speech Therapy like direct interaction, academic modification, media drilling, and reward exposure brought students to better mastery of English vocabularies even it needs longer periods.

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IMPRISONMENT AS A RESULT OF WOMEN SUBORDINATION REFLECTED IN MAYA ANGELOU'S POEMS

Fatikha Amalina, Mohamad Ikhwan Rosyidi

Universitas Negeri Semarang

Semarang, Indonesia

fatikhaamalina@gmail.com, mirosyidi@mail.unnes.ac.id

Abstract

This research is aimed to describe the imprisonment of African American people, especially women, in the case of patriarchy and women subordination through Maya Angelou's selected poems entitled "Caged Bird", "Still I Rise" and "Woman Work". This research discusses the meaning behind the poems that reflected Maya Angelou's life experience relating to women subordination and freedom. Feminism approach is applied to analyze the concept of freedom in women subordination and patriarchy in this research. The paper points to how the concept of gender intertwines with labor, ethnics, kinship and gender domination. Without aiming to paint a detailed picture of feminism, the paper explores how ideas developed in these inquiries question the taken-for-granted assumption about the universality of women's subordination and challenge the emancipation prerequisite of feminist agenda.

Keywords: women subordination, patriarchy, freedom, Maya Angelou

Introduction

Patriarchy is the prime obstacle to women's advancement and development. It is necessary to understand the system, which keeps women dominated and subordinate, and to unravel its workings in order to work for women's development in a systematic way. In this way, feminists use the term 'patriarchy' to describe the power relationship between men and women as well as to find out the root cause of women's subordination. This article, hence, is an attempt to analyse the concept of patriarchy and women's subordination in Angelou's poems in a theoretical perspective.

Methodology

Modern civilization is the result of joint action of men and women. Nowadays women are seen in positions of power such as queens and prime ministers with constitutional control or virtual, and women in general have wrested benefits in greater or smaller measures. Yet it does not change the fact that the system is male dominated and women are merely accommodated in it in a variety of

ways. The subject of this research are Angelou's selected poems entitled "Caged Bird", "Still I Rise", and "Woman Work" which describe perfectly how patriarchal culture dominate women. This research uses qualitative methods. Concluding remarks are included in this section. This article is written entirely on the basis of secondary sources that include review of books, journals and other secondary materials.

Finding and Discussion

Culture plays a pivotal role in the subordination of women, as there are requisite implication of power and control mechanisms embedded in culture, which allow for the exploration of gender inequality and inequity. Culture is a broad term that refers to the 'customs, institutions and achievements of a particular nation, people or group'. Radical feminists argue that culture imprisons women leading to their subordination because of the patriarchal nature of society and hence culture plays a major role in the subordination of women in the society.

One of the elements of culture which is a chief culprit in the subordination of women is patriarchy. The word ‘patriarchy’ literally means the rule of the father or the ‘patriarch’, and originally it was used to describe a specific type of ‘male-dominated family’. Now it is used more generally “to refer to male domination, to the power relationships by which men dominate women, and to characterize a system whereby women are kept subordinate in a number of ways” (Bhasin 2006:3).

Patriarchy describes the institutionalized system of male dominance. They do this “through institutions such as the academy, the church, and the family, each of which justifies and reinforces women’s subordination to men” (Millett 1977:35). The patriarchal system is characterized by power, dominance, hierarchy, and competition. Patriarchy, which pre-supposes the natural superiority of male over female, shamelessly upholds women’s dependence on, and subordination to, man in all spheres of life. Consequently, all the power and authority within the family, the society and the state remain entirely in the hands of men. So, due to patriarchy, women were deprived of their legal rights and opportunities patriarchal values restrict women’s mobility, reject their freedom over themselves as well as their property.

Born on April 4, 1928, in St. Louis, Missouri, writer and civil rights activist Maya Angelou is known for her 1969 memoir, *I Know Why the Caged Bird Sings*, which made literary history as the first nonfiction best-seller by an African-American woman. Angelou’s works, mostly autobiographical in nature, focus on issues of race, sexuality and violence. Being a writer with a very keen insight, she not only makes use of her social observations but also brings in her past experiences and autobiographical details to

validate her claims regarding marginalization faced by African females in America

Angelou uses various poetic devices in her poetry and one of them is figurative language as seen in “Woman Work”. The rhyme scheme throughout ‘Woman Work’ is not constant. The first stanza consists of seven pairs of rhymed lines in the pattern AABB and so on. Since these lines are short and quick in nature, they create an impression of breathlessness in the reader’s mind, as if the author has no time to pause between her various household chores if she is to complete them within the required space of a single day. The next more stanzas are written in free verse, and create a more calming effect.

“Sun, rain, curving sky,
Mountain, oceans, leaf and
stone
Star shine, moon glow,
You’re all that I can call my
own.”

In the third stanza, the author endows the elements of nature and consider them as having human qualities in attempt to feel less lonely. It is the sun, the rain, curving sky, and moon glow that are her friends.

“Woman Work” implies what Angelou feels toward women. The endless chores, children to take care of, and tons of jobs to do to provide her family. Women has been replacing men as workers in factories and in any other work space since the World War II. As men went to war, it was women who operated heavy machine, became engineer, and controled the economy in America. Women labored themselves to feed their children, they took both responsibility as the head of the family – for the husband had died during the times of war, and also being a mother. The society took women as slaves of the family, the second party, the subordinated one.

Subordination means, “something else is less important than the other thing” (Cobuild 2010:1559). The term ‘women’s subordination’ refers to the inferior position of women, their lack of access to resources and decision making etc. and to the patriarchal domination that women are subjected to in most societies. Thus, women’s subordination is a situation, where a power relationship exists and men dominate women. The subordination of women is a central feature of all structures of interpersonal domination, but feminists choose different locations and causes of subordination. Contemporary feminist theory begins with Simone de Beauvoir’s argument that because men view women as fundamentally different from themselves, women are reduced to the status of the second sex and hence subordinate.

Looking also at the idea of marriage, where the women have to go into and be second class heads of the family, that is to say that women play second fiddle to men in marriage. In any marriage, issues around sex are very sacred and as such handled in a secretive manner that suits male dominance. Marriage also plays a significant role in the subordination of women, as marriage is only initiated by men, which means that the one who is seen as the creator of such an arrangement also has the power over the one who is asked to come into such an arrangement. This is what also makes it merely impossible for women to equally compete with men in public office like in politics as the woman is supposed to be busy with house chores and taking care of the children whilst the man is busy drafting policies and perpetuating the subordination of women.

Family as the first social institution, is a brewery for the subordination of women, as children are socialized from a tender age to behave in a manner deemed to be normal by the society, where children are taught to

accept sexual differentiated roles which are unfortunately critical in the whole life of the child. From a young age what determines that boys grow up to be men and girls to be women is how they are taught through various methods like the toys, where boys are expected to get toys like cars, puzzle games and other such games that ensures the development of the physic whilst girls are kept busy with dolls that teach them to be caring but also good wives and mothers.

In the family, the male child is preferred to the female child. In fact, males rule females by right of birth and even if the male child is not the first born in a family, he is automatically considered the head of the household who should protect and look after his sisters. This shapes the way the society views women not only at family level but also in all other areas like in politics and at the work place. The cause of such differentiation and discrimination is, as some scholars note, the fact that society views women as sexual beings and not as human beings. Through the process of socialization, within the family, in educational institutions and other social spheres, where patriarchal conditioning plays a central role in the determination of men’s domination and women’s subordination and hence it is befitting to conclude that patriarchy is the chief cultural culprit in the subordination of women in the society. As long as issues around gender roles are not looked at, it will be a pipeline dream for us to expect women to equally compete with men in the society.

“Caged Bird” is one of Angelou’s poem that has a strong meaning. A caged bird symbolizes Angelou as a black woman which rights and voice had been shut down by the white supremacist. The poem is written with several metaphors. It also represents several thoughts, themes and ideas. It talks about two birds; one is trapped in a cage while the other flies freely in the sky. The caged bag is said to represent the African American individual

who is enslaved while the free bird represents the White American who is completely free. The poem tries to portray the racial segregation that existed between a true White or Caucasian individual and an African American individual in the past. Angelou paints a true picture of racial discrimination that used to be the order of the day in the American nation. She portrays how the Whites dominate the Black Americans. She showed herself as the trapped bird which was caged and barred from having her freedom.

“The free bird thinks of another
breeze
and the trade winds soft through the
sighing trees
and the fat worms waiting on a
dawn bright lawn
and he names the sky his own”

Aside from the caged and free birds, there are other metaphors used in the poem. The breeze and fat worms in the poem represent hope and opportunity. Angelou portrays a great future and hope for the trapped bird irrespective of its present condition. The bird is expected to persevere in hope and never to quit since the future spells freedom and greatness for it.

Moving on to the last poem entitled “Still I Rise”. In the poem, Angelou advocates the potential that women possess, depicting black as beautiful and diverse, strengthening women and educating them to embody a strong spirit. In the poem under consideration, “Still I Rise” also, she explores the atrocities subjected at women of race, as well as women in general, as well as the process of painful anguish which results in women coming out ultimately as stronger individuals. She presents the idea of marginalization and subjugation leading to a regrowth and ultimately resulting in healthy survival, where women aren’t just equals, but superior to men.

Metaphor is also one of the most widely employed figures of speech in which one object is said to be another, keeping in view a common attribute between the two. Angelou uses metaphorical language when she calls herself a

“black ocean” in “Still I Rise”.

“I’m a black ocean, leaping and wide,
Welling and swelling I bear in the
tide”.

Here it can be noticed that the only common trait among the two objects (Angelou herself and the ocean) is the vastness and diversity of the ocean. She thus literally calls herself an ocean implying that she is a mystery that not everyone can decode and she is a versatile being, containing within herself strength like the ocean has that of water; magnanimous and life giving, and immensely destructive all at once.

By addressing herself as an ocean, however, she is also referring to the collective female strength, both in the world and in terms of female writing. Angelou also claims her sexuality when she presents water images of an ocean “leaping and wide”, “welling and swelling”, bearing in the tide. Angelou also refers to herself as the ‘dream’ and ‘hope’ of the slave when she says:

“Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.”

Dream and hope are abstract nouns, aspirations, and cannot be literally a human being. Metaphorically, this verse suggests that Angelou is the fulfilled manifestation what slaves hoped and dreamt of becoming in the future. Yet women, especially African American women, couldn’t even have the chance to get a better education in order to get a better future for themselves.

The education sector also plays a role in the subordination of women as education is a key component of culture which shapes also the way people view themselves. The education

system ignores the fact that when children come to school, they come with inequalities from the family and it further perpetuates the view that boys are more intelligent and hard-working than girls who are shown as people who enjoy doing household chores.

Subordination of women also happens in politics and in economic activities. The participation of women in the economy, where in most developing countries the economies are agro-based and in most of the cases the women are the major players as labour and the unfortunate thing is that most of the decision making is left for men. The fact that fewer women go beyond secondary education because of son preference in most of the families, this limits the women from rising to leadership positions leaving them to be subordinate to their male counterparts. Even if the women get educated, it does not mean that they will get better paying positions at work, but they have to prove beyond any reasonable doubt their capability.

Conclusions

Culture is responsible for the subordination of women as it uses its various institutions for the subordination of women and it imprison them from their own rights as human being. Angelou tried to pour her thought out through poetry – in this research, poems entitled “Caged Bird”, “Woman Work” and “Still I Rise” – in which describe perfectly how women are subordinated because of the patriarchal culture that is rooted in the very beginning of humanity, and thus their right of freedom is being taken from them. Patriarchy which might be cited as the major culprit in the subordination of women as it is fueled by the various teachings right from the family and also further perpetuated by the education sector that portrays women as weak and having

lower capacity than men. The many religions and various public institutions also fuel the subordination of women as women are shown as responsible for bringing evil to the world and their capacity is to hold public office is usually down-played by such institutions.

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THE EFFECT OF USING BEST FRIENDS FOREVER (BFF) STRATEGY ON STUDENTS' USE OF ADJECTIVES

Fatin Raihana Abd Halim

SJK(C) Chi Wen

W.P. Labuan, Malaysia

fatim_ryehanna@yahoo.com

Abstract

Adjectives are one of the most important elements of a sentence as they make speech or writing more specific and interesting. However, it is found that the Year 6 students from a school in Labuan F.T. were having difficulties to write multiple adjectives in the correct order. In this regard, this study was aimed to examine the effect of using an acrostic device called Best Friends Forever (BFF) strategy which was introduced to improve students' mastery skill in the order of adjectives. A total of 31 Year 6 students from a school in Labuan F.T. were given a pre and post-test before and after the BFF strategy being introduced within a total period of 3 months. Their scores on both tests were compared by using Paired Samples t-test to see the significant difference of their performances before and after the treatment. The findings revealed that the use of BFF strategy helped the students to memorize the order of adjectives better and able to use multiple adjectives in the correct order.

Keywords: mnemonic, order of adjectives, acrostic device, strategy, memory.

Introduction

Adjectives are important grammar elements in many languages, as they add details to sentences by modifying the nouns and verbs. According to Year 6 English (SJK) syllabus, there are eight types of adjectives and they should be organized in this manner; opinion, size, age, shape, colour, origin, materials, and purpose.

Although the students are aware that there is an order they need to follow when multiple adjectives are used in a sentence, they had difficulty to remember the correct order; which one should come first in a sentence. They were unable to apply the knowledge they have learnt without referring to any notes. Consequently, the students were not making any progress in their writing due to the lack of confidence in using descriptive words in their writing as they were fear of making errors. Therefore, teachers need to employ the instructional strategies that could help students learn and memorize the order of adjectives better.

The purpose of this study is to introduce and implement a strategy to improve the mastery of adjectives order among these students. Best Friends Forever (BFF) strategy was developed by the researcher with the help from the students to provide themselves with a meaningful text and fun way to enhance their learning of adjectives order. The Best Friend Forever (BFF) strategy is an example of an acrostic device in mnemonic strategy, which uses a few cartoon characters that have the same initials as the items in descriptive adjectives to help the students to remember the order effectively. The BFF strategy is the short name given for 'Olaf, Spongebob And Shrek Call On Mickey's Phone, which represents 'opinion, size, age, shape, colour, origin, materials, and purpose'. The study would also examine the use of the strategy and the effect of using it through a pre-test and post-test evaluation of the participants.

Methodology Participants

The participants in this study were 31 Year 6 primary students, 16 males and 15 females from a school in Labuan F.T. The participants were the purposive sampling as they were all studying in the same class which is the first class in Year 6. The participants were from different ethnics and races of Chinese, Sino - Kadazan, Murut and Malay. All the participants were bilingual, their first language were either Chinese or Malay.

Instrument

The instrument used in this study were a pre-test and a post-test (refer appendix 1), which used the same set of 20-item questions. The items were divided into two different sections, Section A, which comprised of 15 items on rearranging words and Section B which included 5 items of multiple choice questions (MCQ). An additional writing section was also designed and added in the post-test to elicit the use of the formula, but marks were not counted for that section. For Section A, each correct answer was given 5 marks and for each wrong or blank answer was given 0 marks. For Section B, each correct answer was given 3 marks and for each wrong or blank answer was given 0 marks. The total marks for Section A and B was 100 marks.

Data Collection and Analysis

Prior to the pre-test, the students were introduced to the different types of descriptive adjectives as well as the order of it. They were also been given some exercises from the textbook to check their understanding of what they have learnt. Soon after, they were given the pre-test. Following the pre-test, students were then constructed their acrostic device with the guidance from the teacher. The acrostic Olaf, Spongebob And Shrek Call On Mickey's Phone was developed and named as Best Friends Forever (BFF) strategy. The BFF strategy was taught explicitly, modelled by the teacher, and continuously practiced by the

students for a week. After 2 months, the students were given a delayed post-test which used the same questions as the pre-test. Their scores on both tests were compared by using Paired Samples t-test to see the significant difference of their scores on the use of adjectives with and without BFF strategy.

Findings and Discussion

The effect of using Best Friend Forever (BFF) strategy

Data were gathered before and after the treatment was given. The following table 1 shows the overall mean and standard deviation of all 31 participants.

	Mean	N	Std. Deviation
Pre-test score	61.1290	31	16.96613
Post-test score	85.1613	31	11.65360

Table 1

Table 1 shows the mean score of the participants in both pre-test and post-test. Based on the overall mean score, the post-test showed that the participants achieved higher scores than in their pre-test with the mean difference of 24.03 marks. These scores were found to be significantly higher when subjected to the t test. This finding is consistent with the prior research, which suggested that a mnemonic device would likely accelerate the rate at which new information is acquired (Levin & Pressley, 1985; Wang & Thomas, 1996).

Table 2 below provides the individual pre-test score, post-test score and score difference of the participants according to gender.

Participant	Gender	SCORE		
		Pre Test	Post Test	Score Difference
1	M	30	75	45
2	M	55	70	15
3	M	65	80	15
4	M	20	65	45
5	M	35	80	45

6	M	50	95	45
7	F	80	100	20
8	F	60	80	20
9	F	80	95	15
10	F	50	90	40
11	M	55	75	20
12	F	60	80	20
13	F	75	80	5
14	M	80	100	20
15	F	65	100	35
16	F	70	95	25
17	M	70	90	20
18	F	60	100	40
19	F	75	100	25
20	M	70	95	25
21	F	55	80	25
22	F	70	85	15
23	F	60	90	30
24	F	65	85	20
25	F	50	100	50
26	M	20	60	40
27	M	60	75	15
28	M	85	90	5
29	M	65	70	5
30	M	80	85	5
31	M	80	95	15
Average score		61.13	85.16	24.67

Table 2

Table 2 provides evidence that all participants showed improvement in the post-test compared to the pre-test. The increment of the score was from 5 marks to 50 marks. The highest increment recorded was 50 marks, by participant 25. The participant scored only 50 marks in her pre-test, but managed to 100 marks in the post test. It is evidenced in the additional section of the post-test, that she managed to use descriptive adjectives correctly to describe the monster in the additional exercise given (refer appendix 2). Some of her answers in pre-test and post-test were taken and compared:

Participant	Pre-test answer	Post-test answer
25	He is a young charming doctor It's in the metal, blue, large container	He is a charming young doctor It's in the large, blue, metal container
Additional section	The monster's eyes are big	The monster has big red eyes and ugly pointy ears

Table 3

As shown in Table 2, there are 6 participants who scored full marks (100 marks) in the post-test,

where 4 participants (participant 1, 4, 5 and 6) had a relatively high increment of 45 marks in their post-test, compared to their pre-test. The table provides evidence that the students were not relatively equivalent in their knowledge of adjectives before the treatment was given, as the pre – test score of the 6 of the participants was between 20 marks to 55 marks. In addition, one of the 6 participants also wrote an impressive descriptive writing in the additional section. The sample of the writing is shown in Figure 1.

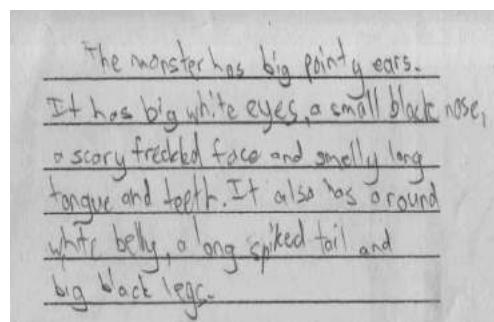


Figure 1

Figure 1 shows that the BFF strategy helped the participant to memorize the order of adjectives, and to apply them correctly in writing. The positive improvement of the students' performance showed that the BFF strategy gives positive effect on students' use of adjectives, even though the post-test was carried out 2 months after the treatment. It shows that the students have good retention of the strategy, most likely because the strategy was developed by them and the words being used such as Olaf and Spongegebob are the famous cartoon characters which are familiar to them. Anderson and Armbruster (1984) stated that involving students in creating mental images of new material, make inferences, and draw networks of relationships will increase their learning. Besides that, according to Bunnell et al.(2002), there were three R's for the mnemonic techniques, it included recoding, relating, and retrieving. This study has implied all the three R's to attain the effectiveness of this strategy as an instruction tool. The acronym 'OSAShCOMP' has been recoded into more relatable characters or visual to the students by relating the items with something familiar to the students such as the popular character Olaf, from Frozen.

The Use of BFF Strategy

Based on the participants' test paper and direct observation made by the researcher during every lesson, the students employ different strategies to recall and retrieve the information from their memory. Based on the observation made, the participants used the BFF strategy by vocalizing them, mouthing them silently or writing them down. Out of 31 participants, 26 participants used variety of styles of writing down the strategy to retrieve the information. Table 4 shows the different styles of decoding the strategy found in the participants' test papers.

STYLE	PARTICIPANT	STYLE OF DECODING
A	14, 15, 20, 24	O S A Sh C O M P
B	10, 23, 30	Olaf Spongebob And Shrek Call On Mickey's Phone Opinion Size Age Shape Colour Origin Material Purpose
C	3, 27	O S A Sh C O M P Olaf Spongebob And Shrek Call On Mickey's Phone
D	21, 22,	O S A Sh C O M P Opinion size age shape colour origin material purpose
F	28, 31	Opinion size age shape colour origin material purpose O S A Sh C O M P
G	4, 5, 6, 7, 9, 12, 13, 18, 19, 25, 29	Opinion Size Age Shape Colour Origin Material Purpose

H	2, 8	Olaf Spongebob And Shrek Call On Mickey's Phone
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Table 3

Style G has the highest frequency use by the participants. The students only wrote the written down the real items, without the formula. It indicates that the students have become familiar with the strategy as they vocalized the BFF strategy to help them recall the name of each real item and only the real items were written on their test papers.

Conclusions and Recommendations

The study showed how the students had significant improvement in the test scores as evaluated by their post-test assessment. Mnemonic strategy was presented in this study as an approach to enhance the memory of the individual. The result of this study was positive. It revealed that the use of BFF strategy helped students to learn the order of adjectives better and applied the strategy in their writing. They were also able to use adjectives more confidently in their writing. They were able to perform better and feel better about themselves.

However, the BFF strategy may not be useful in the next 10 years, as the generation in the next 10 years might never know who Olaf and Spongebob are. This problem reveals the need for the teacher to employ different instructional approaches in order to provide the students a variety of opportunities to choose from. There must be more strategies that must be developed for the students to inhabit the joy for the subject as well as the confidence in using the language. Therefore, it is important that in the use of any mnemonic device, the teacher should have a clear and concise plan for addressing the relevance and relationship to the specific context.

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IMAGE AND IMAGINATION IN A YOUNG ADULT NOVEL A WRINKLE IN TIME BY MADELEINE L'ENGLE Children's Literature

Ferlanti Nailasuffa, Ida Farida Sachmadi, Lestari Manggong

English Study Program, Faculty of Cultural Sciences

Universitas Padjadjaran

Bandung, Indonesia

ferlantinaila@gmail.com, i.farida@unpad.ac.id, lestari.manggong@unpad.ac.id

Abstract

This paper reports an analysis on a young adult novel written by Madeleine L'Engle, *A Wrinkle in Time* (1962), which aims to uncover the presentation of the main female character in resisting the society assessment of her body image as an effort to be accepted in society just the way she is. This research uses feminism as the literary approach, especially the concept of adolescent body image by Liz Frost (2001) and Beth Younger (2009), through the study of the characterization of the main characters and the perspective of the female character and of the society where she lives, which is based on the theory of narratology by Ian Rudge (2004). The resistance is depicted from how the novel describe the concept of the body image of young woman which is not considered appropriate according to normative society, how the main female character reacts to this concept, and how this magic realism story is narrated. This study shows that the novel voices the belief of a young woman that she could be accepted by her society without changing her body in accordance with the appropriate body image her society holds.

Keywords: young adult novel, *A Wrinkle in Time*, adolescent body image, magic realism

Introduction

Liz Frost (2001) explained that at the end of the 20th century the ideal adolescence body portrayal and normal sexuality became an important thing for every teenager to have. Some of them even recorded suicide due to depression to achieve ideal body. This is influenced by society's assumptions about something ideal. *A Wrinkle in Time* (1962) written by Madeleine L'Engle portray female adolescent character whose body image is not considered appropriate according to normative society. The character is considered not behave "normal" and not accepted by the society around her because her aggressive behavior is traditionally seen a masculine characteristic. Her behavior is seen as something that is harmful and brings problems. For example, when she fights, though to defend herself, is considered a mistake because a girl should not behave as aggressively as a boy. Her behavior is

presented as a disturbance to the normative views that have been formed in society and also disturbing other character in the fantasy world presented in the novel. The purpose of this research is to provide an explanation of the image and imagination in the novel by Madeleine L'Engle. This research is also expected to help readers to understand as well as researchers who will discuss the works of Madeleine L'Engle in further studies.

Methodology

In discussing the problems that appear in *A Wrinkle in Time* (1962) by Madeleine L'Engle, I use Beth Younger's concept about adolescent body and sexuality and Liz Frost in *Young Women and the Body* (2001). Younger (2009) argues that many young adult novels describe sexuality but do not describe the aberration of sexuality that occurs. Younger stated that adolescence is a

period of growth and changes that occur in the body and sexuality that must be passed by adolescent girls or boys in order to grow up. In *Gender Trouble* (1999) Butler explained that in society, body is considered as a tool for a cultural construction to represent the culture itself. Thus, the body of adolescent girls or boys can not be separated from the formation of society who have interests. In *A Wrinkle in Time* (1962) by Madeleine L'Engle, the depiction of a not-ideal body image is portrayed through the female adolescent character but she resists her not-ideal body image to be accepted into society without having to change her body features.

Finding and Discussion

Since the beginning of *A Wrinkle in Time* (1962), Meg Murry is presented as an adolescent girl who tends to have male traits. She is aggressive, often involves in fighting at the school, even shouting while talking to the principal. Her appearance is messy, her hair is tangled and her face is plain. No one in school wants to be friends with her, she is more often bullied by other students and because of that "she'd rough-housed a little to try to make herself feel better" (L'Engle, 1962: 5). At first Meg is unaware of the masculine attributes that clings within her or that it matters. She keeps fighting in school even though his mother and twin siblings have already warned her to stop fighting.

In the novel, it was told that Meg's view of herself changed since her twin brothers Sandy and Dennys felt "disgusted" seeing Meg getting bruises under her eyes and her shirt was torn from fighting in school with a boy who bullied their youngest brother, Charles Wallace. They told Meg, "Let us do the fighting when it's necessary" (L'Engle, 1962: 6). The word "us" in the novel is in italics which indicates the affirmation made by Sandy and Dennys that only them, boys, who are allowed to fight. The narration of her twin brothers who considered Meg behaving

aggressively made her think she is a "villain". Meg's character is also considered as a disturbance for the teachers especially Mr. Jenkins, the principal because he thought that a girl should behave "less antagonistic" and "more tractable" (L'Engle, 1962: 28). Meg considered failing to meet the "standard" in the school through Mr. Jenkins question, "Do you enjoy being the most belligerent, uncooperative child in school?" (L'Engle, 1962:28). Mr. Jenkins assumes that Meg's can't change her behavior because she cannot accept the fact that her father, Mr. Murry, has been mysteriously lost for many years while working with the government. This is explained in the conversation between Meg and Mr. Jenkins:

"Meg, don't you think you'd make a better adjustment to life if you faced facts?"

"I do face facts. They're a lot easier to face than people, I can tell you."

"Then why don't you face facts about your father?"

"You leave my father out of it!"

"Stop bellowing. Do you want the entire school to hear you?"

"So what? I'm not ashamed of anything I'm saying. Are you?" (L'Engle, 1962: 28)

Though in the conversation above, Meg emphasized that she faced the facts, comparing "facts" with "people" makes her seemed difficult to socialize with others. The conversation showed that Meg did not have the desire to be "more tractable" because she, against Mr. Jenkins indicates that she is not interested in adjusting herself to the rules, even shouting to the school principal is not something Meg could not do. She constructed a depiction of herself in an uncooperative way and she "escaped" from the existing categorization of an ideal woman.

Meg's failure to direct her efforts in accordance with the role of an ideal woman which has formed in the society is also appear through her mother's narrative while treating Meg's bruised wounds, her mother says, "You don't know the meaning of moderation, do you, my darling? A happy medium is something I wonder you'll ever learn." (L'Engle, 1962: 13). The statement is not only said by her mother but also emphasized by Sandy, "You don't have to take everything so personally. Use a happy medium for heaven's sake. You just goof around in school and look out the window and don't pay any attention." (L'Engle, 1962: 25). The phrase "a happy medium" in the dictionary means "a way of doing something which is good because it avoids being extreme", in other words Meg is asked to behave normally and should avoid extreme things. In the novel, the phrase "a happy medium" is stated repetitively by two different characters: Mrs. Murry and Sandy. The repetition of the phrase is an attempt to make Meg believe that "a happy medium" can ease the problems that she has. Textually, the repetition by two different characters builds the element of "devotion" that Hunt (2005) argues is needed in creating a fantasy works.

When Meg travels in space to rescue the long-missing Mr. Murry with Charles Wallace and Calvin O'Keefe and is accompanied by Mrs. Whatsit, Mrs. Who and Mrs. Which they met a character named the Happy Medium. The emergence of a character named the Happy Medium from Planet Ixchel brings up another idea of the concept of "happy medium". The Happy Medium character in the novel is presented as a female fortune teller who wears "a turban of beautiful pale mauve silk, and a long, flowing, purple satin gown" (L'Engle 1962: 31) and just sits all day in front of her crystal ball to "see" the lives of others. When looking at the crystal ball, the Happy Medium just keep laughing out loud. She is

instantly in love with Meg, Charles Wallace and Calvin O'Keefe since the first time seeing them and having a desire to feed them like a mother who cannot bear to see her children starve.

The Happy Medium character loves to laugh a lot and always feel very happy when sitting in front of her crystal ball which Schneebaum (1990), in her article entitled Finding a Happy Medium: The Design for Womanhood in *A Wrinkle in Time*, compares to television. The Happy Medium character's question to Meg when Meg wants to see her mother and her twin brothers through the crystal ball, "Where are you going in the case I want to tune in?" (L'Engle 1962: 98) makes her look like housewife that seems to "live" by watching the lives of others and putting aside her own life. The fact that the Happy Medium character has an extreme behavior and cannot adjust the concept of "happy medium" itself makes the appearance of the character is just a joke therefore Meg doubts the concept.

The planet in which Mr. Murry has been captivated named Camazotz. Camazotz has been taken over by the evil IT and becomes a dystopian planet: a whole planet in grayscale, with identical houses, streets, and its citizens moving in rhythm. Meg saw a young boy who is not in sync with the rhythm is whisked back into his house by his fearful mother in order to hide him from his peers. At Camazotz, IT stated that they are all happy because they are all alike. Differences create problems. When Meg denies this, IT continues, "You've seen at home how true it is. You know that's the reason you're not happy at school. Because you're different." (L'Engle 1962: 140). After reuniting with her father, however, Meg comes to a revelation of her own: "Like and equal are not the same thing at all!" (L'Engle, 1962: 154). Significantly, this is not something she realizes with direct influence from Mrs. Whatsit, Mrs. Who or Mrs. Which but

realizes on her own, as a child. Meg, however, has realized the merit in attempting to grow outside of the expectations of the society she lives in and in the fantasy world, that she can be totally unlike the people around her and still worthy of humanity.

Conclusions

The research carried out in this paper concludes that the journey of the main female character does not end with her embracing womanhood, but rather with her embracing her own strong feelings in order to rescue male characters; her lost father and her brother. She does not construct herself as a woman and cannot perform gender that is easily categorized by others around her, as Butler (1999) stated that gender is a “performativity”. She can’t be separated from gender stereotype which is socially structured. Her uncomfortable feelings around other children at school is also based on the thought that she knew she could not grow and show her femininity in a way that society considers appropriate. She grows up by never defining herself in a way that conforms to anyone or in a way that other people understand. She does not convince anyone to see her as a girl who will be an ideal woman. Instead, she learns to appreciate what she already is. Madeleine L’Engle basically has a purpose on writing the novel, she is reconstructing the idea about appropriate body image as a source of control and power because by having inappropriate body image also can give control and power.

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METAFUNCTION ANALYSIS OF DONALD DUCK'S COMIC AND ITS TRANSLATION

Gilang Fadhilia Arvianti, Atsani Wulansari

FKIP

UNIVERSITAS TIDAR

MAGELANG

gilangfadhilia@untidar.ac.id

Abstract

Translating comic is different from other different text. Most of the text that is used in the comic is dialogue or spoken language that usually can be found in the subtitle of the film. Analyzing the accurateness of the translation text can be analyzed by using Metafunction approach. In translating text into target text, not all meaning is transferring into target text. It can influence the message that is brought by the source text into target text. Although explicitly the meaning is transferring to target language, in Metafunction approach it can be analyzed that not all the meaning is transferred into target text. This becomes the reason of taking this case as an object of this research.

The aims of this research are to know the meaning realization in ideational analysis approach. The method of this research uses descriptive qualitative since the data and the analysis are in the form of sentence and description. The data will be taken from Donald Duck's Comic and its translation version. The techniques that will be used in this research is content analysis. This research also applies criterion-based sampling that is used only to get theoretically generalization.

Since this research is hoped to give significant contribution to student of English Teaching and Learning in learning metafunction analysis, the function of this research is to explain impact of Metafunction shifting toward the equivalence of translation in target text. Thus this research not only can be learning material for analyzing metafunction in specific text, but also in learning translation.

Keywords: Metafunction, Quality Assessment of Translation, Comic

Introduction

Translating comic is different from other different text. Most of the text that is used in the comic is dialogue or spoken language that usually can be found in the subtitle of the film. Description text in the comic is fewer and it is helped by strip picture. It is caused translating comic need dialogue or subtitle translation competence. Analyzing the accurateness of the translation text can be analyzed by using Metafunction approach. In this research, text that used in the comic will be analyzed by using Metafunction of Halliday approach.

In translating text into target text, not all meaning is transferring into target text. It can influence the message that is brought by the source text into target text. Although

explicitly the meaning is transferring to target language, in Metafunction approach it can be analyzed that not all the meaning is transferred into target text. This becomes the reason of taking this case as an object of this research. This research is conducted to identify the meaning realization in ideational analysis approach of Donald Duck's comic and its translation,

Methodology

The method of this research uses descriptive qualitative since the data and the analysis are in the form of sentence and description. Meanwhile, the use of number in qualitative research is possible since it is only used as the complement and aimed to facilitate the analysis. This research applies Metafunction of Systemic Functional Linguistics by

Halliday to find the metafunction meaning. In addition the meaning shift in translation version, translation theory is used.

In this research, Text 1 will be taken from the original Donald Duck's Comic which later is called as Text 1 (T1). Meanwhile, since the comic has been translated into Bahasa Indonesia as Donal Bebek, the translated comic is called as Text 2 (T2). The data used in research are all clauses in the Text 1 and Text 2.

Technique of data collection is the way the researcher gains the data. The technique that will be used in this research is content analysis. The sources of data come from different sources, the original version, and the translation version. The researcher read and writes the data that is needed from the comics that is chosen. After write all the data in the comic, the researcher choose whether the text will be data or cannot be used as data. There are stages of data analysis that will be used in this research. They are domain analysis, taxonomy analysis, component analysis and cultural theme analysis.

In this research, the data is collected from Donald Duck's Comic. There are some steps in collecting the data.

1. Reading the original comic of the Donald Duck's Comic is the first step of collecting data.
2. The translation version Komik Donal Bebek read to be compared with the original one. In this process, the English comic is the source text which is, later, called the Source Expression (SE) and also called Text 1 (T1). On the other hand, the Bahasa Indonesia comic is the target text, which is, later, called the Target Expression (TE) and also called Text 2 (T2).
3. The two comic of the T1 and T2 place into the table of analysis in pairs. The

texts are in the form of clause of units (sentences).

4. After that the data are classified and analyzed using ideational display into a table the result the shift between the T1 and T2.
5. Draw the conclusion from the data analysis.

Finding and Discussion

This structure realizes experiential meaning which include 3 constituents, i.e. participant, process, and circumstance.

1. Participant

In this comic, there are some participants that is mentioned and showed in giving information. In both of the text, the dominant participant is Donald Duck itself, since this comic is mostly talked about himself. Besides, there are also some other participants who support the dominant participant, they are Gyro, Huey, Dewey, and Louie, and also some people who was helped by Donald to find their losing thing. The name of the participants between T1 and T2 are different. For example, Gyro in T1 is written as Lung in T2, then Huey, Dewey, and Louie in T1 is stated as Kwak, Kwik, and Kwek. The adaptation technique is used by the translator in translating the participants of this comic.

2. Process

The next constituent in ideational meaning is process. Process in ideational showed the main event in experiential. The most dominant process that is appearing in this comic is material process. Material process is purely physical process in doing something or process of happening. The material process that can be found for example drove, lost, find, look, deducted, etc. Since the comic told about the Donald's activity toward Gyro's new invention, it can be found lot of material process than other process, for example in the scene

where Donald said to his nephews that he drove his car from Gyro's workshop. As we know, the activity drove is an activity to move or travel on land in a motor vehicle, especially as the person controlling the vehicle's movement. It means that Donald is doing physical activity.

The other process that is found is behavioral process, in which the participant is doing mental and physical activity simultaneously. It can be found in the scene where Donald is looking for his car key that is admitted as lost. In the activity looking for, there are two activities that is happened in once, the mental activity in which the participant use his eyes as his sense, and use physical activity in which participant is moving around in looking something.

3. Circumstance

The circumstance that appears mostly is circumstance of location. This circumstance is show location which consists of location of place and location of time. It can be analyzed in preposition phrase or adverbial group, to answer where and when, and the can be used as direction too. For example "I drove to Gyro's Workshop yesterday", it can be found two circumstances. Both of the circumstances are circumstance of location. The "gyro's workshop" is admitted as circumstance of place, while "yesterday" is admitted as circumstance of time. Both of those circumstances are called as circumstance of location.

There are some shifts that are happened during translating the comic. For example in the following text:

the following text.					
What	Do	You	Think	I am ?	
Wh-question	Finite	Subject	Predicator	Circumstance	Interpersonal analysis
Mood			Residue		
		Behavior	Process: behavior: mental	Circumstance: Role	Ideational analysis
Interpersonal theme		Topical unmarked	Rheme		Textual analysis
Theme					

Kamu Subject	Pikir Predicator	Aku Object	Apa? Complement	Interpersonal analysis
Behaver	Process: behavior: mental Rheme	Phenomenon	Circumstance: Role	Ideational analysis
Topical marked theme Theme				Textual analysis

From the clause that is stated above, it can be said that there were some meaning shift that is occurred. In the ideational meaning analysis, both of the clauses are mental behavioral process. Although the position of the behavior, process of mental behavior, phenomenon, and circumstance of role are different, the constituent are still same

between T1 and T2. The message that is transferred from T1 into T2 is accurately. Actually, the form of T2 is not appropriate with grammatical rules in Bahasa Indonesia. It is marked as acceptability since it is spoken language that is written. Then for readability, it has high level of readability. Overall the quality of this clause is marked as

accurate, accept, and readable since the T2 is easy to understand. It is better than the translator maintains the source structure but the result they cannot find the message or the message cannot be achieved in the target language.

Conclusions

From the finding and discussion above, it can be conclude that through ideational meaning, the Donald Duck Comic is mostly using material process and behavioral process. it is supported with the whole story that mostly the dominant participant, Donald Duck, is doing physical activity. Besides, Donald also doing activity which mixed between material activity which is use physical activity and combined with mental process which is used senses in doing activity. The participant who did material and behavioral process is use circumstance of location which is consists of circumstance of place and time. The using of this circumstance is for completing participants' activity or process.

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INCORPORATING GRAMMAR INTO TRANSLATION CLASSROOM

Gurendi Wiwoho

English Department, Faculty of Languages and Culture,
University of 17 Agustus 1945 Semarang
Semarang, Indonesia
rendiwiwoho@yahoo.co.id

Abstract

This paper discusses the teaching of translation. It is important to lay a strong foundation in translating for the second year students of English Department. The main goal of this study is to identify and improve students' grammar awareness and their grammatical adjustment ability especially in translating Indonesian sentences and short paragraphs into English. The data used in this study were students' translation assignments in Translation I course at the English Department of the Faculty of Languages and Culture, University of 17 Agustus 1945 Semarang, academic year 2015-2016. The findings of the research showed that the second year students still made a lot of grammatical mistakes especially in translating Indonesian sentences and short paragraphs into English. The greatest problem faced by the students was related with the use of verbs and tenses, followed by other problems related with the use of parts of speech and function words. This implies that incorporating grammar in teaching translation is important, in which students' awareness and knowledge of grammar should be taken with care. Therefore, in addition to these findings, a general model of grammatical instruction in translation teaching was presented to be useful for translation teachers.

Keywords: translation teaching, grammatical instruction, grammatical errors

Introduction

Teaching translation skill to English department students seems to remain a challenging job for translation teachers. My experiences as a translation teacher has indicated that students' translation still contains a lot of grammatical errors so that, therefore, it needs to be taken care of.

Within the context of foreign language teaching and learning where translation becomes a subject, grammar is one of the language aspects to be taken into account (Brown, H. Douglas.1994). Rather than being considered negatively, the students' errors can be a useful resource for investigation for pedagogical purposes (Cambell,1998; Batstone,1994). Integrating grammar teaching in translation classes is important. However, a study should be conducted first

in order to find out the most suitable strategy in translation teaching

This study aims to investigate the aspect of grammatical, rather than lexical equivalence and adjustment in translation. More specifically, it aims to identify the most common grammatical errors that students made.

The result of this study is beneficial for translation teachers in that, in one part, they can apply a model of grammar instruction in teaching translation and, in another part, it helps students become aware and improve their grammar and their translation quality.

Methodology

This is a descriptive study and uses qualitative method. The study took place at the English Department of Faculty of Languages and Culture, University of 17

Agustus 1945 Semarang, in the Academic Year 2015-2016. The subject of research was the third semester students who took Translation I. There were 15 students and all of them were taken as the subject of this study regardless of their gender.

The data were collected based on the classroom translation tasks given to the students during the semester. There were 5 translation tasks, from Indonesian into English and all of them had been corrected and discussed in the classroom and the work sheets had been submitted back to the students. Therefore, for the sake of the study, I made the copies of their original works before I returned them to students. Since the classes were not always fully attended by the participants I received only 50 copies of translation worksheets ready for analysis. Each task was designed to match the grammar focus that they should learn after being explained beforehand in the classroom. However, it was possible that in a task there were some grammatical terms that they could learn at once. While doing the tasks, the students were free to use dictionary but they should do it individually.

The data were analyzed qualitatively in that they were described in words. Although they contained numbers, they were just treated as a simple quantification. The data analysis was conducted in two steps. The first was analysis of grammatical error and the second was provision of a model of grammatical instruction in translation teaching based on the results of the grammatical error analysis. Accordingly, this research was conducted with the main procedure as follows: (1) identifying the most common grammatical errors by categorizing and subcategorizing error types; (2) proposing a model of grammatical instruction to be used in translation teaching based on the results of the error analysis.

Finding and Discussion

This section is divided into two parts. The first part is presentation and discussion of the results through the use of tables of error frequencies by types. The second part contains the presentation of a model of grammatical instruction which can be used by translation teachers to minimize students' grammatical errors in the future.

The categorization of grammatical errors was based on the assumption of problems that may result from the different grammar rules and patterns between English and Indonesian. In this case, the errors were categorized into such types of errors related to use of Verbs, Nouns, Pronouns, Articles, Prepositions and Conjunctions.

Table 1 demonstrates the types of grammatical errors that occurred in the students' translation texts and the distribution of occurrence of each type. The capital letters, A through E, represent series of translation tasks administered during the semester. As shown in the table, errors related to use of verbs outweighed any other category. The next most common error was related to use of articles and nouns. Errors under the other categories such as use of pronouns, prepositions and conjunctions were more or less evenly distributed. The table shows that the frequency of error occurrence within the same categories tend to decrease, although not significantly, in some categories. It means that they were slightly improved in their knowledge due to explanation and discussion of their works in the classroom

Table 1. Frequency of Grammatical Errors in Students' Translation Texts

Types of Grammatical Error						Total
	A	B	C	D	E	
Verbs	30	25	30	25	20	130
Articles	20	19	18	18	15	90
Nouns	19	18	19	18	15	88
Pronouns	17	17	9	5	5	53
Prepositions	12	10	12	8	11	53
Conjunctions	12	13	10	8	7	50

The occurring verb-related errors involved several subtypes of error such as Subject-Verb Agreement, singular/plural, tenses, positive form and negative form. As seen in Table 2 the most frequent error related to verb is use of singular/plural followed by error in tenses and S-V Agreement. However, some students were erroneous in using negative and positive forms of the verb. The predominant error in singular/plural use of verb means that many students failed to correctly identify the noun subject as singular or plural. The other serious problem is the incorrectness of tenses to be equivalent with the original message.

Table 2. Frequency of Verb-Related Errors in Students' Translation Texts

Error Type	A	B	C	D	E	Total
Tenses	9	6	8	10	8	41
S-V Agreement	4	2	4	4	6	20
Singular/Plural	11	10	12	10	7	50
Negative form	2	1	3	2	2	10
Positive form	1	0	1	2	1	5

The use of articles remains somewhat problematic for most students. They often failed to apply the correct choice between definite and indefinite article in the given context of a sentence. For example, when they should choose to use zero article to mean things in general in translating "Buku sekarang mahal" they incorrectly translated it "into The books are now expensive instead of the correct one Books are now expensive. In another case of the same context a failure still occurred concerning with choosing between singular and plural. Hence, they incorrectly chose singular form "The book" instead of plural "Books" to mean things in general.

Other grammatical problems in translation still occurred concerning with use of pronouns, prepositions and conjunction. Although the frequencies of error occurrence related to these three grammatical items were relatively low compared to those related to use of verbs, articles and nouns, it does not

mean that care need not be taken. There might be cases when students fail to make the correct choice of pronouns, prepositions and conjunctions in translation. For example, one factor that potentially affects misuse of preposition is its great number in English each with specific type of usage in context and pair with verbs. It is, therefore, possible that students create mistakes in preposition when translating the given sentence.

There might be a lot more grammatical points that could be analysed in terms of error. However, not all of them could be covered in this study. Despite such a limitation the presentation could hopefully represent the feature of grammatical knowledge and skill owned by the students under study.

To sum up, data of error occurrences recorded in the tables above indicate that students' works of translation from Indonesian into English were still hindered by grammatical mistakes. Without ignoring the minor types of error, the major ones certainly need to be taken seriously. A good way to treat them in teaching translation is incorporating grammar instruction more explicitly, which means that "students learn the language faster and more accurately with explicit attention to form" (see also Nassaji & Fotos, 2011; Norris & Ortega, 2000).

The following section presents a proposed model of grammatical instruction which could be applied in teaching translation at an early stage. The discussion is divided into two parts. The first part presents a basic model for translation teaching and the second part proposes a model of grammatical instruction. It is worth noting here that despite the same framework, differences might occur from case to case in the emphasis on the grammatical instruction depending on the levels of grammar knowledge and ability of the students.

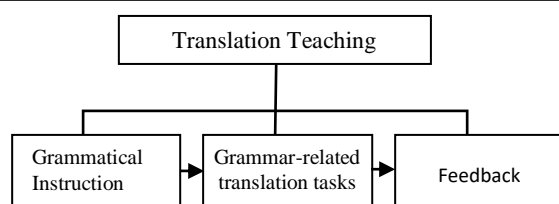


Figure 1. A Basic Model of Grammar-Based Translation Teaching

Figure 1 shows a basic model of translation teaching as a process by way of incorporating grammatical instruction into the classroom. This model best applies for teaching to translate from Indonesian into English. As shown in the figure, there are three main activities taking place in sequence in the classroom: giving grammatical instruction to the students, giving them tasks and giving them feedback.

The class begins with explanation, examples, question and answer and discussion on the given grammatical term(s), its usage and how it creates meaning in context. Then the students are given exercises and practice to translate Indonesian sentences into English by strictly applying the grammatical knowledge of the term(s) that they have learned. After they finish doing the tasks, feedback should be given, in which they should know if their structure is already appropriate not only in terms of grammar but also meaning as intended in the source language.

The second part presents a proposed model of grammatical instruction in translation teaching, mostly based on analysis of grammatical errors found in the students' Indonesian-to-English translation works. The basic idea of this model is that grammatical instruction serves as a tool to improve students' translation skill by considering that students still lack knowledge and awareness of grammar, especially from Indonesian into English, and, therefore, integrating grammar teaching in translation classroom is important.

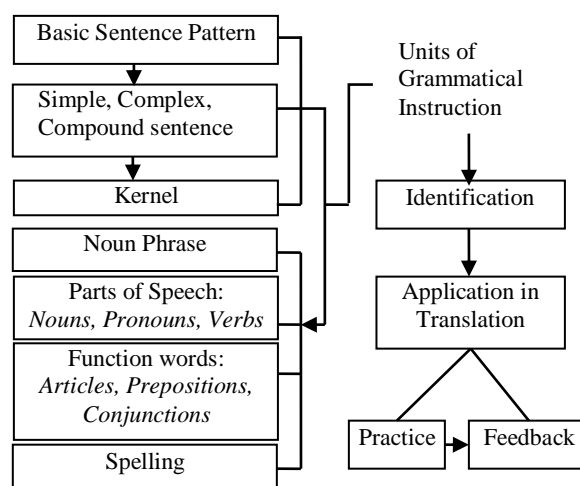


Figure 2. A Model of Grammatical

Instruction in Translation Teaching

Incorporating grammar in translation teaching needs explicit grammar instruction. As seen in Figure 2, the grammatical instruction involves units of grammatical instruction. Students should be given, in the first place, knowledge of English grammar beginning with basic sentence structure and then ability to recognize simple, complex and compound sentence. Within the instruction of sentence structure is best included recognition and familiarization of such common expressions as gerund, conditional, ellipsis and inversion beside formation of positive, negative, interrogative and question tag.

Further instruction involves kernel, which is identification of the basic structure transferred from a more complex one. It often happens that a very long sentence actually belongs to a simple as long as they can identify the basic components that creates the structure. In this case, they should realize that the other components are merely modifiers either of a noun or, in the case of complex sentence, of a clause. In addition to sentence structure instruction, therefore, students should learn to know more the functions and positions of modifiers in forming a noun phrase in English as compared to that in Indonesian.

Students' ability to identify and use different parts of speech, such as verbs, nouns and pronouns, is also a big concern since the data of error occurrence indicated that their use of verbs constituted the biggest problem followed by use of nouns. Therefore, more serious attention to these parts of speech should be given in the instruction. The same concern applies to their ability in using function words such as articles, prepositions and conjunctions since the data also indicated that the students often failed to apply the appropriate use of articles, followed by their appropriateness in using prepositions and conjunctions in their translation.

The last but not least attention that should be given in instruction concerns with writing mechanics such as spelling and punctuations, although the study indicated low frequency of error in this part compared to the others. In summary, the model represents a process of grammatical instruction in translation teaching which involves explicit grammatical instruction in the forms of, identifying and applying knowledge of units of grammatical items by giving translation practice followed by feedback. The grammatical units of instruction consists of two parts given in sequence, the initial and further instruction. In the initial part of the instruction the basic knowledge of English sentence patterns is given, beginning from simple to complex and compound sentence, followed by identification of kernel sentence. Further instruction involves knowledge of the formation of noun phrases and identification of forms and functions of parts of speech and function words.

This study was designed under general framework. It may apply to all classroom situations and conditions of students in Indonesian context.

Conclusions

The data of error occurrences recorded in this study indicated that in translating from Indonesian into English students still made a lot of grammatical mistakes, especially in use of verbs, nouns, pronouns and articles, and to some degree they still had problems in using such function words as prepositions and conjunctions. With reference to the data of common errors, a basic model of translation teaching was first presented, then followed by a general model of grammatical instruction in translation teaching. The grammatical instruction involves preliminary instruction of basic knowledge of sentence patterns followed by further instruction concerning with the functions of modifiers, parts of speech and function words minimize the grammatical errors.

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DEATH AND CULTURAL DISCOURSE AS ANTI-RADICAL MOVEMENTS IN THREE PESANTREN LITERARY WORKS

Hat Pujiati, Irana Astutiningsih

line 1 (Universitas Jember): Faculty of Humanities

English dept.

Jember -Indonesia

hatpujiati.sastra@unej.ac.id

Abstract

This article is a part of our research dealing with the power of discourse in constructing ideological subjects in Pesantren to counter Radicalism. In this part we analyze the role of religious discourse and Pesantren as a discursive formation in countering radicalism in three literary works; 1) a poetry entitled Kekuatan Hati by Nailatus Asmahani, 2) a text drama entitled Senandung Ratapan Hati by Kusnadi and Saidatul Hasanah, and 3) A Little Fairy (a short story) by Ifa. We use Foucauldian perspective that takes language as a power instrument; it means that it has a function to spread certain discourses. Simply, Foucauldian discourse is various statements about particular topics which relate to other topics and construct a formation in particular periods that create discursive practices which produce knowledge. Finally, we have found that love as imagination of religion of ideal life is also potential to spread violence and Pesantren as a religious institution has a role to lead subjects to be radical or else. The result of this analysis is that Al-Falah as a Traditional-Modern Pesantren is potential to spread counter acts on radicalism through literary works.

Keywords: Literature, anti-radicalism, Pesantren, Foucauldian discourse

Introduction

Terrorism is a global issue that also becomes the concern of Republic of Indonesia (RI) government. Since Osama bin Laden has claimed that he and his group Al-Qaeda have been responsible upon 9/11 attack in NY, US in 2001, and spread of terror caused by the Al-Qaeda, ISIS and Boko-Haram, Islam has identified as a religion of terrorist. Series of terror also happens in Indonesia, in which Islam is dominant as the people's religion; make Indonesia lose trust of the world such as tourist banned for some times (). International keeps an eye upon the development of terrorism in Indonesia.

Therefore, RI government pays attention to the case seriously. Radical organizations are ruled in the regulation in lieu of law (Perpu) as a proof that RI is serious in fighting terrorism in Indonesia. Indonesia Hisbuth Tahrir (HTI), an Islamic hardliners in

Indonesia that aims to change RI leadership system into Khilafah System is one organization banned after the newest regulation in lieu of law made to anticipate the radical movement getting stronger. (Thejakartapost.com, Asianwes.it, and nasional.compas.com)

Moreover, Pesantren (Islamic Boarding Schools) is suspected as one of the nest of Islam radical movements in Indonesia. Lukens-Bull in his paper claims that Pesantren is "a source of anti-radicalism and an ally in the efforts to establish peace and harmony in the world" (Vol 02, No 01. Journal of Indonesian Islam, June 2008). In line with Bull, we analyze literary works written by santri (students who live in Islamic Boarding Schools) to find out religious and humanity discourse in the texts in countering radicalism. The purpose of this research is finding discourse construction of

anti-radicalism in santri's works so that we can formulate concept of anti-radicalism movement through literary works.

Methodology

Based on Foucauldian understanding, literary work is a work that can represent particular discourses that correlate with issues and interests in society at certain historical periods (Foucault, 1980). In addition, literary works can construct particular discourses which are shown for certain interests. These discourses require discursive practices in the form of a series of systems and procedures to help them operate and produce knowledge that then influences the way people think in a certain period. In short, Foucault considers his concept in a historical line base on three things; dispersion, discontinuity, and contrast. The three conceptions is countering Hegelian dialectical concept on everything that imagine all problems has its solutions (Foucault, 1980 and Hariatmoko, 2015;10).

Foucault himself lays out two procedures in the discursive practices in question—exterior and interior—which include, 1) exclusion; it is done with bans, taboo and categories on madness, 2) rarefaction; it is conducted to test discourse control through depletion, discipline and commentary, 3) determination of conditions applied with access restrictions and role insertion in the rules of speaking subject (Young, 1981: 49).

Furthermore, Foucault leads to a series of methodological steps relating to his philosophical resistance to the establishment of Hegelianism as follows. 1) Reversal principle; questioning the contrary (subversive) to the existing system so as to find the source of discourse from the history of such thought. 2) Discontinuity principle; discourse should be treated as an interdependent but aligned and mutually exclusive practice of mutual exclusion and mutual disinterest. 3) principle of specification; in this principle, we place the

discourse as the violence we do on something or practice that we plant in it. 4) a principle of exteriority; it is an analysis of the possibilities of the external conditions of the discourse so that the discourse surfaces and establishes its boundaries (1981: 50).

Through dispersion, discontinuity and also contrast of religiosity and humanity events in the texts, discursive formation is formed. Events of the same issues in real life are also a part of the formation in producing knowledge that will legitimize truth. Finally, when the construction of religiosity and humanity is traced in the episteme of the subjects, we can find out the position of the text and the producers of the text whether they are in line with radical movements in Indonesia or else.

Finding and Discussion

a. Literature in Al-Falah

The caretaker of Pesantren Al-Falah, Gus Muhammad Ma'mun, is the figure behind the literary knowledge of the Al-Falah students. As a keen book reader, he even introduced the history of the Republic of Indonesia to the santri through the works of Pramoedya Ananta Toer (Arif and Supriandi; Interview, 2017). In line with that, Arifa Jauhari, Gus Ma'mun's cousin also spreads the understanding of and her love of literature by establishing literary writing community. They sometimes hold book discussion activities with other students, watch a movie together, and then also proceed with a discussion. The literature that is introduced to the santri is not only Middle Eastern Islamic literature or pesantren literature but also 'world' literature which no longer merely contains Islamic nuances. Furthermore, literary community of santri in the pesantren produces literary works such as poems, short stories and drama scripts which are often performed at the imtihan (a graduation feast in pesantren) event in which the parents and relatives of the santri attend. The following works are talking about death.

Using discursive method, we map each work to have critical analysis on them.

1 Kekuatan Hati

Naimatul Asmahani's poem in the following quotation is worrying the future. The diction chosen is somewhat grim when imagining the future, the uncertainty in life was tense. For example, in Asmahani's poem, entitled Kekuatan Hati (the power of heart), /the star/ is presented callous /melancholic/ state in /crying painfully/ and /alone/. Even her body is described as /die/.

Kekuatan Hati

The star looked at me sadly
Even cried painfully
Alone
The body is like dead
These ropes have paralyzed my joints
Shackled hands and feet
Gripped my neck tightly
Makes me helpless
But, there is still life in the heart
This body is almost dead, or
It could even die
But this will stay alive
Prepare all desires
Until one day
The shackles are detached
And I flapped my wings around the world
With gratitude and a smile of happiness
21st Dec 2016

The future success described as the celebration of going /around the world/, it is believed to be a process that must be fought for, and ultimately can redeem all the suffering of the struggle. Death and suffering are considered not as death and payment in the afterlife, but still in this world. However, the possibility of dying or nearly-died conditions, in this case, can be borne or even faced because there is still hope, and fortitude within those who suffer. The fortitude is expressed as /life in the heart/ which is closely related to belief; something related to spirituality. Meanwhile, anguish

and shackles are the physical matter referred to human experience. Thus, it can be said that spiritual belief refers to religiosity and that the physical is a matter of humanity.

2 A Little Fairy

A Little Fairy by Ifa is about a young man named Zafran Al-Fathan who lives in a boardinghouse since his rich parents has passed away and his uncle takes all his heritage. Fathan is portrayed as a 'pious' and kindhearted man; he recites Qoran in the tombs of his parents everyday and helping a little girl; Syifa Nazila, who is separated from her sister while she is at the funeral garden. He takes care of her for days at his boardinghouse until then they meet Nazila's sister, Zira. An accident occurs in the garden when Nazila, Zira and Fathan meet up there. Nazila is hit by a motorcycle and dies. Nazila's death reunites Fathan and Zira; the girl who has separated from him because of the different social status. At the end, even though they lose Nazila, they both remain grateful to God for having reunited.

Through a series of particular events raised in the story, A Little Fairy guides the readers to a view that everything happens is by God's intervention. The following quotation confirms that Nazila's sacrifice is the God's will:

"Kak Fathan and kak Zira must always be together for the sake of Nazil" she said, and the remark becomes her last remark. God has taken her, Nazil is not mine and Nazira anymore, she belongs to God. " (Ifa, 2017)

Nazila wants Fathan and Zira should always be together even though they do not have any marriage bonds yet. Ifa brings emotional attraction of the opposite sex discourse in Islamic nuance text. This effort indicates liberal ideology is also coloring the text. Furthermore, A Little Fairy presents God as a figure who has a prerogative right on everything, such as wealth and happiness.

Even life and death itself is the decisive power of God. Man thus has not much power over himself and his life, for all have been arranged and man is only obligated to carry out what has been arranged, without any protest. The powerless mankind indicates the existence of a contrast ideology of the liberal one. Nazila's death on one side is for the sake of Fathan's union with Zira and on the other because it is God who wants the two things to happen. The events actually have been outlined by God, so everything must be good. Even if that suffering is not paid for by happiness in the world, there is still a promised and more lasting tomorrow; afterlife. In short, the death is for good. The diversity of ideologies in the story proves that *Al-Falah*, where Ifa as the writer lives, is open to critical thinking. Freedom in thought is a critical way to find out truth, and learning religion does not mean that it is a circumcision on the critical thought. This fact is inline with what Gus Ma'mun belief as the caretaker of the *pesantren*; that freedom in thought is a way to find truth. He lets the *santri* to explore anything in a literary works, a guide is given in literary discussion. Arifah also helps them in running the life of literary community in *Al-Falah*, it means that the families of the caretaker of *pesantren* as the highest authority have dominant roles in spreading ideologies that form works produced there.

2.3 Senandung Ratapan Hati (The Hum of Heart)

Death also appears in the drama staged by *santri* during *imtihaan* on May 2017. The drama revolves around the struggle of a poor farmers family who are fighting for a good education for their son named Firman. Firman is sent to *pesantren* by their parents because they think that *pesantren* provide what a modern man needs; religious studies and modern science at the same time. This choice of Firman's father shows the perspective that life must have a balance between the brain and the heart. He believes

that religious knowledge can guide "modernmen" to lead the world, to make sure that science will be applied wisely on earth. The conversation between the parents and child about education plan is as follows:

Mother : I want my child to have a good manner and in line with Islam thought.

Father : I want to send him to *pesantren*

Mother : what do you mean?

Father : yes.. sending him to an Islamic Boarding school

Mother : away from home?!

(Silence, both are busy with their mind)

Father : my goal is.. I'm sending him to study theology, to know the distinction upon right and wrong that will lead him to know ethics. I want him to be smart in brain and heart.

Mother : (inhaling) {music} ok, Let's do it.. ask his reciting teacher to accompany us to the boardinghouse.

(Kusnadi dan Khasanah)

For Firman's mother, the distance between home and the center of education is a problem even though finally she gives up upon her husband's decision. The effort of asking the teacher to take them to *pesantren* shows inequality of social status between this family and *kyai*. Therefore, they need a help of the reciting teacher to mediate the gap between Firman's family and the *kyai* who assumed as one with a great knowledge about religion. Then, Foucault goes on to say that the will for truth, like any other system, requires institutional support, either to strengthen or improve it through all levels of practice (1981: 55). Firman and any other *santri* with their families are part of the discursive formation to perpetuate 'truth' addressed to *kyai* and other religious leaders. Those who have limitation on religious knowledge are excluded from the dominant. The greatness of a *kyai* is also constructed through mystical ideas. The reciting teacher suggests the family to come to *pesantren* on

Wednesday evening because it is believed as a good day so that Firman will be diligent and enjoy living in pesantren. Finding a good day to go that is presented in this perspective is a mystical belief. Pesantren with the kyai and the students are a hierarchical relationship that is perpetuated by mystical belief. Kyai as the authorities with highest power position lead pesantren; his authority is legitimized by his knowledge in religion. His order is like order from God, and then he becomes a site with all the students and their families as followers. The amount of the followers of famous kyai in a famous pesantren often become a tool of political agenda, using the charisma of kyai to gain his followers voices in certain political interest, even as a state tools to support the popularity of regime in power.

Furthermore, financial problems in education exposes in the efforts of Firman's family during their son studies in the pesantren. They work hard to provide Firman's need in pesantren, they owe it from neighbors and even selling their only old bike. However, all the bitterness of fighting poverty through gaining higher education is ended with the death of the father. The rise of a new hero who replaces the father happens after the death; Firman's uncle provides all the tuition fee.

Conclusion

The three works show a common knowledge about 'today' which means 'world' and tomorrow which means heaven. Death becomes a transitional event from the world to the heavenly realm. In the perspective of these writings there is no imaginable death in hell. Nailatul Asmani's poem shows death as the peak of all suffering events as a survival effort, or in other words, it is the end of any forms of life. On the other hand, death according to Asmani is also a metaphorical death to rise from the agony of life. The image of a better life grew after the parable of death. Meanwhile, the death of Firman's

father also encourages Firman to reach his dream, and ends the economic crush of the family. Furthermore, Nazila's death features the noble sacrifice of the little girl for her adult sister and text addresses her as a little fairy. In the name of 'the will of God', Fathan and Nazira are ultimately happy to be united by Nazila's death. All the death in the works are sufistic death; death that rejoices the life in this 'world'. However, the goodness of the death is a double blade phenomenon. Sufism as the top knowledge in studying religion (Luken-Bull;2008, and Gus Ma'mun;2017) puts love to God as priority in life but it also potential to be used as a tool of political propagandas, it can be a site of violence to lead subjects to be radical or else. The goodness in death inclines with jihad spirit. Consciousness on the radical treat makes Gus Ma'mun and Arifah strengthen the santri's psychological awareness through literature. They take their santri to re-thinking and negotiating phenomena in their daily life through writing literary works. Writing never comes from a vacuum, it demands an understanding on things, needs a long reading process and negotiations. Finally Jihad spirit that is embodied in the works of santri of Al-Falah is free from radicalism that naturalizes by cultural discourses in the text.

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EFL STUDENTS' MISIDENTIFICATION OF INDIRECT CRITICISM IMPLICATURES

Hendi Pratama

English Department, Universitas Negeri Semarang

Semarang, Indonesia

hendipratama@mail.unnes.ac.id

Abstract

Indirect criticism is a type of utterance in which the criticism content of the utterance hides under the surface structure. An exchange between native speakers of English can involve criticism buried under layers of information. Native speakers could correctly identify indirect criticism but the case might not be the same for non-native speakers. This paper explores such events in where indirect criticism might be misidentified by non-native speakers. The data are taken from 110 EFL students who undertook written test containing three dialogs containing indirect criticism. This study attempts to reveal the students ability to interpret indirect criticisms implicatures and what are their strategies to interpret indirect criticism. The results of this study are expected to shed some light to the subtlety of implicature interpretation by non-native speakers.

Keywords: pragmatics, implicatures, indirect criticism

Introduction

Implicature is a phenomenon in the field of pragmatic linguistics where a speaker tries to deliver an intent using a coded utterance with the hope that the listeners can decode the message depending on the context (Grice, 1975). Look at the following example.

Andy : Would you come to my party tonight?

Cherry: Well. I have to do some stuffs tonight.

From the conversation, Andy instinctively knows that Cherry has turned down his invitation. If the example examined closely, there is no semantic or syntactic evidence that Cherry said 'No'. However, from the

context of the exchange, Andy can conclude that Cherry would not come tonight. In this case, Cherry has produced an implicature. Implicatures might be easy for native speakers but the might be troublesome for second language learners (Pratama et al., 2016)

There are some types of implicatures and indirect criticism is one of them. Indirect criticism implicatures are parts of implicature taxonomy stated by Pratama et al (2017). In their taxonomy there are ten types of implicatures which are supposed to be learnt by second language learners. The ten types of implicatures can be summarised into the following chart.

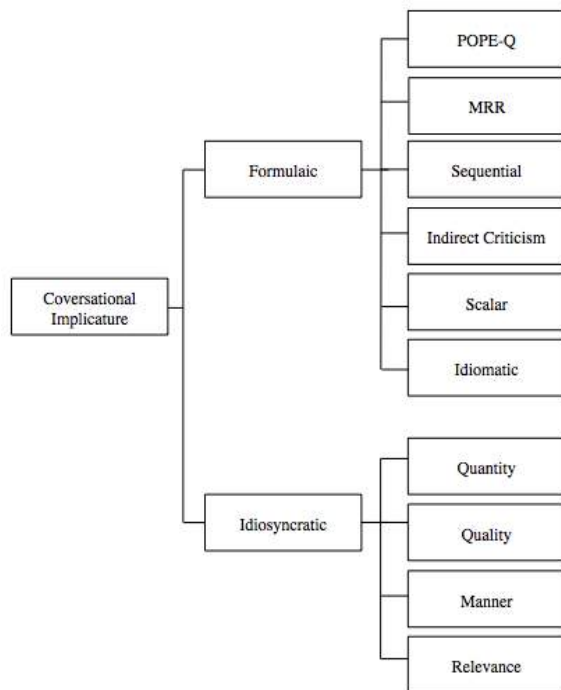


Figure 1. Ten Types of Implicatures

From the graph, it can be seen that indirect criticism implicatures are part of formulaic implicatures. It means that indirect criticism implicatures have certain pragmatic markers to be identified. Formulaic implicatures are the opposites of idiosyncratic implicatures (Bouton, 1994). Idiosyncratic implicatures do not have the luxury of markers and dependable patterns. In fact, idiosyncratic implicatures can only be interpreted using situational context. The implicature taxonomy above is the combination between previous classifications introduced by Bouton (1994), Roever (2005), Grice (1975) and Arseneault (2014).

On this paper, I only focus on indirect criticism implicatures. Indirect criticism implicatures are introduced by Bouton (1992). Bouton explains that native speakers of American English like to suppress their criticism into a softer expression. This expression however turns into an ironic expression. Look at the following example.

Andy : How's the food?

Cherry : It's not particularly great. But it's okay.

Cherry's utterance is a way to say that the food is not good. However, Cherry finds a way make her criticism indirect. Instinctively, Andy can guess that Cherry does not like the food from her covert utterance.

Methodology

There are two main questions on this paper: (1) to what extent the second language learners understand indirect criticism implicatures and (2) what are their strategies to interpret indirect criticism implicatures. In order to measure the learners' perceptions, three items of indirect criticism implicature are prepared and learners were asked to guess the meaning of the implicatures by choosing the right answer from multiple choices. The following are the implicatures items:

Item 1

Context : Sara and Dave are in a romantic relationship. They both are attending the same event.

Sara : Hey, Dave.

Dave : Hey, Sara. Fun party?

Sara : Yeah, except for Arnie Shankman being here.

Question : What can be concluded from Sara's last statement?

- Sara completely loves the party.
- Sara likes the attendance of Arnie Shankman.
- Sara does not like Arnie Shankman's attendance

Item 2

Context : Mr. Ray and Mr. Moore are teachers working at the same school. They are talking about a student's paper.

Mr. Ray : Have you finished with Mark's term paper yet?

Mr. Moore : Yeah, I read it last night.

Mr. Ray : What did you think of it?

Mr. Moore : Well, I thought it was well typed.

Question : What can be concluded from Mr. Moore's last statement?

- a. Mr. Moore admires how tidy the student's typing is.
- b. Mr. Moore does not really like the student's paper.
- c. Mr. Moore likes the student's paper.

Item 3

Context : Annie and Bertha are best friends. Last night, Annie was dating for the first time with a man named Harry.

Bertha : What do you think of Harry?
Annie : Nothing is wrong with him.

Question : What does Annie's statement mean?

- a. Annie thinks that Harry is a great man.
- b. Annie argues that Harry does not fulfil her expectation.
- c. Annie believes that Harry is not guilty.

There are 110 semester-two students involved in this study. The students are divided into three groups: High Formal Exposure (HFE), Medium Formal Exposure (MFE) and Low Formal Exposure (LFE). HFE is a group where students are studying English at the college and the lecturers also teach them in English (N = 40). MFE is a group where students are studying majors other than English but the lecturers teach them in English (N = 32). LFE is a group where students do not study English and their lecturers teach them in their first language. Data are analysed using descriptive statistics. To reveal the learners' strategies, there were 18 students invited by the researcher to attend follow up session using Think Aloud Protocol (Ericsson and Simon, 2003).

The Students' Ability to Understand Indirect Criticism Implicatures

If the students answer all three questions correctly, their maximum score would be 3. If the students fail to answer all three, their score would be 0. The following graph is the summary of the students ability to answer the questions containing indirect criticism implicatures.

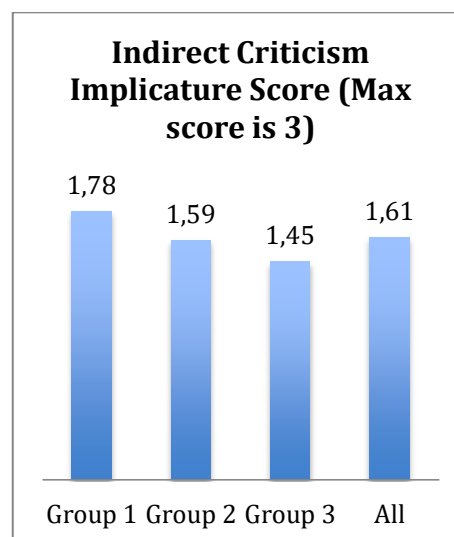


Figure 2. Average Score of the Participants

From the graph, it can be concluded that HFE has the highest mean score from other groups. However, with the maximum score of 3.0, HFE is in a critical area where they can only answer 1.78 of the questions. LFE suffers the most. LFE average score is only 1.45. If it is translated to real life situations, LFE has 50% of chance to misunderstand indirect criticism.

Going to item-by-item analysis, the results show that item 1 is not really a problem for the learners because 84% of the learners got it right. However, item 2 is a big trouble for the learners. Only 11% from the learners can give the right answer to item 2. Item 3 is medium difficulty. A percentage of 66% of the learners can answer the question from item 3.

The Students' Strategies to Interpret Indirect Criticism Implicatures

There were 18 students invited to proceed to Think Aloud Protocol (TAP) session. In the

TAP session, each student was asked to redo the test. However, during the test, the students were required to verbally express what is going on in their mind. They are allowed to ask questions. They are allowed to say whatever they think about the item they were currently doing. Based on the findings of my study and compare the findings of Vandergrift (1997), the following are the strategies used by the second language learners to interpret indirect criticism implicatures.

- (1) Inference: to use the available information in the conversation to guess the parts of the conversation that they do not understand.
- (2) Elaboration: to use knowledge outside the conversation and to relate it with the knowledge in the conversation to understand the conversation
- (3) Summary: to make mental and/or written summary about the information in the conversation.
- (4) Translation: to translate from the second language to the first language usually word by word.
- (5) Transfer: to use the knowledge in the first language to facilitate understanding in the second language.
- (6) Repetition: to read aloud the conversation to understand the conversation.
- (7) Grouping: to recall information based in the information with common attributes.
- (8) Deduction/induction: consciously apply previously learnt rules or self made rules to understand the conversation.

Conclusions

Based on the finding and the analysis it can be concluded that second language learners have found that indirect criticism implicatures are troublesome in some instances. The group of second language learners who suffers the most is the low exposure group. The most difficult item for the learners is item number 2. The strategies

used by the learners to interpret indirect criticism implicatures are: inference, elaboration, summary, translation, transfer, repetition, grouping and deduction/induction. Second language instructors are expected to put attention on teaching indirect criticism implicatures in their classes.

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INQUIRY –BASED LEARNING FOR ENHANCING CRITICAL THINKING SKILLS: INDONESIAN STUDENTS’ PERSPECTIVES

Hersulastuti

Graduate Program of Widya Dharma Klaten University

Indonesia

hersulastuti@gmail.com

Abstract

This paper was mainly intended to shed light on students’ response towards the implementation of Inquiry-Based Learning (IBL) in Reading and Writing subject, and explore its benefits for enhancing critical thinking skills from students’ perspectives in ELT context. This research was conducted through a qualitative case study approach. Three students of graduate program were purposively selected to be the participants. Data were gathered primarily from observation notes and interviews, and then further analyzed using interactive model analysis as proposed by Miles & Huberman (1994). The findings demonstrate that students have good responses towards the implementation of IBL. Moreover, IBL is beneficial to make students become more self-directed, self-disciplined, self-monitored thinkers. Through IBL, students develop their critical thinking abilities: 1) raise vital questions and problems; 2) gather and assess relevant information; 3) drawing well-reasoned conclusions; and 4) communicate effectively with others to seek solution to complex problems.

Keywords: case study, critical thinking skills, inquiry-based learning

Introduction

Critical thinking is essential in any field of study. It is generally recognized to be an important educational goal. Dam & Volman (2004) point out that critical thinking is the essence of thoughtful, democratic citizenship, and thus occupies in central position in education in the modern world. Most educators would agree that learning to think critically is among the most desirable goals of formal schooling (Abrami, Bernard, Borokhovski, Wade, Surkes, Tamim, and Zhang, 2008). Therefore, if education is obligated to contribute its roles in the society, learners must be provided with the relevant body of knowledge, skills, attitudes and values that would make them an active and effective member of their society. Critical thinking is one of such skills that can be incorporated in their learning to foster better outcomes.

In higher education, critical thinking is defined in terms of abilities or skills such as selection, evaluation, analysis, reflection, questioning, inference, and judgement (Tapper, 2004). It is exhibited through the students’ abilities in identifying issues or assumptions, recognizing important relationships, making correct inferences, evaluating evidence or authority, and deducing conclusions (Tsui, 2002). Similarly, it is often regarded as a fundamental aim and an overriding ideal of education (Bailin & Seigel, 2003). These definitions imply that critical thinking is an important skill to lead students become critical thinkers so that they have abilities to make critical judgements and decisions on careful evaluation of evidence.

Researchers have revealed the benefits of critical thinking for promoting students’ learning success. Tsui (2002) argues that

critical thinking can help individuals improve their functioning in multiple circumstances. Pithers & Soden (2000) highlight the importance of critical thinking to prepare individuals to think well and to think of themselves. In many aspects, critical thinking helps students to confront a multitude of challenges they will face in their careers and personal lives (Evens, Verburgh & Elen, 2013). In addition, students who think critically employ the scientific method for understanding the ordinary world. It is said that critical thinking mimics the well-known method of scientific investigation: a question is identified, a hypothesis is formulated, relevant data are gathered, the hypothesis is logically tested and evaluated, and reliable conclusions are drawn from the result (Stapleton, 2002). All the skills of scientific investigations are matched by critical thinking.

Interestingly, researchers and educators generally agree about teaching critical thinking skills in higher education (Behar-Horenstein & Niu, 2011). However, they still argue that such skills could be promoted through instruction (Tsui, 2002). Some experts believe it will be effective if it is integrated in the teaching subject specific knowledge and skills, but others think that it is a subset of skills that should be taught separately (Ennis, 1989). Though it has raised many contradictory ideas about whether or not critical thinking can be taught, however, considering its importance, teachers need various strategies to promote their students to be more critical as it is universally regarded as one of the 21st century skills to promote higher-order thinking skills.

One of the teaching methods that is designed to enhance critical thinking skills is Inquiry-based teaching (IBT). Previous research has found that students' critical thinking abilities are significantly higher when students are taught through IBT than traditional teaching

method. Another study reports that Inquiry-based Learning (IBL) facilitates higher levels of cognition among students who develop a process to better understand principles and concepts (Uno, 1999; Wongkam, et al. in Thaiposri & Wannapiroon, 2015).

Initially, IBT was the most frequent method which the researcher applied in lecturing Reading and Writing subject. Therefore, through the present study, she wanted to explore the response and benefits the students got from its implementation for enhancing the students' critical thinking skills. Hence, the present study was purposed to seek the answers of the following problems:

1. What were the students' responses towards the implementation of IBL in Reading and Writing Subject?
2. How did students benefit by the implementation of IBL for enhancing their critical thinking skills?

Hopefully, the result of the study could give a valuable input for the students to develop their critical thinking skills and could lead them become more independent learners.

Method

This research belongs to qualitative in form of exploratory case study (Siberman 2005: 126), involving three students majoring on the Language Education, Graduate Program of Widya Dharma Klaten University. They were selected purposively. In this study, as other students, they were assigned to do a small project in reading and writing by reviewing a journal article. The data of this research were obtained from in-depth interview as recommended by Boyce and Neale (2006), and observation. The interview was carried out in a semi-structured face to face technique conducted on March 6th, 30th, and, April 7th, 2017. Likewise, observation technique was carried out to support the researcher capture the participants' behaviour and progress

throughout the class periods. It was conducted on March 21st, April 15th, and 21st, 2017.

Finally, interactive model analysis proposed by Miles and Huberman (1994: 10-11) was employed to analyze the data, consisting of (1) data reduction; (2) data display; and (3) conclusion drawing and verification. Data were selected and focused to the problem statements and then abstracted and transformed into description. In data display, all the data were displayed in form of rich description to make them understandable. Lastly, the last stream of analyzing activity was conclusion drawing and verification. From the start of data collection, the researcher was beginning to decide what things mean and assess the implications for the questions at hand. Verification entailed revisiting the data as many times as necessary to cross-check or verify these emergent conclusions. Data were triangulated to examine the trustworthiness.

Findings and Discussion

The Students' response towards the Implementation of IBL

The result of the interviews indicates that the participants have positive response towards the implementation of inquiry in Reading and Writing subject. They believe that inquiry is one of the scientific methods that is suitable to be conducted in this subject.

“ I think IBL is one of the scientific method that appropriate for teaching Reading and Writing subject. Within its cycle, students are challenged to develop their ability that can promote better understanding of the text they are reading” (In/ S3/ 01). In addition, S1 highlights that IBL gives her valuable insights to think critically as in IBL she has to pose questions, do investigation, formulate hypothesis, and draw conclusion (In/S1/01). The participants have good response towards the implementation of IBL as they assume that inquiry in higher education context, is

not much different from what is conducted in lower education. Same cycles of inquiry can be beneficial to be applied in the classrooms in any levels. Perhaps, what makes it a bit different is the autonomy given to the students.

The analysis shows that there is a particular reason that supports the participants have good response towards the implementation of IBL for teaching Reading and Writing subject, that is their familiarity with the use of IBL. They have been engaged in IBL activities in other subjects the researcher handled in the previous semester. Interestingly, some of the students, including the three participants observed, have experienced in using inquiry for teaching their students, although it might be different type of inquiry, such as structured-inquiry, or guided inquiry suits to their student level. They believe that inquiry is suitable method to promote critical thinking skills and enhance active involvement in the learning (In/S1&S3/01). This statement highlights what has been stated by Thaipoosri & Wannapiroon (2015) that critical thinking skills can be improved through teaching and learning by inquiry-based learning. They believe this method is seen potentially effective way to facilitate learning in the 21st century learning.

The analysis of the researcher's observation notes shows that the participants demonstrate good responses when they are assigned to do tasks that challenge them to asking questions, seeking information, and finding ideas related to an event through IBL cycle. In reviewing journal article, they volunteer to present their critical review in front of others students (Ob/ S1,S2,S3/ 01). This finding strengthens the previous research conducted by Cox, Levy, Stordy & Webber (2008) that in IBL classroom, students show enthusiastic response in their learning.

The Benefits of IBL for Enhancing Critical Thinking Skills: Students' Perspectives

The finding demonstrates that the participants benefit by the implementation of IBL in Reading and Writing subject. S2 finds IBL is beneficial for him to develop his thinking skills as in each steps of inquiry he is confronted with the authentic context or problem that challenges him to dig more information by questioning and investigating the event or phenomena observed, then proposing its creative and analytical solution (In/S2/03). S1 states that beside IBL can support her think critically, it can encourage her to be more active in the learning process that promote her success (In/ S1/03). This happens because in most activities done in class, open inquiry is conducted through inquiry cycle consisting of 5 steps: **ask-investigate- create-discuss-reflect**. In the instruction based on this cycle, teaching and learning activities were designed to maximize students active involvement. The evidences are in line with the arguments proposed by Facione (2011) that the ability to think critically is pivotelly important to personal and professional success for both students and faculty.

According to S3, in reading activities, IBL has enhanced her abilities in comprehending text. It encourages her to think systematically and logically of an event or phenomenon she has to observe (In/S3/03). When it is confronted with the observation notes as IBL was implemented in class, S3 performed a good reasoning and well-structured expressions to maintain her arguments (Ob/ S3/ 03). Meanwhile, in the writing activities, all participants construct their review by following the essential points of the article they have identified, paying attention to the concept map, or important notes they have made before in order to comprehend the article, making judgement on their own perspective, and finally communicating their review in a written form (Ob/S1,S2,

&S3/03). This is another evidence that IBL is beneficial for them.

The analysis shows that all participants can get many advantages of IBL because the tasks included in the lessons are focusing on developing students'critical thinking skills, so that they have core abilities of critical thinking, i.e analysis, evaluation, inference, explanation, and self reflection. During inquiry process, they conduct investigation on the topic-related questions that they have formulated, and then make their own decision throughout each stage of the open inquiry process. Such autonomy encourages discipline in learning, leads them become more directed learners, able to monitor their own progress, and create different level of understanding of the problems. Another important finding that they can also develop their analytical thinking skills through their ability to define similarities & differences, explain the cause of changes, make prediction, and even find solution of the problem. These abilities were observed when they respond their friends' presentation.

Taking all these proofs into account, it is why open inquiry is categorized as the most student-centered type which is effective in increasing overall achievement and improving scientific process skills (Blanchard et al., 2010).

Conclusion and Suggestions

In conclusion, firstly, the research shows that the participants of the study have good responses towards the implementation of IBL in the Reading and Writing subject. From the students perspectives, the reason behind such responses because IBL is not new for them. The familiarity of IBL in their learning activities contributes their success in learning.

Secondly, the evidences demonstrate that the participations benefit by the implementation of IBL for enhancing their critical thinking skills in areas of analysis, evaluation,

inference, explanation, and self reflection. During the inquiry process, they develop their critical thinking abilities: 1) raise vital questions and problems; 2) gather and assess relevant information; 3) drawing well-reasoned conclusions; and 4) communicate effectively with others to seek solution to complex problems. They become more self-directed, self-disciplined, and self-monitored thinkers. The empirical evidences further imply teachers to have deep reflection that teaching for critical thinking skills presupposes a clear conception of critical thinking in the mind of the teachers.

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THE IMPACT OF TRANSLATION TECHNIQUES AND SUBTITLING RULES TO THE EQUIVALENCE OF MEANING OF CULINARY TERMS IN THE FRESH WITH ANNA OLSON SEASON 1 SUBTITLE

Hetty Hartati Novita

Program Pengembangan Penerjemahan (PPP)

LBI FIB UI

Depok, Indonesia

hettyhn@gmail.com

Abstract

The emergence of cable TV in Indonesia has made this author interested in focusing on the topic of culinary terms translation in the subtitle of Fresh with Anna Olson Season 1 program broadcasted on Asian Food Channel station. In this paper, this author analyzes the translation techniques suggested by Molina and Albir used by the translators to create the more accurate, natural, and communicative subtitle even though there are subtitling rules to follow. The result is, most of the translated terms have equivalence in meaning between the ST and the TT, while the ones which are not equivalent are due to the application of two particular techniques, Discursive Creation and Adaptation.

Keywords: culinary terms, Fresh with Anna Olson, Molina and Albir, translation techniques, subtitling rules

Introduction

Technology has played a big role in our life. Television, as one of technology product provides us a wide choice of entertainment ranging from news, movies, early childhood, and culinary. These can be enjoyed every day, sometimes the same episode can be watched three or four times a day; moreover, audience do not need to worry as subtitle of the programs are provided. Culinary program as one of the most favorite programs, has made the audience choose to stay longer in front of the TV. However, the translation of the ingredients from the source language sometimes sound awkward in the target language. Based on the above background, the problem of this research is equivalence concept culinary term English and Indonesian in relation to the audiovisual translation theory in a television program Fresh with Anna Olson Season 1 aired in the AFC. This problem is described in the following questions:

1. What are the translation techniques used to translate the culinary terms from English to Indonesian?
2. What are the impacts of applying the translation techniques and subtitling rules in achieving the equivalence of meaning?

This study aims to answer questions about the translation of English culinary terms in Indonesian in the form of subtitle by:

1. Categorising the techniques used.
2. Showing the impact of applying subtitling rules on the equivalence of meaning.

The target to be achieved is to explain factors that affect translation so that the translation of culinary terms from English into Indonesian are equivalent or not. The results of this study are expected to provide inputs for the production house that translate culinary programs to be consistent in providing the equivalence of the terms.

Research Methodology

This study is limited to the equivalence of meaning as a result of applying the translation techniques and subtitling rules in translating the culinary terms from English to Indonesian in the form of subtitles. The main reason for selecting these is the writer often see that some ingredients, which have already had their equivalence in Indonesian, are often translated using terms that are not commonly used. Data were taken from nine episodes of *Fresh with Anna Olson* Season 1 aired in January to March 2016.

Subtitling

Subtitling is a mean of transferring the source language in an oral form into the target language in a written form. According to Gottlieb (2001b), the definition of subtitle is “the rendering in a different language of verbal messages in filmic media, in the shape of one or more lines of written text presented on the screen in sync with the original written message’. The written, subtitled text has to be shorter than the audio, simply because the viewer needs the necessary time to read the captions while at the same time remaining unaware that he or she is actually reading.

Gottlieb describes the subtitle as transcription of a movie or a television dialogue which is presented simultaneously on the screen, usually consists of 35 characters (including letters, punctuation, numbers and spaces). In addition, the subtitle is usually placed below the screen and typed either on the center or on the left. Through this definition, the author notices that to produce a good subtitle, a translator must consider carefully the standard rules in doing subtitling translation that distinguishes it from writing in general.

Subtitling has several constraints. As O'Connell (2007) said the ultimate constraint on subtitling arises from the fact that it is an overt form of translation i.e. it can be evaluated by those who know the source

language of the voice track. Time and space are further constraints. In regards to time, people speak more quickly than they can read so most language needs to be summarised in subtitles. Space constraints arise because there is room for only about 30 or 40 characters/spaces across a screen, and also because of the technical constraints posed by a maximum limit of two to three lines of text across the bottom of a screen.

Subtitle looks shorter in order to be more easily understood; therefore, it should be edited carefully, because the subtitle may not appear on the screen for more than six seconds. The number of words is limited but does not diminish the meaning and nuances contained in the source text. Watching programs with subtitle is a cross-linguistic communication experience in which the message is delivered through two different means of communication: verbal and written. Therefore, the viewer must practice reading and listening simultaneously.

Translation Techniques

Molina and Albir (2002, pp. 509) suggest that translation techniques are the procedure or method used by the translator to analyze and categorize all correspondences in translating the target language to fit the source language so that the results are truly worth it.

Furthermore, Molina and Albir categorise the translation techniques of eighteen techniques which will be described as follows: (1) Adaptation replaces a cultural element in a SL text with the one originating from TL culture which makes the translation of the original more familiar in the TL. (2) Amplification is the technique applied by adding or introducing information item that is not present in the SL text. This technique can be used to provide necessary additional information. (3) Borrowing is taking original words or expressions existing in SL text and using them in the TL text. The words or expressions can be presented in the TL text

with or without any modification (spelling and/or pronunciation). (4) Calque is the technique employed by applying literal translation of a foreign word or phrase, either structurally or lexically. (5) Compensation is used whenever there is a linguistic or stylistic element in the SL text reproduced in the different part in the TL text. This technique is usually used if the original linguistic or stylistic element cannot be reproduced and reflected in the same part in the translation. (6) Description is done by replacing a term or expression with the description of the items' form and/or function. (7) Discursive creation is used when a translator establishes a temporary equivalence that is totally unpredictable out of context. (8) Established equivalent refers to translating SL term or expression using a recognized equivalent term or expression (either in dictionaries or in language in use) in the TL. (9) Generalization is the label for the one applied by using more general or neutral term in the TL text. In other words, translating using superordinate term. (10) Linguistic amplification is applied by adding linguistic elements to the translation. This technique is frequently used under the contexts of consecutive interpreting and dubbing. (11) Linguistic compression is the opposite of linguistic amplification, that is applied by synthesizing linguistic elements in the TT. This technique is usually used in different situations: simultaneous interpreting and in subtitling. (12) Literal translation is applied by translating a word or an expression word for word. (13) Modulation means changing the point of view, the focus or cognitive category in the SL text; the change can be lexical or structural. (14) Particularization is applied by using more specific term to translate a term in the SL. (15) Reduction is the technique applied by suppressing or reducing information item which is found in the SL so that it does not appear in the TL text. (16) Substitution is used by substituting linguistic elements with paralinguistic elements (for example intonation and

gestures) or vice versa. (17) Transposition means to translate units of translation by applying changes in grammatical category. This technique is often used because of the difference between the grammar of the SL and that of the TL (18) Variation is the technique in which translator changes linguistic or paralinguistic elements that affect aspects of linguistic variation.

This study uses a comparative model to compare culinary terms in ST and the equivalents in TT. According to Williams and Chesterman (2002, pp. 51), the comparative model compares ST and TT to find corresponding relationships. Data used are the transcription of Fresh with Anna Olson Season 1 program and subtitle of the selected episodes. The writer wanted to focus on the techniques used in translating the culinary terms of the program based on the translation techniques suggested by Molina and Albir (2002). In conducting the study, the authors conducted a number of steps, namely recording, transcribing, and rewriting the subtitle of the ST. From these data, the writer categorized the translation techniques used to translate the culinary terms from English into Indonesian. The terms were obtained from the recording of television program with literature research method.

Findings and Discussion

The analysis showed that the technique of established equivalent was most dominant. This proved that the majority of the English culinary terms mostly have had their equivalents in Indonesian. However, there are two techniques that resulted in the non-equivalence of the terms, namely Adaptation and Discursive Creation.

	ST	TT
Equivalence	I like to use <u>dark brown sugar</u> .	Saya senang memakai <u>gula merah</u> .
Meaning	sugar that has only been partly refined whose colour is nearer to black than to white	<u>gula jawa</u> ; <u>gula kelapa</u>
Equivalence from monolingual dictionary		<u>dark</u> ; <u>gelap</u> , tua <u>brown sugar</u> ; <u>gula pasir berwarna merah</u>
Number of characters		31

Figure 1. The term dark brown sugar is translated by using the technique of adaptation.

In translating the term dark brown sugar, translator used the adaptation technique. Brown sugar is made from white sugar which is refined with the addition of molasses. There are two main varieties: light brown and dark brown. Light brown sugar has less molasses flavor than the dark one. Meanwhile, dark brown sugar has strong caramel flavor. The translator chose to adapt dark brown sugar as gula merah in terms of color, even though they come from different materials as dark brown sugar is made from sugar cane, while gula merah is made from palm trees. It is commonly found in chunks instead of grains like brown sugar. Equivalence of meaning is not achieved even though the subtitling rules are not violated.

	ST	TT
Equivalence	For me, comfort food is not just about the flavours	Bagi saya, makanan tradisional tak hanya mementingkan cita rasa...
Meaning	the type of food which people eat when they feel sad or worried, often sweet food or food that people ate as children	segala sesuatu yang dapat dimakan (seperti penganan, lauk-pauk, kue) menurut tradisi (adat)
Equivalence from monolingual dictionary		<i>comfort</i> : yang <u>menyenangkan</u> / <u>menenangkan</u> / <u>menghibur</u> <i>food</i> : <u>makanan</u>
Number of characters		29 35

Figure 2. The term comfort food is translated by using the technique of discursive creation. In translating the term comfort food, the translator used the discursive creation technique. Comfort has the meaning of menenangkan (to tranquil). However, the phrase makanan menenangkan is not colloquial in Indonesian language. Instead, the translator used the word tradisional to replace the word menenangkan. This sounds more acceptable and it did not violate the subtitling rules; however, it totally changed the meaning of comfort food itself. In Indonesian, makanan tradisional refers to the food from different parts of Indonesia. There are some interesting findings: the inconsistency in translating some particular terms. For instance, there were the different

techniques used to translate the term custard. First, the technique of pure borrowing was used. Second, the same term was translated by using the technique of description. Furthermore, the term custard was also translated by using the technique of adaptation. Below are the tables explaining each of the techniques above.

	ST	TT
Equivalence	So the idea is it is a <u>crème brulée</u> , it's a <u>custard</u> ...	Maksudnya adalah <u>ini crème brulée</u> , <u>ini custard</u> ...
Meaning	a (usually warm) sweet sauce made from eggs, milk and sugar and poured over sweet dishes.	----
Equivalence from monolingual dictionary		<u>semacam podeng</u> , <u>terbuat dari telur</u> , <u>gula</u> , <u>susu</u> dsb.
Number of characters		34 14

Figure 1. The term custard is translated by using the technique of pure borrowing

	ST	TT
Equivalence	The texture of a clafoutis is sort of like a <u>custard</u> ...	Tekstur pastrri buah mirip dengan campuran <u>puding susu manis</u> ...
Meaning	a (usually warm) sweet sauce made from eggs, milk and sugar and poured over sweet dishes	penganan yang dibuat dari tepung (agar-agar, terigu, maizena, dan sebagainya) dicampur susu dan gula
Equivalence from monolingual dictionary		<u>semacam podeng</u> , <u>terbuat dari telur</u> , <u>gula</u> , <u>susu</u> , <u>dsb</u> .
Number of characters		32 29

Figure 2. The term custard is translated by using the technique of description

	ST	TT
Equivalence	A tiramisu is a <u>custard</u> and so was the <u>pudding</u> .	Tiramisu adalah <u>vla</u> , begitu juga puding.
Meaning	a (usually warm) sweet sauce made from eggs, milk and sugar and poured over sweet dishes	saus yang dibuat dari susu, kuning telur, gula, dan vanili atau dengan aroma lainnya untuk makan puding
Equivalence from monolingual dictionary		<u>semacam podeng</u> , <u>terbuat dari telur</u> , <u>gula</u> , <u>susu</u> , <u>dsb</u> .
Number of characters		40

Figure 3. The term custard is translated by using the technique of adaptation

This inconsistency may occur because the three examples above come from three different episodes. There is a possibility that the three episodes were translated by three different translators and edited by three different editors who are supposed to check the translation before the final result is displayed. The absence of a convention between production houses or subtitling

service providers to have the same regulations results in variations of equivalence. In translating culinary terms, fixed equivalence should be used so as not to confuse the audience.

Conclusion

To answer the first question, the writer found that in translating the culinary terms contained in the show *Fresh with Anna Olson* Season 1, only the techniques of established equivalence, borrowing, adaptation, amplification, description, calque, discursive creation, generalization, and particularization were applicable. Modulation, compensation, linguistic amplification, linguistic compression, substitution, transposition, and variation were not used. The application of these techniques almost entirely reached the equivalence of meaning between the source language (SL) and the target language (TL). There are only two examples of non-equivalence, namely the application of discursive creation and adaptation techniques. There was also an inconsistency in translating the terms, such as in the case of translating the term custard.

Hence, this study reveals that the translation of culinary terms from English to Indonesian in the form of subtitle can appear in various words depend on how acceptable the equivalence is and how much space left on the subtitle. Even the ones that have already had the equivalence in the dictionary can be given a different equivalence when they appear on the subtitle.

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TASK-BASED LANGUAGE LEARNING; THE IMPLEMENTATION IN TEACHING READING

Husni Mubarak, Nina Sofiana
English Education Department

UNISNU

Jepara, Indonesia

husni@unisnu.ac.id

Abstract

This paper was aimed at elaborating the implementation of task-based language learning in teaching reading. Most students were weak in studying reading because of some reasons; teacher's misunderstanding about the nature of teaching which triggered the teacher to use traditional teaching method, no teaching model used which could emerge students' interest in learning reading, and lack of guidance from teachers. Classroom action research was used in this research in which the data were collected from observation, interview, questionnaire and test. The subject of the study was eight grade students of junior high school in Jepara Municipality. The result showed that TBLL could improve students' skill in reading. The improvement could be seen from the improvement of students' enthusiasm in doing the activities, participating both class and task, and students' positive attitude. Besides that, the improvement could also be showed from students' average score which increased in every meeting.

Keywords: task, task-based language learning, reading

Introduction

Learning is simply defined as a process of gaining knowledge. People understand it as a process of transferring knowledge in a school, and it happens when teacher and students interact in a classroom. Teacher is the center of education. His/ her multi-roles as the controller, prompter, participant, resource, and tutor are believed to determine the successful learning process (Harmer, 2007:108). But in the real process of teaching, there are still found many teachers do not play their roles effectively. This is proved by the students' responses in learning. Often we find many students having passive class participation, getting low mark, hating some subject lessons, etc. Those are not only the impact of not becoming the ideal teacher in playing the roles, but it is also related to how the teaching is done or called methodology. This is in line with what stated by Brown (2000:15) that any considerations involved in "how to teach" is called methodology. In language teaching, many

methodologies are offered by experts. One of the methodology is offered by Harmer (2007:63), it was task-based learning (TBL).

Task-based learning (TBL) is also called Task-Based Instruction (Harmer, 2007:71) or sometimes called as task-based language learning. According to Nurdiyanto, S, & Pitasari (2015:229), TBL is a teaching method which gives many tasks to students. Task-based Language Teaching (TBLT) or Task-based Instruction (TBI) focuses on using authentic language and asking students to do meaningful task in the target language (Khaneghah, Laya Farhangi, 2016:223). Harmer (2007:71) added that task-based learning is performing meaning tasks in the learning process. Jane Willis (1996:25) explained that the feature of TBL is absolving the students to choose whatever language forms they intend to present, based on their ability, in order to fulfill the task goal.

There is a correlation between Task-based learning and communicative language teaching (CLT). Task-Based Language teaching (TBLT) is developed from communicative approaches (Hadi, 2016:34; Nunan, 2004:1) which focus on communication and interaction in the target language. Task-based instruction is an approach within umbrella of communicative language teaching (CLT) which focuses on meaning communication rather than grammatical forms to begin learning (Hadi, 2016:32).

In Task-based language teaching, tasks are essential in the learning activities. Task was simply defined as a piece of translation from a literary source (Znean, 2009:749), but in language learning, the task which is given are like producing a work, doing presentations and dramatic performances. Znean (2009:749) next states that giving tasks is essential in learning activity. Long (1985) in Nunan (1989:5) defined that task is a piece of work which is given for oneself or for others, freely or for some reward. In Pedagogical perspective, Nunan (1989:6) proposes a definition of a task as an activity or action as the result of processing or understanding language. Moreover, Jane Willis (1996:23) says that a task is an activity which uses the target language for a communicative purpose to achieve an outcome as there is correlation between Task-based language and communicative language teaching.

Listening and reading belongs to receptive skills while productive skills include speaking and writing. This is as stated by Bhatt, (2016:634) that receptive skills refer to understanding language through reading and listening. Furthermore, Mundhe (2015:1) explains more clearly that reading and listening are receptive skills used in receiving information while speaking and writing are productive skills used for producing and extending information.

Teaching reading becomes the focus study in this article. This considers a fact that the reading skill is mostly neglected by students which further impact in their learning process. Then, it could be practiced in the real communication. Al-Jawi (2010:3-4) mentioned four reasons for learning both listening and reading skills; 1) for maintaining good social relations 2) for entertainment 3) for obtaining information necessary for day-to-day living 4) for academic purposes. This is quite clear that lack understanding of receptive skills can influence the daily communication process.

Al-Jawi (2010:15-16) stated some sub-skills of reading which can specify information from a text and response to the text in reading. Those sub-skills are basic word, phrase and sentence recognition. A variety of text types will enrich students' vocabulary and language structure. Furthermore, this also helps students in applying reading skills for different purposes.

Teacher as the learning facilitator will play a big roles in the learning process. Related to teaching receptive skills, teacher should have strategies to improve the students' mindset in learning, dig up motivations and engage them to be active learners for reaching the final goals. The job of teacher in teaching receptive skills is to stimulate students to get in touch with the knowledge (Harmer, 2007:271). This can be done by giving them various clues of a text or topic to be read and listened, giving a few words or phrases from the text, and asking them predicting its content, Harmer (2007:271) further explained.

There are three basic stages in TBL; pre task, task cycle, and language focus. Harmer (2007:71) described the activity in each stage simply while Jane Willis (1996:39) explained clearly about those stages. In Pre-task, teacher is wished to introduce the topic of learning and the task. The stage is continued

by task cycle. In Task cycle, students do the task in pairs or groups in the early activity. Afterwards, they prepare to report what they discovered and the cycle task is ended by reporting or presenting the work. The last stage is language focus. There are two main activities in this stage; analysis and practice. In analysis activity, students can do discussion on specific features of a text or transcript of a recording. While in the practice activity, teacher practices some new words, phrases or pattern, after or during the analysis.

Methodology

The research design of this study was classroom action research. It was used to elaborate students' problem in teaching receptive skills, measure students' achievement in each cycles and find students' improvement in participating teaching and learning process during the study conducted. Classroom action research in school setting is defined as a systematic approach to improve teaching practices (Pelton, 2010:1) and it was increasingly significant in language education (Nunan, 2002:17). It can be seen that action research is designed to bridge the gap between research and practice (Someck in Cohen, Manion, & Morrison, 2007:227).

The object of this study was one of state junior high school in Jepara Municipality. This study used one class at eighth grade as subject of the research which consisted of 37 students. This study was consisted two cycles. In each cycles consisted of two meetings. Before the implementation of task-based teaching, preliminary study was done to find students' problems. It used observation and interview as method of data collection.

In cycle activities, the data were collected through observation, questionnaire, and test. Interview was used to elaborate students' problem from teacher's perspective.

Observation was used to know the implementation of task-based teaching and students' participation during teaching and learning process. Questionnaire was used to find students' response toward the implementation of TBLL. It consisted of three indicators; activities, participation, and attitude. Test was used to measure students' improvement during the cycles.

Finding and Discussion

Based on the preliminary study conducted before cycles it was found that many students had difficulties in reading comprehension and did not learn easily Basic English vocabulary. Students had less time in reading class without having enough participation in class discussion. Students also did not have appropriate chance to use their language effectively in class teaching. Besides that, there was no group work in the form of discussion activities in reading class. This made student felt bored. The English teacher seldom implemented various strategies in reading class, while she liked to implement monotonous or conventional teaching strategies. This was proved by students' average score during the implementation of the strategy which reached 73.50. Although the score was higher than the minimum criterion score, it was still too small increasing.

Through the interview which was conducted before cycles, it could be deduced that 1) most of students had less participation in reading class. Their study time in class teaching was spent only for finding some words in dictionary that they did not know the meaning. 2) In facilitating the problem, she explained the meaning of single word from the text. This made teaching time in class flew quickly. 3) The English teacher played important role and so dominant in reading class. Every single word or phrase, that students did not know the meaning, was translated and explained by the English teacher. 4) Although most students were

enthusiasm in learning reading, the English teacher was difficult in implementing various strategies because of the characteristic of students.

The result from preliminary study was used to design lesson plan for each cycle. The activities in each cycle were based on three sequences activities; pre-task, task cycle, and language focus.

In pre-task activities, the teacher introduced topic and task. She helped students to understand the topic of the material and the task. Before that, she explained the learning goal of teaching and learning process. The English teacher did brainstorming activity to build students' idea of the material. This would make students have life experience appearing to be basic knowledge of students. Students did pre-task activities based on the topic given by the teacher. The teacher gave time to students to prepare the task given by reading part of the text and how to do the task.

In task cycle, there were three stages, namely task, planning, and report stage. The task stage is done by students in pairs. The English teacher gave students chance to use their language to express whatever students want to say. It could be done by discussing the questions of the text with their pair. In this activity, the teacher could play a role as controller or facilitator in helping students to understand the material and task. The teacher was not allowed to give intervention to students' answer.

In planning stage, students are asked to present their report briefly in front of class about the task they got. Before students present their report in front of class, they should make draft what they wanted to report. In this phase, the English teacher played a role as advisor on students' language and helper on correcting students' mistake in using English. Because students

are asked to present their report in front of class, the teacher would focus on students' fluency and accuracy for spoken report and clarity, organization, and accuracy for written report.

In report stage, the teacher asked students to come forward to present the result of discussion in pairs (task given), so that every students (in pair) could compare the findings. Because of the limitation of teaching time in class, only a few of students in pair could present the result, while the other students took a note by giving comment or extra points to the group. In this stage, the English teacher gave comment and correction in written form. It could not be released publicly.

The last cycle in task-based teaching was language focus. In this cycle, the English teacher would focus on building students' language on the text by asking them to find the word or topic which related to the material and to find the word in simple past tense. Then the English teacher conducted practice activities based on the word had been discussed by asking students to match the word with its synonym, find meaning, make into past tense form, and do sentence completion.

After all activities were done in the cycle of action, the researchers and English teacher observed and did reflection toward the data found during the implementation of the strategy. It was used re-design the next activities in next meeting and cycle. The discussion covered the strengths and weaknesses, students participation, activities, behavior, and score which were got in every meeting.

During the implementation of task-based language learning, the observation was done collaboratively between the English teacher and researchers to find out students' activities, participation, and attitude. Firstly, students' activities varied on each learning

session such as opening, core, and closing session. In opening session, students did pre-task activities which could be a brainstorming phase to build students' schemata before learning was begun. In core session, students' activities were in the form of task, planning, and report phases and language focus. In closing phase, students got a summary toward the material delivered and explanation what would be done in next meeting.

Secondly, students' participation in whole learning time in class also improved. This was proved by the interest of students in following the learning process conveyed by teachers enthusiastically. Students who previously indicated to have weakness in reading were assisted by students with good reading ability that became his partner. Students could use the target language (English) in discussing the material and presenting their report to whole class although there were a few mistake and error done by students.

Thirdly, students' attitude also improved toward the implementation of task-based language learning. It was showed that students had positive attitude during class teaching. They did not complain about the learning process which they got.

The observation was clarified to students in the form of distributing questionnaire dealing the implementation of TBLL as the following:

Table 01. Students' Response Toward TBLL

Indicators	Aspects	Students' Response	Note*
Activities	Variation	55.65%	SA & A
	Helpful	60.32%	SA & A
	In sequence	51.79%	SA & A
Participation	Class participation	53.80%	SA & A
	Task participation	50.16%	SA & A
Attitude	Positive	70.35%	SA & A
	Negative	29.65%	D & SD

*SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree

In the implementation of TBLL, student did different activities which were not dominated by the teacher. Monotonous teaching strategy could be eliminated so that students did various learning activities. The various activities done by students could help them in learning reading and add students' participation session during TBLL implementation. This result also supported by students' enhancement of average score in reading. The activities, designed by the teacher, were in sequence. Most students agreed that TBLL was done in sequence starting. It could build students' understanding about the material and task step-by-step.

Students' participation during teaching and learning process could be divided into two categories, class and task participation. In class participation, students follow teacher's explanation and instruction toward the material given. It was proven by students' response that 53.80% students could join and participate in class teaching. While 50.16% of students' response showed that they did the task given by the teacher.

Form the table above it was found that attitudes toward learning was not only directed to teachers, but also directed to the objectives to be achieved and task given. Students' attitudes towards learning reading would be realized in the form of feelings of pleasure or displeasure of the attitude component. Such attitudes would influence the process and learning outcomes which were achieved.

Students' improvement in learning reading could be seen from the table below:

Table 02. Students' Average Score

Students' average score	Cycle 1		Cycle 2	
	Meeti ng 1	Meet ing 2	Meeting 3	Meetin g 4
	75.56	75.87	76.35	77.25

From the table above it could be elaborated that there was an increase on students' average score at each meeting. It indicated that the implementation of TBLL could help students to improve their cognitive skills in reading. This increasing occurred because the task given by the teacher was not entirely the task of individual students but students were given the opportunity to have discussions with their pair. If students find vocabulary or phrases that were difficult to understand, they would discuss it first with their pair. So the students were more interested in completing the task.

Conclusion

Based on the description above, it could be concluded that TBLL could be implemented through three main cycles, namely pre-task, task, and language focus where each cycle consisted of several activities. Student's response toward the implementation of TBLL was positive on aspects of activity, participation and attitude. The student's response was also in line with the student's achievement in learning reading which was indicated by the average score that rose in every meeting.

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THE CREATION OF IMAGERY THROUGH POETIC DICTION IN POETRY TRANSLATION: LITERAL OR IDIOMATIC?

I Gusti Agung Sri Rwa Jayantini, Ni Luh Putu Dian Lestari, I Gede Megantara

English dept, College of Foreign Languages Saraswati Denpasar

Denpasar, Indonesia

sri.rwa.jayantini@gmail.com

Abstract

This paper aims at investigating the creation of imagery in the translation of the Indonesian poem entitled *Batas* into *Borders* as found in the poem anthology of the Indonesian poet, M. Aan Mansyur. It is interesting to reveal how the images of 'borders' created by the poet are transferred by the translator considering that poetic diction may influence the whole message intended in both Indonesian and English poems. The question is how the naturalness in poetry translation is made. Is it done through literal or idiomatic translation? Imagery that is understood as the presentation of images through words is the picture that the readers can get by observing line by line expressed through poetic diction in the poem. Having done the analysis, it is found that some images are literally transferred that can be clearly seen from the diction in the translation version. However, some images are also idiomatically transferred through the appropriate lexical choices to maintain the atmosphere established in the poem.

KeywordS: imagery, poetry translation, literal, idiomatic

Introduction

In the investigation of how a poem in one language is translated into another language, the discussion on the creation of imagery is considered a worth doing activity. It is interesting to figure out how the images of the source language (SL) poem created by the poet are transferred by the translator of the target language (TL) poem. The discussion deals with poetic diction that may influence the whole message intended in both SL and TL poems. In sharing the values of a poem, it has been widely understood that imagery emerges to refer to the re-creation of any experience. The images appear in the mind of the poem's readers to reflect a cognitive process employed by human being. When thinking about the past and future events and describing things occur in the events, people frequently use imagery. In understanding literary work, especially poem, finding images through imagery is considered essential. It occurs because images are the pictures in readers' mind that may be shaped by the poet through the

language, which is utilized with respect to diction and rhetoric. In terms of the senses involved in interpreting the images presented, Sayuti (2002: 174-175) divided imagery into: (1) Visual Imagery refers to images which involve the eyes to see, (2) Auditory Imagery refers to images which involve the ears to hear, (3) Kinesthetic Imagery refers to images which involve the body movement, (4) Thermal Imagery refers to images which involve skin to touch, (5) Sense of Smell Imagery refers to images which involve the nose to smell.

Specifically, the study aims at investigating the creation of imagery in the translation of the Indonesian poem entitled *Batas* into *Borders* as found in the poem anthology of the Indonesian poet, M. Aan Mansyur. The poem and its translation analyzed in this study are taken from the anthology of M. Aan Mansyur entitled *Tak Ada New York Hari Ini* and *There is No New York Hari Ini*, the translation by John H. Mc Glynn. Mansyur is one of the Indonesian leading

poets in this era. His works' uniqueness, which can be considered as his strength is the ability to express the message that evokes the 'cynical' yet 'touching' impressions. It is interesting to reveal how the images of 'borders' created by the poet are transferred by the translator considering that different expression through words may be used to represent a particular image especially when it involves the existence of different culture in both SL and TL languages. Thus, in relation to the presentation of images in words from one language to another language, translating a poem can be a challenging activity. The question is how the naturalness in the SL poem is recreated in the TL poem. Is it done through literal or idiomatic translation?

Translating a poem is considered a difficult endeavor because it contains the poet's individual imagination and intention that are mostly represented in figurative expressions. It is part of an act of transferring meaning of the source language to the target language as translation is generally defined. The translator must be skillful in transferring the expressions found in the source language poem to the target language poem. The translation must be done to keep and maintain the meanings and sense of the reader's experience. Therefore, this study is expected to contribute to give a clear description on how poems with all of the images found in one language are translated into another language. It is done through the discussion of the poem *Batas* and its translation *Borders*.

Methodology

The method applied in this study refers to the approach used to make an analysis focusing on the content of literary works. It is a content analysis technique (Rafiek, 2011) that is used to investigate facts, numbers, and arguments. Of thirteen steps proposed by Rafiek (2011) that covers the activities ranging from proposing hypothesis or an

assumption to finding out the percentage from the calculation, this study applied several steps namely reading thoroughly the data source, collecting data, observing the collected data, finding out the relationship between the problems and the analysis, and analyzing the findings. The three steps are briefly explained as follows.

1. The data used in this research are the poem *Batas* and its English version, *Borders*. They are taken from an Indonesian poem anthology entitled *Tak Ada New York Hari Ini* written by M. Aan Mansyur and the translation in English *There is No New York Hari Ini* by John McGlynn. The SL poem anthology consists of 4 stanzas that are mainly about the existence of borders and the message that life with everything in creation has its own borders. Having observed the data, it was clear to see that the translation of the poem *Batas* was not only done through a simple process of literal translation but also idiomatic translation. The poet had to be able to present the images that were specifically used in the SL poem. At the same time, he/she also had to be smart in deciding the poetic diction that was appropriate and acceptable in the target language.
2. Two activities of identification were undertaken after the observation on the line by line of the poem. The first activity was the identification of imagery in the poem that was primarily based on Sayuti (2002) supported by several references such as Perrine (1970), Morner and Rausch (1998), Kennedy and Gioia (2003), and Croft and Cross (2000). Meanwhile, the second classification was the translation of the images found to support the message conveyed by the poet.
3. The Indonesian and English poems were analyzed in accordance with the theory of literature and translation as well as relevant references about imagery in the literary work, particularly poem. This

step included data interpretation, which was related to the efforts of finding out the relationship between the problems and the analysis. The analyzed data showed the creation of imagery as it was found through poetic diction in the poem. The discussion was a descriptive analysis by observing the translation of images and the lexical choices of the translator.

Finding and Discussion

Several images of borders are found in both Indonesian and English poems. To demonstrate the utilization of the imagery through some relevant images, the discussion is presented from stanza one to four as the poems consist of four stanzas. In this section, the discussion is based on the categories of imagery from Sayuti (2002: 174-175). It is mentioned that the five categories of imagery are (1) visual imagery that refers to images which involve the eyes to see, (2) auditory imagery that refers to images which involve the ears to hear, (3) kinesthetic imagery that refers to images which involve the body movement, (4) thermal imagery that refers to images which involve skin to touch, and (5) sense of smell imagery that refers to the images involving the nose to smell.

The interpretation on the translation of the emerging images in the SL poem is made in accordance with Liu and Zhang (2005). The observation focuses on the two types of translation, that is literal translation and idiomatic translation. Liu and Zhang (2005) believe that literal translation is based on the consideration that regardless of colors, countries, human beings are in common in many aspects such as emotions, life progresses etc. Literal translation of figurative language may take place when both readers get the same feelings. In this way, it cannot only keep the SL flavor and convey the author's idea, but also make the TL readers appreciate the aesthetic beauty like the SL readers. Meanwhile, idiomatic

translation that can be considered as meaning translation is an adoption. Translation has to be adopted as the meaning has to be there. Meaning translation usually deals with cultural adaptation and idiomatic expression in SL poem that may not always be appropriate if it is literally translated (Liu and Zhang, 2005).

Stanza one

Semua perihal diciptakan sebagai batas
Everything in creation has borders
Membelah sesuatu dari sesuatu yang lain
which set apart one thing from another
Hari ini membatasi besok dan kemarin
Today's borders are yesterday and tomorrow
Besok batas hari ini dan lusa
Tomorrow's borders are today and the day after
Jalan-jalan memisahkan deretan toko dan
perpustakaan kota, bilik penjara dan kota
walikota, juga rumahmu dan seluruh tempat
dimana pernah ada kita
City streets separate shop houses from
libraries, prisons from mayors' offices, and
your house, too, from all other places where
we once were

The strong image that might appear in stanza one is the existence of borders that belongs to every God's creation. The obvious images about what are meant to be borders in stanza one are the days that people can count like tomorrow, today and the day after. The other images found in the first stanza are city streets, shop houses libraries, prisons from mayors' offices, houses and other places. It can be seen from the expression in the Indonesian version /semua perihal diciptakan sebagai batas/ /membelah sesuatu dari sesuatu yang lain/. The first line is literally translated into /everything in creation has borders/. Meanwhile, the idiomatic translation is found in the second line of the Indonesian poem, that is /membelah sesuatu dari sesuatu yang lain/, which is translated into /which set apart one thing from another/. The relative pronoun 'which' is used to

clearly explain that borders determined in the source language poem refer to batas (borders) that set apart one thing from another (membelah sesuatu dari sesuatu yang lain). In stanza one, visual imagery is predominantly expressed through the lines like /besok batas hari ini dan lusa/ that is translated into /tomorrow's borders are today and the day after/, /jalan-jalan memisahkan deretan toko dan perpustakaan kota, bilik penjara dan kota walikota, juga rumahmu dan seluruh tempat dimana pernah ada kita/ and its translation /city streets separate shop houses from libraries, prisons from mayors' offices, and your house, too, from all other places where we once were/. The translation shows that the visual imagery in stanza one of the Indonesian poem is created through the appropriate equivalents in the English poem, which is the reflection of literal translation that frequently plays the role to faithfully transfers the images in the SL poem to the TL poem.

Stanza two

Bandara dan udara memisahkan New York dan Jakarta

Airports and airspace separate New York and Jakarta

Resah di dadamu dan rahasia yang menanti di jantung puisi ini dipisah kata-kata

The anxiety in your chest and the secrets that await in the heart of this poem are separated by words.

Begitu pula rindu, hamparan laut dalam antara pulang dan seorang petualang yang hilang.

So, too longing –that expanse of deep ocean between islands and a lost traveler.

Seperti penjahat dan kebaikan dihalang uang dan undang-undang

Just as a criminal and good deeds are separated by money and laws

In stanza two, the images that directly come through the visual imagination of the readers are airports and airspace that separate New York and Jakarta as found in the first line

/airports and airspace separate New York and Jakarta/. The images of borders in stanza two are found in the second line through the use of the word “dipisah.” It is expressed in some poetic dictions in the line /resah di dadamu dan rahasia yang menanti di jantung puisi ini dipisah kata-kata/ that is translated into /the anxiety in your chest and the secrets that await in the heart of this poem are separated by words/. The sense of borders is also found in the line /begitu pula rindu, hamparan laut dalam antara pulang dan seorang petualang yang hilang/ that is translated into /so, too longing –that expanse of deep ocean between islands and a lost traveler/. The images that emerge in the readers' mind are in the form of visual imagery because the readers can imagine the images used in the lines of the poem through their sense of sights. Those images are “airports and airspace,” “deep ocean between islands,” and “a criminal and good deeds,” which are separated by money and laws. Most of the images are translated through literal translation. It can be found in the translation of “bandara dan udara” into “airports and airspace” “hamparan laut dalam” that is translated into “deep ocean,” seorang petualang yang hilang into “a lost traveler.” An interesting phenomenon is found in the translation of the third and fourth lines. The sense of idiomatic translation in the third line is clearly observed in the translation of /begitu pula rindu, hamparan laut dalam antara pulang dan seorang petualang yang hilang/ into /so, too longing –that expanse of deep ocean between islands and a lost traveler/. Similarly, idiomatic translation can also be found in the expression of /seperti penjahat dan kebaikan dihalang uang dan undang-undang/ that is translated into /just as a criminal and good deeds are separated by money and laws/. In these two lines, idiomatic translation is made through the diction that is considered more appropriate and more poetic in the target language namely antara pulang dan seorang petualang yang hilang that is translated into /between

islands and a lost traveler/. Here, the word pulang is not directly translated into 'going home' that does not correlate to the existence of deep ocean and a lost traveler. The diction used in the line is 'islands' to give more vivid images concerning the expression in the target language poem, that is /too longing – that expanse of deep ocean between islands and a lost traveler/.

Stanza three

Seorang ayah membelah anak dari ibunya dan sebaliknya.

A father separates a child from his mother- or vice versa.

Atau senyummu, dinding di antara aku dan ketidakwarasan.

Or your smile, the wall between me and insanity.

Persis segelas kopi tanpa gula menjauhkan mimpi dari tidur

Just as a cup of coffee with no sugar distances dreams from sleep

The image of border is expressed through the choice of words like membelah that is idiomatically translated into separate, which represents the idea of borders. The idiomatic translation can be observed from the expression in the target language /a father separates a child from his mother- or vice versa/. The other two lines are considered literal translation, which can be obviously found in the lines /atau senyummu, dinding di antara aku dan ketidakwarasan/ that is translated into/or your smile, the wall between me and insanity/ as well as the translation of the line /persis segelas kopi tanpa gula menjauhkan mimpi dari tidur/ that becomes /just as a cup of coffee with no sugar distances dreams from sleep/.

Stanza four

Apa kabar hari ini? Lihat, tanda tanya itu jurang antara kebodohan dan keinginanku memilikimu sekali lagi

How are you today? Take a look at the question mark, the gap between my

foolishness and the longing to have you once more

In his poem, the poet states that the greeting apa kabar hari ini (how are you today) in stanza four contains 'border' in the form of a question mark. It is considered as the gap. The question mark symbolizes the border between kebodohan (foolishness) and keinginanku memilikimu sekali lagi (the longing to have you once more). The lines in stanza four share the image of border in its own way that directly describe the images emerging in the previous stanzas (stanza 1,2, 3). However, it is still clear that stanza 4 describes the gap that is close to the meaning of border. The sense of borders is brought to the target language poem through literal translation as it can be seen from the transference of the lines /apa kabar hari ini? Lihat, tanda tanya itu jurang antara kebodohan dan keinginanku memilikimu sekali lagi/ into /how are you today? Take a look at the question mark, the gap between my foolishness and the longing to have you once more/.

Conclusions

Through literal and idiomatic translation, the message of the poem Batas can be perfectly conveyed in the target language poem Borders. It is found that some images are literally transferred that can be clearly seen from the poetic diction in the translation. It is also obvious that literal translation is applied to create visual imagery in the poem. Several images are idiomatically transferred through the appropriate lexical choices to maintain the atmosphere established in the source language poem. Either literal or idiomatic translation is done to create the imagery and establish the values that are intended to convey the message in the poem. Through its imagery, the poem and its translation contain the messages that life always has its borders. The gaps and limitation teach human being to be wise and grateful.

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EXPLICITATION AND ADDITION TECHNIQUES IN AUDIOVISUAL TRANSLATION: A MULTIMODAL APPROACH OF ENGLISH-INDONESIAN SUBTITLES

Ichwan Suyudi, M. R. Nababan, Riyadi Santoso, Djatmika

Doctoral student of Linguistics Department, Universitas Sebelas Maret

Linguistics Department, Universitas Sebelas Maret

Surakarta, Indonesia

ichwan.suyudi@gmail.com

Abstract

In audiovisual translation, the multimodality of the audiovisual text is both a challenge and a resource for subtitlers. This paper illustrates how multi-modes provide information that helps subtitlers to gain a better understanding of meaning-making practices that will influence them to make a decision-making in translating a certain verbal text. Subtitlers may explicit, add, and condense the texts based on the multi-modes as seen on the visual frames. Subtitlers have to consider the distribution and integration of the meanings of multi-modes in order to create comprehensive equivalence between the source and target texts. Excerpts of visual frames in this paper are taken from English films *Forrest Gump* (drama, 1996), and *James Bond* (thriller, 2010).

Keywords: explication, addition, multimodal approach, subtitle

Introduction

The demand of translation has been growing day by day due to rapid development taking place around the world. Due to the demands of business documentation on account of the industrial revolution that began in the mid-18th century, some translation specialties have become formalized, with dedicated schools and professional associations (Wilson, 2009). The growth of audiovisual translation is inevitable. In Indonesia, most of imported films are subtitled and few of them are dubbed, especially those which target readers are children.

Subtitle translation involves a multiplicity of semiotic modes which give shape to the film text and the subtitled film text (Chuang, 2006). Modes found in the scene should be integrated with the verbal utterances by the translator to meet the wholeness of equivalent relationships between the source and target texts. Multimodality concerned with accounting for the communication of meaning within texts, issues arising from the

consideration of semiotic resources other than language, in interaction with each other and with language – such as gesture, gaze, proxemics, dress, visual and aural art, image-text relation and page-layout, cinematographic and sound design and production resources, etc (O'Halloran, 2000). There are 18 techniques as proposed by Molina and Albir (2002). Amplification is one of them. This is a translation technique that clarifies or paraphrases implicit information in the SL. Amplification is the opposite of reduction. According to Deslile (2000), Newmark (1988), Vinay and Dalbarnet (2000), amplification technique includes explication, addition and paraphrase. Explication is the process of introducing information into the target language which is present only implicitly in the source language, but which can be derived from the context or the situation (Vinay and Dalbarnet, 1958), explication takes place when an SL unit with a more general meaning is replaced by a TL unit with a more specific meaning (Klaudy and Karoly, 2005), while to make addition is to

clarify an elliptic expression, to avoid ambiguity in the target language, to change a grammatical category, to amplify implicit elements, to add connectors (Nida, 1964).

Chuang (2010) develops four theoretical points about mode and multimodality: (1) Different modes have different meaning potentials and materiality, which are not always available to or overly comprehended by the audience. (2) All modes have specific social evaluations and demands, so meaning potentials of modes depends on the practical requirements of different communities and on different social contexts. (3) All modes produce meanings through their intersection with each other and their interweaving in the communicative context. (4) All modes are shaped, created, and transformed in response to the need of social semiotic processes, so they are not static but fluid.

The aims of this study is to investigate the explicitation and addition techniques in the translation of *Forrest Gump* and *Skyfall-James Bond* that are employed by the translator and how multi-modes provide information to the translator in rendering the message to the target viewers. It is hoped that the findings will give contribution to the theories of audio-visual translation especially subtitles.

Methodology

This study employs the qualitative method in the analysis of the translation techniques of utterances from English into Indonesian. The expressed content is analyzed in terms of the translation techniques used and how multi-modes are integrated by the translator in rendering the message.

For the analysis, the data were collected from the *Forrest Gump* movie (1994), and *The Skyfall-James Bond* (2007). The data are both verbal texts and non-verbal texts found in the movies. After collecting the data, the techniques of translation were identified

using the translation technique categories from Molina and Albir (2002), Newmark (1988), and Baker (1992). Multimodal approach is used to analyze the explicitation and addition techniques as the main topic in this paper.

Finding and Discussion

This paper discusses only the explicitation and addition techniques found in the *Forrest Gump* and *Skyfall-James Bond*. The data can be in the forms of words, phrases, or clauses. From the data analysis, the techniques found are: Established Equivalent, Variation, Loan, Reduction, Deletion, Modulation, **Amplification**, Transposition, Implication, Transposition, Generalization, Discursive Creations, Literal, Adaptation, Particularization, Compensation, Calque, Linguistic Compression. There is no description technique employed by the translator in the two movies. According to Molina and Albir (2002), Delisle (2000), Vinay and Dalbérnet (1958) and Newmark (1988), the explicitation and addition techniques belong to amplification.

The result of the present research showed that the translators of the film under the study have applied different techniques to transfer the expressions of the original movie. The most dominant technique used is established equivalent. By implementing this technique, the translator used a term or expression recognized (by dictionaries or language in use) as an equivalent in the target language. This means that translator already transferred dialogues to Indonesian in the most understandable and natural way.

The main focus of this study is on the **explicitation** and **addition** techniques. By employing this technique, it means the translator adding words into the target text that are not found in the source text. It is intended to clarify the intention of the source text speakers so that it becomes easily

understood by the target text viewers by contextualizing it with the visual situation.

According to Molina and Albir (2002), the amplification technique includes SCFA's explication, Delisle's addition, Margot's legitimate and illegitimate paraphrase, Newmark's explicative paraphrase and Delisle's periphrasis and paraphrase. The investigation revealed that there are 114 data translated using explication and addition technique in Forrest Gump and 134 data in Skyfall-James Bond.


Forrest Gump (1996)

There are 114 data out of 1.521 data that are translated using explication (55%) and addition (45%) in Forrest Gump.



Figure 1. The Percentage of Explication and Addition Techniques in the Subtitle of Forrest Gump

The following is the sample of the data which is translated using the amplification technique and analyzed using multimodal approach in Forrest Gump. Taylor suggests that to analyze the multimodal data, Multimodal Transcription (MT) is employed. MT consists of a breakdown of a multimodal text into individual frames displayed in a table (of rows and columns) containing a minute description of the contents in terms of the visual image, the kinetic movement, and the soundtrack (Taylor, 2017). In this present study, the writer modifies MT by describing verbal texts (acoustic and visual) dan non-verbal texts (acoustic and visual) as proposed by Chiaro (2008) that should be taken into account by the translators in multimodal analysis (Chiaro, 2010).

Visual Frame	Text (Verbal/Nonverbal)		ST	TT
00:30:11,448 	Verbal	Acoustic <i>Voice:</i> Forrest Gump recounts his experience when hosted at the White House.	<i>I must have drank me about 15 Dr. Peppers.</i>	<i>Aku meminum kira-kira 15 botol bir Dr. Peppers.</i>
	Nonverbal	Visual <i>Body movement:</i> Forrest Gump is putting a Dr. Pepper bottle.		

The translator used the explication technique by providing additional information in translating the source text “I must have drank me about 15 Dr. Peppers” into the target text “Aku meminum kira-kira 15 **botol bir** Dr. Peppers.” To translate the phrase “15 Dr. Peppers,” the translator added the word “**botol bir**,” although the word “beer bottle” is not found in the source text. It was done to clarify what is meant by “15 Dr. Peppers” is “15 botol bir Dr. Pepper” (15 beer bottles of Dr. Pepper). The translator has integrated the non-verbal texts in the form of visual modes, such as Forrest Gump’s gestures of putting the empty Dr. Pepper bottle, and so the translation becomes “Aku meminum kira-kira 15 **botol bir** Dr. Peppers” (I drank about 15 beer bottles of Dr. Pepper), not “Aku meminum kira-kira 15 **kaleng bir** Dr. Pepper,” (I drank about 15 beer cans of Dr. Pepper), while there is Dr. Pepper in canned packaging.

Skyfall-James Bond (2010)

There are 134 data out of 755 data that are translated using explication (77%) and addition (23%) in Skyfall-James Bond.

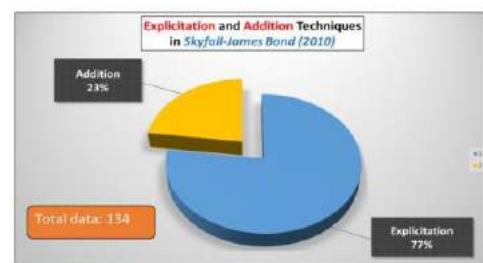



Figure 2. The Percentage of Explication and Addition Techniques in the Subtitle of Skyfall-James Bond

The following is the sample of the data which is translated using the addition

technique and analyzed using multimodal approach in Skyfall-James Bond.

Visual Frame	Text (Verbal/Nonverbal)		ST	TT
00:18:52,863 	Verbal	Acoustic	Force: The young man gives comment to the painting	<i>Always makes me feel a little melancholy.</i>
	Nonverbal	Visual	Facial expression: Both of them staring at a painting.	<i>Lukisan itu selalu membuatku sedih.</i>

The translator used the addition technique by providing additional information in translating the source text “Always makes me feel a little melancholy” into the target text “**Lukisan** itu selalu membuatku sedih..” To translate the utterance, the translator added the word “**lukisan**,” although the word “painting (lukisan)” is not found in the source text. It was done to clarify the message “what makes him feel a little melancholy?” is actually the painting in which they are staring at together. The translator has integrated the non-verbal texts in the forms of visual modes, such as their facial expressions staring at to the painting and the painting surroundings them. Therefore, the translation of the caption will be “**Lukisan** itu selalu membuatku sedih.” (The painting always makes me feel a little melancholy) to make the message of the utterance understandable to the target viewers.

Conclusions

The results of the study show that the translator already integrated all modes appeared in the movie and they are treated equally. In addition, the translator has considered the distribution and integration of the meanings of multi-modes in order to create the wholeness between the source and target texts. The explication and addition techniques have created the message of the films delivered in a more comprehensible ways to the target viewers. The approach used in this study and its findings will give contribution to a better understanding of subtitling practice. Hopefully, this study will inspire other researchers to do further research on how nonverbal texts contribute in the meaning making of the subtitles.

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DEGREE OF EQUIVALENT IN TRANSLATION

Ida Ayu Made Puspani

English Department Faculty of Arts

Udayana University

Indonesia

made_puspani@unud.ac.id / dayupuspani@gmail.com

Yana Qomariana

English Department Faculty of Arts

Udayana University

Indonesia

yqmariana@gmail.com

Abstract

This paper aims at investigating the degree of equivalent in translation conducted by undergraduate students of English Department Udayana University. Translation is taught at the fourth semester, by conducting this study; it can give some solutions in upgrading the lesson plans of translation subject. The data was taken from 20 students' translation (English into Indonesian) to find out the degree of equivalent. In translation, it is very important to find the closest equivalent meaning of the source language text into the target language text. The research applies descriptive-qualitative method in order to give clear explanation of the result. The findings show that some of the students made mistakes in words choice, and misinterpretation of idiomatic expressions.

Keywords: translation, meaning and equivalent

Introduction

Translation is the replacement of a text in one language by an equivalence text in another language (Bell, 1991). Text in different languages can be equivalent in various levels either fully or partially which is based on the level of representation (equivalence in terms of context, semantics, and grammar) at a different rank i.e.: word to word, phrase to phrase, and sentence to sentence. In translation the meaning of the source language (SL) text should be maintained in the target language (TL) text.

This research was conducted to find out the degree of equivalent in the work of the undergraduate students of English Department Udayana University. The problems of study are: (1) what types of misinterpretation conducted by the students in translating the SL into the TL? , and (2)

how are the degree of equivalent found in the students' translated work.

Methodology

The study applies descriptive-qualitative method in order to give clear description of how the data was being analyzed. The data were taken from 40 students assignments, only 20 data were taken out of 40 randomly for the purpose of the research. The data was sorted out in the form of words, phrases and idiomatic expressions. The data analyses were presented in parallel corpora (Olohan, 2004), to find out the degree of equivalent of the translated: words, phrases and idiomatic expression of the SL into the TL. The application of accurateness of translation proposed by Nababan (2008) was applied to view the degree of equivalent. While in defining the procedures of translation, the procedures of translation proposed by Vinay

and Darbelnet (in Venuti 2000) was applied in that related to direct/literal and oblique procedures. These procedures comprises of (1) borrowing, is usually used for technical terms or concept of SL which is not available in the TL e.g. `komputer` (Indonesia) is borrowed from English `computer`; (2) calque is type of borrowing on a certain term from other language either lexically or structurally as in `honeymoon` (English) becomes `bulan madu` (Indonesian); (3) literal is a direct shift from SL into the acceptable TL either grammatically or idiomatically appropriate `kumpul kebo` (Indonesian) into `buffalo cohabitation` (English); (4) Transposition, the change of one class of word with the other without changing the message: refer to (English) becomes `mengacu kepada` (Indonesian); (5) Modulation is by taking language variant form through changing in the point of view, example: He is unmarried' (English) becomes 'Dia masih bujang' (Indonesian); (6) Equivalence (strategy of equivalence to treat the same situation with two texts which have different structure, example :Seputih kapas (Indonesian) into as white as snow (English) and (7) adaptation is the procedure used in translating things which are not available /unknown in the TL. In this kind of situation a translator is trying to find the new equivalence which is supposed to be equivalent, example: Kelian (Balinese) becomes village head (English).

Nababan (2008), proposed three degrees of equivalents related to accuracy of translation, i.e.: (1) Accurate when all phrases and sentences are translated without distortion; (2) less accurate when all phrases and sentences are translated but there is an ambiguity; (3) inaccurate when words are not translated and there is distortion in meaning.

Finding and Discussion

This part of the study explains in detail the discussion of the data as the following:

Data1.

SL: Back in November, we did a study that found (surprise) that Babbel **rank**s as one

of the most efficient ways to learn a language.

TL: Kembali ke bulan November, kita telah belajar yang menemukan secara mengejutkan bahwa **perangkat Babbel** sebagai salah satunya cara yang paling efisien untuk belajar bahasa.

The word `**rank**` in the SL represents the meaning of `hierarchy` in which the equivalent meaning in the TL should be `peringkat`, the translation of the student is inaccurate in translating the word `rank` into `perangkat`; if back translation is conducted `perangkat` means `device`, there is a misinterpretation of the SL word `rank`.

Data 2

SL: We've made some **pretty crazy claims** when it comes to language learning.

TL: Kami telah **menciptakan klaim yang cukup gila** tentang pembelajaran bahasa

The word `claim` as a noun in the NP (Noun phrase) `**pretty crazy claims**` has two meanings : (1) an assertion of truth of something (pernyataan) and (2) A demand or request for something (tuntutan); the translation of NP of the SL is less accurate; the accurate one is `pernyataan yang cukup mengejutkan`

Data 3

SL: Truly novice users with no knowledge of Spanish need on average 15 hours of study

in two months period **to cover the requirement for one college semester of Spanish.**

TL: Pengguna yang benar-benar baru tanpa memiliki pengetahuan bahasa spanyol sama sekali membutuhkan waktu belajar rata-rata 15 jam dalam periode 2 bulan **untuk memenuhi persyaratan 1 semester bahasa Spanyol.**

The translation of the prep phrase **`to cover the requirement for one college semester of Spanish`** is almost accurate into **`untuk memuhi persyaraan 1 semester bahasa Spanyol`**

Data 4

SL: We got this one in the bag.

TL: Kami mendapatkan satu dalam tas

The translation of the idiomatic expression in data 4 is inaccurate, the idiomatic expression **`we got this one in the bag`** has the meaning **`we got it in one package`**. The translation into **`kami mendapatkan dalam satu tas`** does not cover the meaning of the SL.

Data 5

SL: Our challenge participants spent an average of 2-3 hours per week learning Spanish (not bad for **a group holding down full-time jobs**).

TL: Peserta penantang kami menghabiskan rata-rata 2 sampai 3 jam per minggu belajar bahasa Spanyol (tidak buruk untuk **pemegang grup pekerja penuh waktu**).

The translation of the NP **`a group holding down full-time jobs`** into **`pemegang grup pekerja penuh waktu`**; the translation of the word **`holding`** function as an adjective into **`pemegang`** is inappropriate/inaccurate. The translation should be **`kelompok yang memiliki pekerjaan**

penuh waktu/ kelompok pekerja penuh waktu`. And the procedure of translation is equivalent.

Conclusions

Based on the discussions above it can be concluded that: 1) there are some misinterpretation in word, phrase and idiomatic expression conducted by the students; and 2) in terms of equivalent there are some accurate, less accurate and inaccurate translation of the SL into the TL.

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POLITENESS STRATEGIES AS AN INSTRUMENT FOR CHARACTERIZATION: A CASE STUDY ON INDONESIAN WEBTOON MY PRE-WEDDING AND ITS ENGLISH VERSION

Ikke Dewi Pratama

English Education Department

FITK - Institut Agama Islam Negeri Surakarta

Sukoharjo, Indonesia

ikkepratama89@gmail.com

Abstract

Following the development of information technology, webtoon has transformed into an incredible breakthrough in popular literature. Line Webtoon, one of the most influential webtoon developer, also creates “webtoon translate” and “fans translation” features providing readers with translated webcomics so that the works can be more accessible, in terms of languages, for its readers. My Pre-wedding is one of the most popular Indonesian webtoons that has been translated into fourteen languages. This study is a qualitative research focusing on the Indonesian and English versions of My Pre-wedding webtoon. Using pragmatic approach emphasizing on politeness strategies as proposed by Brown and Levinson, this research analyzes the speeches of the main character, Adelia, that contain politeness strategies. The shift occurs from positive politeness to bald on record due to the omission of in-group identity markers, especially in the forms of greetings that deal with cultural values. Furthermore, there is also omission on the politeness sub-strategy which employs cultural in-group identity markers. These two findings indicate that the translators do not convey the cultural value of the source text in the target text. Consequently, it leads to different characterizations of Adelia: from a girl who positions herself as “younger sister” to her surrounding into a casual girl who puts herself in a parallel position to others.

Keywords: politeness, translation, webtoon, shift, omission, characterization

Introduction

Recently, comic as one of the most well-liked works of arts has transformed into a perfect combination of literature and technology. Using technology-based platform, it is possible for comic fans to read their favorite webcomics through gadgets. On the other hand, this phenomenon also becomes a promising chance for comic artists to promote their works worldwide.

One of the most influential webcomic developers is Naver Corporation, originated from South Korea, with its web-based and application-based comic named LINE Webtoon. Hundreds of webtoons have been published in LINE Webtoon as the number of webtoon artists and readers increases rapidly every year. A number of Indonesian webtoon artists also have published their works

through LINE Webtoon. One of them is Annisa Nisfihani who creates My Pre-wedding and Pasutri Gaje. My Pre-wedding can be considered as one of Nisfihani’s successful works as a webtoon artist. Through this webtoon, Nisfihani became the first champion of Line Webtoon Contest in 2015.

Following the success of this webtoon in the contest, My Pre-wedding is then published officially and translated into fourteen languages; including English, Thai, French, Polish, Spanish, Japanese, Portuguese, Italian, Filipino, Turkish, Arabic, Chinese, Vietnamese, and Greek; in “webtoon translate” feature. “Webtoon translate” is a form of fans translation feature which enables fans to translate their favorite webtoons into other languages. This feature

is developed as a free service. Consequently, the translators in “webtoon translate” feature do not have any financial profit while the developer has no obligation to pay for the translators’ works. In the application version, this feature is labeled as “fans translation” feature.

Considering the variety of languages and the high number of the readers of its fans translation feature, it can be assumed that this feature has been a successful media in accommodating fans’ interest in reading and translating their favorite webtoons. Although the translators are considered as amateurs, the fact that the translation versions invite a high number of readers cannot be ignored.

The aforementioned background on webcomic and fans translation underlines the interest of conducting a research on webcomic fans translation. Previously, research on comic translation are focused on the translation techniques (Kooponen, 2014; Yuliasri, 2016). They analyze various translation techniques applied by the translators in analyzing comic text. Besides, the translators are considered as official translators since the translated version are published legally. On the other hand, Yablonsky (2016) discusses the relation between text and image in comic translation. Yablonsky’s research emphasizes the semiotic aspect of comic text. Thus, in translating comic, besides the decision made by the translator; whether to add, omit, reduce, borrow, etc; the translator must also consider the visual aspect other than merely the verbal aspect.

Apart from the visual aspect, comic contains a storyline which employs some elements of prose fiction, including traits, characterization, setting, tone, mood, etc. These elements work together to form a storyline constructing a comic. The decisions of the translation techniques used by a translator would possibly change these

elements in the translated version unless they are contemplated carefully. My Pre-wedding webtoon contains a storyline which accommodates Indonesian cultural values since the setting is in Indonesia. As a consequence, when it is translated into English, the translators must decide whether to create an accurate and acceptable translation for the target readers while disregarding the cultural values of the original version; or to produce accurate translation by conveying the cultural values without neglecting the acceptability and readability aspects.

This study highlights the comparative analysis of the trait (the personality) of the main character, Adelia, on the ST and TT. The instrument used to analyze the trait is the theory of Face Threatening Acts (FTA) proposed by Brown & Levinson (1987). FTA theory is used as it is seen that Adelia explores many politeness strategies in conducting communication with other characters. The use of politeness strategies was observed to find out the reconstruction of Adelia’s trait in the target text.

The result of this research is expected to give contributions to comic fans translation. Fans translators, especially those dealing with comic translation, are expected to deliberate the elements of prose fiction, such as characterization and traits, with the aim of producing a more qualified translation. Qualified translation, in this case, does not only comprise the aspect of accuracy (Shuttleworth & Cowie, 1997), acceptability (Puurinen, 1998), or readability (Nababan, 2008); but also consider other elements of literature as well as the aspect of image.

Theoretical Framework and Methodology

Characterization in prose fiction is the process by which the author reveals the traits of the characters in a story. Characterization can be direct or indirect. Indirect characterization, the author directly mentions

the traits (personalities) of the characters. Meanwhile, in using indirect characterization, the author may use five different methods which are recognized as STEAL (Speeches, Thoughts, Effects on others toward the character, Actions, and Looks). Speeches refer to utterances delivered by the characters. Thoughts mean the characters' personal feelings and ideas. Effects on others toward the character signify the behaviors and feelings of other characters in reaction to the characters. Actions denote the activities and attitudes of the characters. The last method, looks, reflect the physical appearance of the character.

This research analyzes the trait of the female main character in My Pre-wedding webtoon, Adelia, through her speeches. Speeches are selected as they are the most dominant verbal aspect in My Pre-wedding webtoon compared with the other types of characterization. The researcher uses politeness strategy, which is derived from FTA theory by Brown & Levinson (1987), as the instrument to analyze the speeches.

FTA is based on the theory of "face" referring to general image owned by each individual. In daily communication, face-threatening act can be organized by applying politeness strategies. There are five types of politeness strategies: bald on record, positive politeness, negative politeness, off record, and no FTA. When performing bald on record strategy, a speaker wants to have a direct utterance and expects that the utterance would be immediately understood by the hearers. Positive politeness refers to impressive acts showing the same longing between the speaker and the hearer. Indeed, by doing positive politeness, a speaker may intend to establish confidence. Negative politeness shows the purpose of a speaker to ascertain social break with the hearer. Meanwhile, off record is done when a speaker wants their utterances to be interpreted in various ways by the hearer. No

FTA strategy means that a speaker decides to be silent in order to save the face of the hearer.

This is a qualitative and case study research. The source of data was taken with purposive sampling technique. There are two English versions of My Pre-wedding published in "webtoon translate" and "fans translation". The first is Pujangga Webtoon version. Pujangga Webtoon is a team consisting of some fans translators. This team has translated some webtoons and been popular as comic fans translator. The second version is a form of collaborative translation of some fans. This research uses the first version as the source of data. Ten episodes of My Prewedding were selected, including episode 0, 1, 2, 3, 14, 17, 18, 24, 25, and 26; representing the beginning, the middle, and the end of the story. The data are all Adelia's speeches showing the use of politeness strategies. The method of data collection is observation which was conducted by analyzing the politeness strategies of Adelia's speeches both in the source text and target text. The use of politeness strategies in the source text and target text was then compared in order to find out the reconstruction of the politeness strategies. The reconstruction was then analyzed to find out its impacts on the personality or the trait of Adelia.

Finding and Discussion

The realization of politeness strategies in Adelia's speeches are described in the following table:

Table 1: Politeness Strategies in Adelia's Speeches

No.	Types of Politeness	Source Text	Target Text
1	bald on record	1	18
2	positive	34	17
3	negative	7	7
4	off record	2	2

The above table shows that there are shifts in bald on record and positive politeness. In order to find out the types of shifts occurred in both politeness strategies, further analysis by examining the sub-strategies were conducted. The results are shown in the following table:

Table 2: The Reconstruction of Politeness Strategies and Sub-strategies in Adelia's Speeches

Findings	politeness Strategies in ST and TT	Sub-strategies in ST and TT
politeness strategies and all sub-strategies are maintained in the TT	positive	give reason (2) joke (1) use in-group identity markers (1) avoid disagreement (3) give reason & avoid disagreement (1) gave deference (4)
	negative	gave deference & apologize (1) hedge (1) be pessimistic (1)
	bald on record	direct utterances (1)
	off record	use contradiction (1) be vague (1)
politeness strategy is maintained but parts of the sub-strategies are omitted	positive	use in-group identity markers & avoid disagreement → avoid disagreement (2) use in-group identity markers & give reason → give reason (6) use in-group identity markers & exaggerate → exaggerate (1)
shift in the politeness strategy	positive → bald on record	use in-group identity markers → direct utterance (17)

Politeness strategies and all sub-strategies are maintained in the TT

This category shows that there is no shift either in the politeness strategies or in the sub-strategies.

ST: 5 menit lagi, **Mas**.

TT: **Hunny**, can I sleep for another 5 minutes?

Positive politeness with in group identity markers

ST: Kenapa **Pak** Adimas ada di sini?

TT: Wha, what are doing here, **Sir**?

Negative politeness with gave deference

ST: Ihh! Sudah sana pakai bajunya! Sudah sana pakai bajunya!

TT: Just hurry up and put on that clothes!

Bald on record with direct imperative

ST: Anu... Mbak, **itu mau dibawa ke kelurahan sebelah? Biar kubantu, ya?**

TT: **Ummm... Linda, you want to deliver those to the next district office, right? Let me help you!**

Off record with Be vague

The bold-typed parts show the realization of politeness strategies and sub-strategies in the speeches. It seems that the translators try to convey the whole meaning of the ST. Besides, there is no significant difficulties in delivering the meaning of the ST so that the translators must not apply any types of politeness shifts. The equivalence of politeness strategies and sub-strategies between the ST and the TT does not influence the personality of Adelia in both versions.

Politeness strategy is maintained but parts of the sub-strategies are omitted

Partial shift, in terms of the shift of politeness sub-strategies occurred in this category. Further analysis shows that, the shift happens in the omission of in-group identity markers in some speeches which contain positive politeness.

ST: Ternyata **Mas** memang banyak kekurangannya, **ga bisa mancing, ga bisa berenang, sekarang takut kecoa.**

Positive politeness with gave reason and use in group identity markers

TT: Looks like you have a lot of downside, uh? So **you cant swim, you cant fish, and you are afraid of roach?**

Positive politeness with gave reason

ST: Kalau ada apa-apa **jangan ragu minta bantuan Adek ya Mas, Mas boleh bergantung sama Adek.**

Positive politeness with Exaggerate and in group identity markers

TT: If you need something, **don't hesitate to ask for my help, okay. Feel free to depend on me.**

Positive politeness with Exaggerate

The in-group identity markers adek and mas in the context above show the forms of greeting used by a husband and a wife in Javanese culture. Occasionally, the wife calls her husband mas and the husband calls her wife adek. These kinds of greeting cannot be found in the TT. Thus, the translators tend to omit the cultural greetings.

Shift in the politeness strategy

Shift on the politeness strategy occurs in the shift of positive politeness into bald on record.

ST: **Bang** Meka, mas nitip lagi sama **abang**, ya?

Positive politeness with in group identity marker

TT: Meka, did he told you to bring something to me again?

Bald on record

ST: Oh? Iya, **adek** tunggu.

Positive with in group identity marker

TT: Oh! I will wait for your call.

Bald on record

Similar phenomenon as found in the previous finding also happens in this category. There are omissions of in-group identity markers in the form of cultural greetings, such as bang, abang, adek, mas, and mbak; which results in the changing of politeness strategy from positive politeness into bald on record, in the form of direct imperative.

Pratama (2013) underlines the problem of preserving or omitting in-group identity markers in the form of cultural greetings. In some cases, the use of in-group identity markers contains probability of showing the traits of the characters. Thus, when they are deleted, there might be difference in the traits of the character between the ST and the TT.

In Indonesian culture, greetings show deference among participants. It is also reflected in the way Adelia greets the other characters in My Pre-wedding. Adelia always uses mas to call Adimas (her boyfriend) and Meka (her cousin), mbak to call Linda (her bestfriend) and her sister, also bapak and ibu to call her parents. The use of these kinds of greetings is a dominant characteristic of Adelia. As a consequence, the use of greetings develops the trait of Adelia as a girl who always positions herself as “younger sister” to other characters. However, these greetings are omitted in the TT. Thus, there is a shift on the trait of Adelia. As a result of the omission of the in-group identity markers, realized as cultural greetings, the translation version created by Pujangga Webtoon portrays Adelia as a girl who puts herself in a parallel position to others.

In the case of cultural values in translation, a translator, sometimes, is put in a dilemma position; whether to maintain the cultural values as well as the meaning or only the meaning (Akbari, 2013; Bracaj, 2015). However, it should be underlined that the combination of different semiotic elements, the verbal aspect (words) and visual aspect

(images) is the unique characteristic of comic. Thus, as in film subtitle, translating comic should not ignore the visual aspect. The translation and the visual aspect should be appropriate. (Zanettin, 2008; Yablonsky, 2016).

Besides highlighting the love story between Adelia and Adimas, My Pre-wedding also tells the life of some civil servants. In some scenes, the visual aspects show the characters wearing civil servant uniform. This visual aspect portrays the setting of the story which takes place in Indonesia. Therefore, the

speeches of the characters should contain Indonesian values, including the way the characters greet the other characters.

As an alternative of the aforementioned problem, providing footnote can be a good solution. As stated before, there are two English versions of My Pre-wedding webtoon published in “webtoon translate” or “fans translation” features. The translation version done by 148 fans has applied footnote technique in translating the cultural greetings as shown in the following picture:

Picture 1: Footnote Technique in Comic Translation



Conclusion

In the case of translation, shift in the politeness strategies as well as politeness sub-strategies influences the traits of the main character in My Prewedding webtoon. Adelia is defined as a girl who positions herself as “younger sister” to her surroundings. As the shifts on the politeness strategies and politeness sub-strategies occur in some speeches, the personality of Adelia is changed into a casual girl who puts herself in a parallel position to others. This finding shows that politeness strategies can be one of the instruments in prose fiction characterization.

Comis is a work of art which employs the verbal as well as the visual aspects. This semiotic elements cannot be separated and should be conveyed in the target text. Thus, as an alternative, translators may put footnotes in order to convey the meaning and the cultural values. This effort is important as the cultural values, according to the findings, influence the personality or traits of the main character.

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AN ANALYSIS OF STUDENT ABILITY IN TRANSLATING LOCAL-CULTURE BASED TEXT (STUDY AT THE FIFTH SEMESTER STUDENTS OF FKIP-UMM)

Ilham

ilham_sila@yahoo.co.id

Humaira

mairamoe@yahoo.com

Siti Lamusiah

English Education Department,

FKIP-Universitas Muhammadiyah Mataram

Mataram, Indonesia

Abstract

This study aims; (a) to understand the acceptance of translation products in translating local culture-based texts done by the fifth semester students of FKIP-UMM, (b) to classify the relevance of translation done by students from the source text to the target text based on the rules of translation. The type of this research was a case study by taking English students of fifth semester in FKIP UMM as a sample, they were 25 students. The results of this study in general indicated that the translation product at the fifth semester students of English Department can be said to be acceptable, except for only a few errors and examples of errors made by students. The relevance level of the translation product can be proved by the acquisition of the category of percentage in overall average score of the students that was 76.52% including to the Good category.

Keywords: translation, local-culture based text

Introduction

Translation has become a much-needed skill since many centuries ago. The process of translation is required in every transformation of ideology, science, literature or the others. Since the fourth century, the process of translation has been known to the Greeks and introduced by Cicero and St. Jerome. Until the 1960s, the translation term was widely known because it had been used to translate (interpret) the Bible from Hebrew language into the Greek language. The mission of spreading the ideology is not apart from the role of translation in bridging language differences with one another. And also, we recognize western views of the dynamics of science and also the eastern insight for cross-cultural understanding was inseparable from the significant role "translation" (Newmark, 1988).

That why, in the 1970s, translation became a discipline of knowledge was studied theoretically and practically in the university and became a promising skill in the public. So, the role of translation in transform the ideology and science, the term 'translation' was interpreted in various context of scientific, such as the appear of the methodology in teaching foreign language grammatically, namely "GTM (grammar translation method), classical language based translation exercises and more.

This s the main reason for foreign language students (English) to have translation competence, not only for skills in job requirements, but also to assist students in solving the lectures problems. A student's ability to translate the text also as a reference in assessing the level of language proficiency for English students. The better of translation

was accepted of its fluency in understanding the English language.

However, the translation process was not as easy as to be thought. It was not only for language distinction between the source language and the target language (English to Indonesian or vice versa), cultural distinction were also a very serious constraint in finding the appropriate equivalent words for the text and context in question, specifically Indonesian to English. Indonesian diverse of cultural backgrounds, languages and customs that were very different from each other. This difficulties were appeared significant when the translation process occurred. Different types of food names from Indonesia, also a challenge for a translator. Moreover, other traditions such as ceremonial events such as weddings, celebrations day, as well as typical traditions held by each region in Indonesia, especially West Nusa Tenggara.

Therefore, it was very important tried to explore the students' ability when translating cultural texts in the form of their own village stories in an acceptable translation product. Were the students able to transform the cultural meaning in the context of target language culture (English)? Based on my experience in teaching Translation, students were easy to translate English into Bahasa Indonesia, but the students have obstacles if translating Indonesian into English. The commonly texts were consist of translated text report, song, politics, health, and other general text.

Another case when students translate folklore that comes from the region itself. This has never been done before, so there is a desire to analyze their abilities when translating local texts. For information, English students of semester V FKIP-UMM come from three different tribes in NTB, namely Sasak (Lombok), Sumbawa (Samawa) and Bima (Mbojo). These three tribes certainly have typical folklore from their respective regions. For that reason, it was not excessive if this

research became important, given that the students of English semester V have been provided with the theory of translation and translation techniques more varieties during teaching and learning process. So the basics point how to translate the text from English to Indonesian or vice versa have been owned by students. From the above explanation, it can be formulated the following problem: (1) Is the translation product of V FKIP-UMM semester students based on local culture can be accepted in the context of target language (English)? (2) What is the percentage relevance of a student's translation product from the source text (English) to the target text (English) based on the rules of translation?

Methodology

The type of this research was a case study. It was intended to identify and investigate a particular subject or group more closely with one problem. A case study also aims to investigate in detail the background, origin or history of a problem (Arikunto, 2010), (Cohen, L & Manion, L & Morrison, K. 2007). Sample of this research was all student of semester V on English Education Program, class B with total number of students are 25. The sampling technique was purposive sampling. After collecting the translation product of the student result, the researcher analyzed the translation by considering several aspects as discussed by Machali (2000: 116-117) as follows:

Table 3.1 Assessment aspect of translation result

No.	Aspects	Criteria
1	Linguistics	True, clear and fair
2	Semantic	Deviate or change
3	Pragmatics	Distorted or not coherent
4	Fairness	Reasonable or literal
5	Terminology	correct, raw and clear
6	Spelling	Correct and clear

Based on the assessment aspect above, the result of the translation will be analyzed based on the standard coherency adopted from Nababan.

Table 3.2 Standard in Analyzing Equivalence Text

Standard of Assessment		Description	
1. Accuracy	3 (Matching)	2 (Lack of Matching)	1 (Not Matching)
2. Readability	3 (Easy)	2 (Sufficient)	1 (Difficult)
3. Acceptability	3 (Acceptable)	2 (Less Acceptable)	1 (Unacceptable)

(Mangatur Nababan, et. al, 2012: 51)

From the above criteria, the researcher calculated the average value of students per person by using the following formula:

$$M = \frac{\sum fx}{ws}$$

Information:

M : Average value

$\sum fx$: Score students get

Ws : Standard weighting value (leveled with divider 6)

Each score got by the students would be classified according to the following standards.

Table 3.3 Classification Score Value per Student

Score	Classification
1. 9,6-10	Excellent
2. 8,6-9,5	very good
3. 7,6-8,5	Good
4. 6,6-7,5	Fairly good
5. 5,6-6,5	Fair
6. 3,6-5,5	Poor
7. 0-3,5	Very poor

To found the total percentage of student score was obtained based on formula below:

$$P = \frac{f}{n} \times 100\%$$

Information:

P = Percentage

F = Total student score

N = Total number of students (Nababan, et al, 2012)

From the assessment results above, the score of the students' translation results referred to

the standard scoring that adopted from Brown as shown in the table below.

Table 3.3 Translation Result Translation Category

No	Score	Category
1	(80%)-(100%)	Excellent
2	(70%)-(79%)	Good
3	(60%)-(69%)	Fair
4	(50%)-(59%)	Poor
5	(0%)-(49%)	Very poor

(Brown, 2004:287)

Finding and Discussion

Formally, this study was conducted for approximately one semester. It was done simultaneously in teaching and learning process on the subject Translation II. This study used a case study approach that observed and examined the phenomenon in more detail and depth. It was done intensely in each meeting, from the introduction of translation history to translation techniques. Students were gradually given the theory of translation, and at the end of the meeting, students were asked to translate local culture-based texts as described in the previous chapter. The translation results can be seen in the table below.

Table 4.1 Student Result Data

No	Name	Total	Description
1	N	8.7	Very Good
2	FF	7.5	Fairly Good
3	AA	7	Fairly Good
4	ASR	7.8	Good
5	AH	7.7	Good
6	CS	8	Good
7	D	6.8	Fairly Good
8	TO	8.8	Very Good
9	J	8	Good
10	AS	7	Fairly Good
11	A	7.7	Good

12	I	7.7	Good
13	H	7.7	Good
14	LJ	7.5	Fairly Good
15	J	8.7	Very Good
16	DRR	6.5	Fair
17	WS	8.2	Good
18	YR	7.5	Fairly Good
19	M	7.2	Fairly Good
20	VN	8	Good
21	RMO	7.3	Fairly Good
22	RN	8.3	Good
23	SH	6.7	Fair
24	RB	7.3	Fairly Good
25	PS	7.7	Good
Total (F)		191.3	
Percentage (P)		76.52%	Good

From the table above, it can be seen from the students translation result. There were 3 students got very good score, there were 11 students got good category, there were 2 students who got fair, and there were 9 students who got fairly good. No one student who got poor or very poor category.

The percentage score of student can be found by using this formula.

P. Mean:

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{191,3}{25} \times 100\% \\
 &= 76,52\%
 \end{aligned}$$

Based on the formula above, it was calculated that the percentage score was 76.52%.

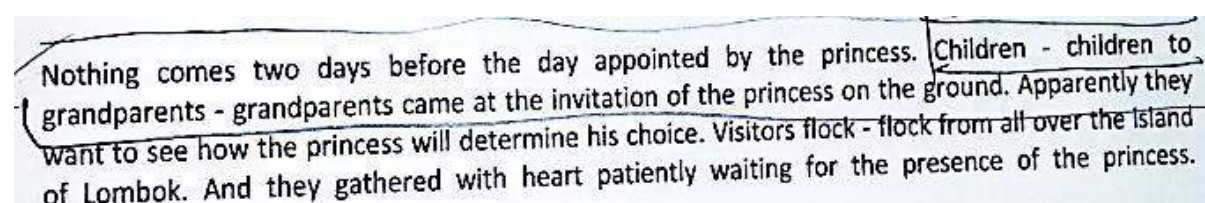
It means that the Fifth semester students ability in translating local culture-based text that the students had a good category based on standard and test results.

Discussions

There were three important points on the discussion, namely accuracy, acceptability, and readability. Those issues had been discussed separately in analyzing the results of student translations based on those aspects.

Accuracy

Accuracy here is the suitability of the content (content) source language with the target language in accordance with the intent of the text. The result of accuracy on fifth semester students class B was 19.08%. This was indicated that the accuracy of student translation was still not satisfactory. But in general, percentage of accuracy above was also not too disappointed. In general, there were some mistakes made by students in translating the text, as for example is as follows:



The results of Chum Sunirwani's translation The word children-children and grandparents-grandparents on the translation above were false in grammatical, because they were not suitable to the grammar pattern. The word 'anak-anak' referred to the text, it actually could be interpreted by the

word "children". Because the word 'children' represented the meaning "plural" for anak-anak or many children in English.

It also the word grandparents-grandparents

False : grandparents-grandparents means kakek-kakek

Correct : kakek-kakek means grandparents.

This was just one example of the inaccuracy in word selection based on grammar, word choice, and sentence.

While examples of inaccuracy in translating sentences can be seen in the third and fourth line on the sample results of the students' translation, namely:

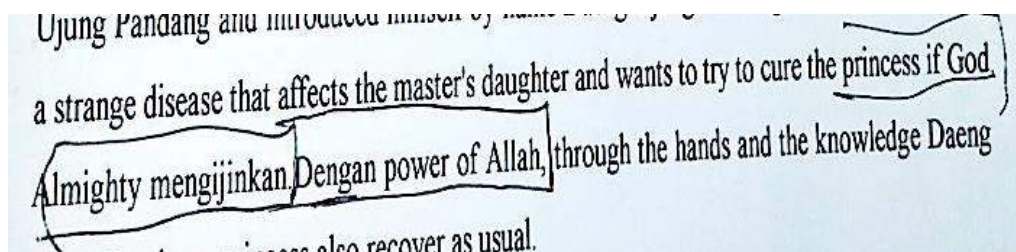
Wrong : visitors flock-flock from all over the island of Lombok

True : many visitors come from all over the Lombok Island

Means: para pengunjung berdatangan dari seluruh pulau Lombok

Acceptability

Acceptability was a level of acceptance of translation products from the source language to the target language. It was assessed on the **merits** of the translation product referred to the language context or the translation content. The examples of non-acceptance in translation products could be seen from the results of the following student translations:



The result of Jam'i translation

The example of translation product above, there was some sentences that seem error and did not the process of translation. Some words were still on the source language, and it was not completely and accepted for the target language. The example sentences include:

Wrong: ..wants to try to cure the princess if God, Almighty mengijinkan

Right: ..wants to try to cure the princess if The Almighty God allows,.

Meaning: ingin mencoba mengobati Ratu, jika Tuhan mengijinkan.

Another example could also be seen in the sentence in the fourth line of the student translation above.

Wrong: dengan power of Allah

Right: by the power of Allah

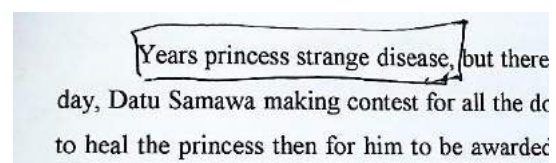
It means: dengan Kuasa Allah

The explicit examples were unacceptable to the target language (English) because the result of translation on some words were not

fully embedded, so it could not understand by the reader of the target language.

1. Readability

Readability was defined as the legibility of translation products. The point was that the translation results can be captured by the target language text reader. The meaning of the text can be read if the key words in question were expressed in the text even if in an unstructured state or with a grammar that did not meet the rules. This means that the readability of a text occurs if the phrase used in translating is completely incomprehensible and captured by the reader. Examples of unreadable sentences are:



The result of Jam'i translation

The sentence of years princess strange disease has absolutely no equivalent in the target language. It can also be seen the inaccuracies and selection of words that can lead to the reader confusion and did not know what the meaning of the sentence. This sentence should be arranged as follows: the princess has been a strange disease for many years. It means, “Putri mengidap Penyakit aneh bertahun-tahun”.

Conclusions

In general, the translation products of VB English semester students can be said to be acceptable, except for some errors and examples of errors done by the students. The relevance level of the translation product can be proved by the acquisition of the category of percentage of the overall average score of the students was 76.52% including to the Good category.

It referred to the table of the translation category below.

No	Score	Category
1	(80%)-(100%)	Excellent
2	(70%)-(79%)	Good
3	(60%)-(69%)	Fair
4	(50%)-(59%)	Poor
5	(0%)-(49%)	Very poor

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TEACHER'S COMMUNICATIVE COMPETENCE OF ENGLISH FOR MATHS

Ima Isnaini Taufiqur Rohmah

Faculty of Art and Language Education

IKIP PGRI Bojonegoro

Bojonegoro, East Java Indonesia

rimataufiq83@gmail.com

Abstract

The aim of this study is to describe the communicative competence possessed by “English for Math” teacher in handling the teaching and learning. Considered under the qualitative case study, observation conducted to get the data of the teacher’s communicative competence based on Celce-murcia’s model of communicative competence (2007) which is consist of discourse, linguistics, socio-cultural, strategic, interactional, and formulaic competence. Interview also conducted to support the data from observation. This study conducted at Mathematics Study Program IKIP PGRI Bojonegoro and the teacher as the respondent. The result of the study reveals that teacher’s sociocultural, discourse and linguistics competence were not good but she has good formulaic, interactional, and strategic competences. Developing sociocultural, discourse and linguistics competence are needed to be able to give a good model for the students, since as a teacher, we much influence our students.

Keywords: communicative competence, Celce-Murcia’s model (2007), English for Math

Introduction

Communicative competence in language teaching today is very crucial to be discussed, introduced and possessed by the teachers and the students now a day. The goal of language teaching today is actually not only concern with grammatical competence but also more specifically communicative competence. It is in line with Richard (2006, p.3) who stated that “grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication”.

To achieve successful and effective communication and to have the ability to use cultural patterns or codes appropriately is the fundamental element to participate in social life, which is the issue we concerned here, communicative competence. As stated by

Byers and Byers (1972, p. 7) that “the basic processes of human communication through all verbal and nonverbal modalities must be learned with an appropriate competence before any subject matter can be placed in an appropriate human context”.

Theoretically, communicative competence as stated in Celce-Murcia (2007) is a term coined by the anthropological linguist Dell Hymes (1967, 1972). Hymes puts forward this notion in response to the theories of the formal linguist Noam Chomsky (1957; 1965) who focused on linguistic competence and claimed that social factors were outside the domain of linguistics. Then, in 1980, Canale and Swain added strategic competence (i.e. the ability to compensate for problems or deficits in communication and do various types of planning) to the communicative competence. A few years later, Canale (1983) added discourse competence (the ability to produce and interpret language beyond the sentence level) to the model.

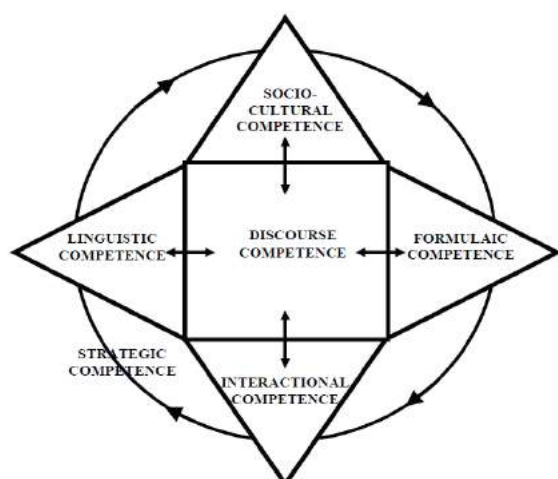


Figure 1. Revised schematic of communicative competence

The idea of the recent communicative model proposed by Celce-murcia (2007) was different from the old one, the new model of communicative competence involves; first, sociocultural competence deals with how to express messages appropriately within the overall social and cultural context of communication; second, discourse competence refers to the ability to select, sequencing and arrange the words, structures and utterances to achieve a unified spoken message; third, linguistics competence involves phonological, lexical, phonological and syntactic order; fourth, formulaic competence refers to fixed and prefabricated chunks of language that speakers use heavily in every interactions, fifth, interactional competence consisted of actional competence (knowledge how to perform common speech acts) and conversational competence (turn-taking system in conversation); sixth, strategic competence is specific behaviors or thought processes that students use to enhance their own L2 learning.

Consisting of sixth elements as mentioned above, this model has various implications for language pedagogy. Since the goal of language instruction is communicative competence, so language instruction must be integrated with cultural and cross-cultural instruction. In addition Celce-Murcia and Olstrain (2000) also argue that instructors

should use materials that are well contextualized and meaningful to learners. However, a communicative focus which includes mastery of systems such as conversational turn-taking and speech-act sets means that many set phrases and other formulaic elements of language use also need attention.

Moreover, the practice of dynamic nature of genuine interaction in their target language such as the rhythm and intonation, the body and eye movement and the other face-to-face communication need to be implemented in the classroom. Practically, the teacher can record learners' performances to be observed and seen where they need to improve. That is why, language learning strategy is needed and the teachers should regularly integrate some strategies into their language classes.

Methodology

The design of this research was a qualitative case study. The data were dig up from the teacher of English for Math in Mathematic education study program IKIP PGRI Bojonegoro. The data were obtained from observing two meetings, interviewed the teacher and also distributing the questionnaire to the teacher. The researcher used communicative competence model proposed by Celce-murcia (2007) as the guideline. Interactive model of analysis proposed by Miles and Huberman (1994) were used in analyzing data, the three main components were data reduction, data display, conclusion drawing/ verification. In this research there were some strategies used to obtain the trustworthiness of the data, the researcher used data and method of triangulation.

Finding and Discussion

Based on the observation conducted during the teaching process reveals that In some occasion, the teacher unable to express messages to the students appropriately within the overall social and cultural context of

communication. For example when she said “from this mmm (inaudible word) that we can learn that we do it in good intention, OK, good intention, we will have the return in the good things too”. Most of teacher’s words arrangement were unstructured and not in a good grammatical order. For example “Mmm, I do like you to join with your pairs only-your pair, jadi your friend, bisa you, to discuss this one. And I hope that after you have finished, you tell about it. I give you for about ten minutes to discuss with your friend”. But in phonological aspects, includes both segmentals (vowels, consonants, syllable types) and supra segmentals (prominence/stress, intonation, and rhythm), the teacher has good enough quality to pronounce English words.

Other than that, she was lack in the three last components such as lexical, that is knowledge of both content words (nouns, verbs, adjectives) and unction words (pronouns, determiners, prepositions, verbal auxiliaries. Morphological which I includes parts of speech, grammatical inflections, productive derivational processes. Syntactic, which is constituent/phrase structure, word order (both canonical and marked), basic sentence types, modification, coordination, subordination, embedding. In other hand, the teacher able to use and construct routines, collocations, verb object, idioms, and lexical frames. In activity to construct routine, such as when she said a fixed phrases like the words “of course, “all of a sudden” and formulaic chunks like “How do you do?”, “I’m fine”, “thanks”, “how are you?”. Collocations such as: 1) verb-object, like the words “spend money, “play the video”; 2) adverb adjective, such as “statistically significant”, “mutually intelligible”; 3) adjective-noun, i.e. “tall building”, “legible task”; 4) idioms e.g., “to kick the bucket” is similar with “to die”, “to get the ax” is “to be fired”/“terminated”; 5) lexical frames, such as “I’m looking for”, “See you next week”, etc.

Based on the observation, the teacher has good actional competence that is the knowledge of how to perform common speech acts and speech act sets in the target language involving interactions such as information exchanges, interpersonal exchanges, expression of opinions and feelings, problems (complaining, blaming, regretting, apologizing, etc.), future scenarios (hopes, goals, promises, predictions, etc. For example when she express opinion, i.e. “Mmm... Sometimes , in our lives-in our lives, we want to be someone who are ideal for us”.

Conversational competence is inherent to the turn-taking system in conversation, includes, how to open and close conversations, how to establish and change topics, how to get, hold, and relinquish the floor, how to interrupting, stalling or time gaining using phrases like “Where was I?”, “Could you repeat that?”. Self-monitoring such using phrases that allow for self-repair like “I mean”. Interacting which is includes strategies that include appeals for help/clarification, that involve meaning negotiation. Social which is strategies involve seeking out native speakers to practice with, actively looking for and opportunities to use the target language. Formulaic competence as the additional competence in Murcia’s revised model plays significant role and has a great deal of language that will be acquired. As stated by Wood (2015) that the role of formulaic competence is to help the adults to achieve greater fluency and native-like mastery of their second language. Moreover, Wood stated that being communicatively competent speaker leads the language user to avoid any kind of communication breakdown. Thus, reaching fluency is the main aim of foreign language learners (EFL learners) and formulaic competence provides a great deal of help for EFL learners to achieve native-like language proficiency.

Rethinking of the communicative competence's role in language teaching proposed by Murcia, in my opinion, there are some aspects that are crucial to adjust in order to be able to shape the soul of communicative language teaching. First, the design and designer of curriculum. In order that the designed curriculum brings the soul of communicative language teaching, it must cover all required competences, teaching methods and materials chosen. It is in line with Richard (2006, p. 9) said that "language teachers and teaching institution all around the world soon began to rethink their teaching, syllabuses, and classroom materials". Moreover, curriculum designer is the key responsible person to handle this job. The designer needs to have a good understanding of communicative competence and how to incorporate in language teaching process.

Second, teacher is the key person in the classroom. Many English teachers today still adopt traditional English teaching which grammar is the most view point of English literacy. It happens because they do not understand the needs of communicative language teaching today. It is in line with Richard (2006, p. 9) who argued that "communicative competence and not simply grammatical competence, should be the goal of language teaching". I would argue that mostly teachers teach traditional grammar as a set of rules and forms in written language. They feel ambitious to put those sets of grammatical rules and norms in the real context of the communication. However, some students successfully bring them in appropriate context, their oral language production in conversation is unnatural because lack of spoken language features. Halliday as cited in Mican (2013) defines a

text as semantic structure which is formed out of a continuous process of choice among innumerable interrelated sets of semantic option. Thus, this misconception is interesting to investigate in order to bridge students linguistic competence in using different perspective as well as utilize communicative competence.

Conclusions

Teacher's Sociocultural, Discourse and linguistics competence are not good but she has good communicative competence in some element such, formulaic, interactional, and strategic competences.

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LEARNING FROM MISTAKES

Error Analysis in the English Speech of Indonesian Tertiary Students

Imelda Gozali

English Conversation Class Unit

Sekolah Tinggi Teknik Surabaya (STTS)

Surabaya, Indonesia

imelda@stts.edu

Abstract

This study is part of a series of Classroom Action Research conducted with the aim of improving the English speech of students in one of the tertiary institutes in Indonesia. After some years of teaching English conversation, the writer noted that students made various types of errors in their speech, which can be classified generally into morphological, phonological, and lexical. While some of the errors are still generally acceptable, some others elicit laughter or inhibit comprehension altogether. Therefore, the writer is keen to analyze the more common errors made by the students, so as to be able to compile a teaching material that could be utilized to address those errors more effectively in future classes. This research used Error Analysis by Richards (1971) as the basis of classification. It was carried out in five classes with a total number of 80 students for a period of one semester (14 weeks). The results showed that most of the errors were phonological (errors in pronunciation), while others were morphological or grammatical in nature. This prompted the writer to design simple Phonics lessons for future classes.

Keywords: Error Analysis, Interlingual Error, Intralingual Error, English Speaking

Introduction

After teaching English Conversation in a tertiary institute in Surabaya, Indonesia for a few years, the writer started to take notice of the mistakes and errors committed by her students in their speech. While they may still be understood by fellow Indonesians, the speaking inaccuracies might hinder comprehension, or even elicit laughter, if they speak to foreigners. The writer then came to realize that some of the errors can be considered ‘typical’ of Indonesian speakers, while some others can also be grouped and studied further. Thus, she conducted a research to firstly observe the mistakes and errors, classify them, and then to provide a customized instruction in the form of corrective feedback based on the compiled errors in the effort to improve the accuracy of the students’ speech. The research was carried out in the form of Classroom Action Research, consisting of two cycles of planning, action, and reflection.

This paper is actually a part of the above-mentioned research, zooming in on the error analysis part. The purpose is then to classify and analyze, in greater detail, the mistakes made by students in the course of speaking English in the classroom, so as to be able to propose useful teaching material or strategy that could address those errors. It is hoped that this research will contribute somewhat in the field of English speaking, pronunciation, and error analysis in Indonesia, where there seems to be a dearth of studies pertaining to this topic.

The studies of Error Analysis seem to have gained interest since the publication of Corder’s paper entitled the Significance of Learner’s Errors in 1967. The significance of learners’ errors is, in his opinion, three-folds. To the teachers, the errors would help them to gauge the learning progress of the students. They are also useful for the researchers in terms of studying learning

process and strategies. Lastly, the learners themselves also benefit from their own mistakes if they are able to use them as tests of their own language learning hypothesis (Corder, 1967).

A few years later, Jack C. Richards published a study in 1971 on non-contrastive approach in error analysis, wherein he made a distinction between 'interlanguage' errors, namely those arising from interference of the learners' mother tongue, and the 'intralingual' or developmental errors when learning English. The latter are errors which may occur to anyone, regardless of his/her native language, when learning English as a second language. They might be caused by difficulties inherent in the English language. Ellis (1994) described the steps taken in Error Analysis, namely sample collection, errors identification, errors description, and finally, their explanations. As regards the last step, error explanation, the source of error can be interlingual or intralingual in nature (Richards, 1971). Interlingual errors, the negative transfer from the learners' mother tongue to the target language, is nearly unavoidable in all language learning process. Most of the time, interlingual errors arise from direct translation from the learners' L1 to the L2 (Dulay et. al., 1982). Foreign language teachers who share the same L1 as the students will be able to comprehend the source of interlingual errors and tackle them appropriately. However, intralingual errors, which are caused by interference within the language being learned, are perhaps harder to pinpoint.

In the case of Indonesia, Sastra (2014) had carried out an Error Analysis study on the speech of Indonesian tertiary students, although the focus was only on grammatical errors. She made use of the Surface Strategy Taxonomy of Dulay et. al. (1982) to analyze the transcript of junior high school students' speech. She found that most of the errors come under omission (37%), followed by

misformation (35%), then addition (27%), and lastly misordering (1%).

Methodology

This study was designed as a qualitative research using participants' observation as the method. The data were gathered through field notes of the students' speech in the classroom. The participants were 80 students from five intact English Conversation Class (ECC) classes. The duration of the study was one semester, which translated to 14 weeks of weekly face-to-face meetings. A typical ECC class consists of discussion of a grammatical structure related to the conversation or presentation topic of the day lasting for around 30 minutes, followed by individual or group presentation by the students in the remaining 60 minutes.

As was mentioned above, this study was actually part of a Classroom Action Research with the main thrust of improving the speaking skill of the students. In the first cycle of the Planning phase, the instruments for the subsequent Observation phase were prepared, including the field note in the form of Observation Sheet to record the errors made by the students in speaking. During the Action phase of Cycle One, the writer used the Observation Sheet to record the speaking errors committed by the students during the individual or group presentation, be them in the area of pronunciation, grammar (covering both syntax and morphology), or lexicon. This also corresponds to the first step of Error Analysis which is sample collection (Ellis, 1994). In the errors identification process, the writer focused more on errors which might make the speakers unintelligible to a native speaker, or those which were clearly deviant in terms of structure. In the Reflection phase, the data gathered from the Observation Sheet were analyzed, which constituted the error description and explanation part of the Error Analysis process.

Finding and Discussion

The list of frequently-committed speaking errors or near-unintelligible speech that were gathered is shown in **Figure 1, 2 and 3**. In general, the mistakes can be grouped into three types; Pronunciation (Figure 1),

Grammar (Figure 2), and Lexicon (Figure 3). As can be seen from the samples collected, the writers collected mostly pronunciation mistakes, followed by grammatical, and lastly lexical.

FIGURE 1						
Pronunciation						
	Type	Cause		Type	Cause	
1 ans W er, W ho	inter		b U ses	inter		
2 st U dy	inter		box ES	inter		
3 camp U s	inter		concern ED , ban NED	inter		
4 br OW sing, sh OW er, cr OW ded	inter		inv ITE	inter		
5 h OU se	inter		cen TRE	inter		
6 s C ene	inter		fu TURE	inter		
7 K now	inter		mount AI n	inter		
8 H ours, H onest	inter		w OR k	inter		
9 e VEN T	inter		b UI ld	inter		
10 st U dent	intra	4	Sund AY , p AY	inter		
11 batter Y	intra	4	s UG gest	inter		
12 t U rn, ch U rch	intra	4	VIOL ent	inter		
13 fin G er	intra	4				
14 magaz INE	intra	2				
15 oppo SITE	intra	2				
16						

Figure 1: List of pronunciation errors

FIGURE 2		
Grammar		
	Type	Cause
can speak ing , can fly ing , can feel ing , will promot ing	intra	1, 4
I go ing/back home, I chat ing , he climb ing	intra	1, 4
watch ing a TV, drink a coffee, have a lunch, ...	intra	1
can look S like	intra	1
You must to come (vs. have to)	intra	2
how to writ ing , to draw ing , ...	intra	1, 4
he do (es),	intra	1
I doesn't know, you doesn't need, people doesn't	intra	1
My school have a ...	intra	1
It make(s) you	intra	1
was need(ed), was go (went)	intra	4
she is fall(s) in love, he is begin	intra	4
that (is) located, you (are) interested	intra	3
Do you ever confused...	intra	4
he (does) not want to	inter	
more easy, more better, more faster	inter	

Figure 2: List of grammatical errors

FIGURE 3	
Lexicon	
I very like	inter
I school in SMA, he school at ...	inter
When I success , ...	inter
broom the floor	inter

Figure 3: List of lexical errors

The errors were then further classified into interlingual and intralingual. It can be seen from **Figure 1** that almost all of the pronunciation errors are interlingual in nature, namely, are traceable to the way words are pronounced in Bahasa Indonesia. For example, the phonetic 'ow', present in 'browsing' and 'shower', do not exist in Bahasa Indonesia and so students who do not know how to pronounce them will naturally resort to the way 'ow' is said in Bahasa Indonesia, like the word 'lowongan' for example. The phonetic forms like silent W, and silent K are not even present in Bahasa Indonesia, so the students attempted to pronounce them like the way the consonant W and K are read in Bahasa Indonesia.

However, a few pronunciation errors can be said to be interlingual, like the mispronunciation of 'magazine' and 'opposite'. Long vowel i-e, such as in 'rice' and 'bike', are not present in Bahasa Indonesia. Although it seems to be also present in the words 'magazine' and 'opposite', those two words are exception in that the '-zine' and the '-site' are read like 'mean' and 'sit' respectively.

On the other hand, most of the grammatical errors found in **Figure 2**, like can speaking and must to come, seem intralingual in nature and are very similar to the list of intralingual-developmental errors provided by Richards (1971). Utterances like can looks like is similar to Richard's own examples for the case of generalization.

A few of the grammatical errors could be postulated as interlingual in nature. The phrase 'he (does) not want to' might also be due to direct translation of the word 'tidak' in Indonesian. The incorrect comparative forms of 'more easy' looks like a translation of the word 'lebih'.

Finally, the lexical errors detected and depicted in **Figure 3** showed clearly the interference of L1, namely in the form of literal translation. The phrase I broom the floor comes from saya menyapu lantai, where the verb menyapu in Indonesian is indeed derived from the noun sapu (broom).

The finding that interlingual errors accounted for most of the pronunciation errors is in line with what has been recognized by teachers and language experts (Burt, 1975). Lennon (2008) also suggested a similar thing when he wrote that "the contrastive analysis model works best in predicting phonological error", thus implying that interference from L1, which is the basis for contrastive analysis model, is most influential in pronunciation.

The result of this study is also similar to that of Grauberg (1971), who stated that only 10% of the syntactic errors in his students' writings was due to negative transfer of their first language, German. In this study, out of the 16 types of grammatical errors recorded, two were stipulated to be interlingual in nature, and thus constituting approximately 11% of the total.

Burt (1975), in the same paper cited above, distinguished between global error and local error, in which the former means those which potentially hamper understanding by the listeners, while the latter do not do so significantly.

Looking back at the errors in **Figures 2**, it might be safe to say that the errors in the grammar, be them interlingual or intralingual, are mostly local errors. They

don't seem to hamper communication in a significant way. For example, if a student said, "when I go home I watching a TV", the overall meaning of his sentence is unmistakable. Similarly, the lexical errors, which were deemed to be all intralingual, seem to be of a local kind, since the interlocutors will be able to guess the intended meaning of the sentence from the context. Thus, in the sentence "I broom the floor", the intended meaning can be easily guessed. However, perhaps more attention should be paid to pronunciation errors, which have the potential to cause misunderstanding.

What could be the pedagogical consequences of these findings? It can be postulated that, since most of the grammatical errors are interlingual, they are to a certain extent unavoidable and not predictable from the influence of the mother tongue. Therefore, it is useful for teachers to know those kinds of errors, and to caution the students accordingly when discussing those particular grammatical aspects. For example, to prevent students committing the mistake of saying "I can speaking English", emphasis can be given that infinitive verb should follow modals. Some suggestions given by Richards (1971) in his paper could also be considered, such as to reduce pattern drills and transform exercises in English teaching, and to avoid teaching words with similar function but different structure together. Transform exercises work by asking the students to transform from the present tense to the present progressive tense. Thus, from the sentence "he walks quickly", students might produce "he is walks quickly." Teaching the words "have to" and "must" together might result in the deviant form "must to", which is quite often heard among Indonesian speakers.

As for the pronunciation errors, which tend to be interlingual and global in nature, there seems to be a need for an explicit instruction for some phonetic forms (Saito, 2011), or at

least form-focused method of teaching to raise the awareness of those forms in a communicative context (Saito, 2013). An example of an explicit instruction on pronunciation is by teaching Phonics material, the teaching of reading words based on certain phonetic rules.

Conclusions

This study attempted to perform error analysis on the spontaneous speech of Indonesian tertiary students. The errors recorded were grouped into pronunciation or phonological errors, grammatical or syntactic errors, and lexical errors. Upon analysis, it was found that most of the pronunciation errors were interlingual in nature, or caused by interference from learners' native language, and are potentially global, namely, causing confusion to listeners who are native speakers of English. On the other hand, grammatical errors were mostly intralingual, that is, inherent in the target language. They are also mainly local errors, or errors which generally do not hamper understanding. The few lexical errors detected were all deemed to be interlingual and local in nature. These findings might have certain pedagogical values, namely avoiding certain methods of grammar teaching, and to raise phonemic awareness by teaching explicit Phonics lessons, or simply raising phonemic awareness in the course of teaching the different skills of the language.

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IDEOLOGY REPRESENTATION ON MEDIA: A DISCOURSE ANALYSIS IN CCU CLASS

Indrawati

English Department, Semarang State University

Semarang, Indonesia

Indrawatisudarmono1@gmail.com

Abstract

Cross Culture Understanding (CCU) course is described as the process by which students acquire knowledge and skills of aspects of culture of subjective nature such as norms, values and perceptions; of objective nature such as cultural artifacts and ways of life of people of certain cultural backgrounds. This is revealed through analyzing various discourses of oral, written, visual and other media. Learners of this course are exposed to activities of conceptualizing ideas, discussing forms of social phenomena realization and building cultural relativity through which learners grow attitude of appreciation and toleration and eventually build cross cultural communication with people of different backgrounds. A film perpetuating ideology of certain social class in America is discussed by learners in class to reveal prevailing value of being white Anglo-Saxon protestant. Then this is examined in relation to the existing American Dream as people's philosophy. The class reports the findings after studying their own national ideology and makes comparison and contradiction between the two ideologies. Learners report the findings in their weekly log book to document the data for further use and to be uploaded in an on-line academic-scientific journal. A qualitative textual analysis method is done to formulate a meaning interpretively. Textual analysis is an appropriate method for analyzing film as it emphasizes on genre of organizational style.

Keywords: Cross Culture Understanding; discourse; ideology; American Dream

Introduction

Students in CCU class engage in analyzing discourses of oral, written, and visual presentation. Discourse means the written or verbal exchanges, conversations, and discussions about things requiring process of reasoning. Discourse includes power relation. In analyzing discourse, people consider the aspect of ideology which refers to the framework of thinking and calculation about the world. Discourse, ideology, power, and language depend on each other. All of them are expressed in various texts or language use, such as in the fields of politics, law, regulations, sermons, speeches, talks, school textbooks, images, films and others.

The media as deemed appropriate to present discourse is film on television. Television culture explores ideology examining theme of race representation in Friends the series.

The film presents six characters or ensemble that build family-like relationships who live in apartment in Manhattan, United States who strive for a future career. Ideology and power are exercised using comedy in sitcom or situational comedy. The particular topic for discussion is Italian American represented by the character named Joey Tribiani of Italian descend. Although perhaps not typically considered non-White, the stereotypical characteristics of Italian American were the subject of racial and ethnic ridicule in the film through Joey's character. The analysis of text in the form of film meaning the process of DA is done in groups of five students. The result is presented orally about the content and structures in genre form analyzing cultural messages regarding racial representation of Italian portrayal in relation to the stereotype of Whiteness supremacy. Student individual

weekly log-book assignment is handed in the next meeting to examine students' comment on the topic.

Discourse Analysis (DA)

A great many scholars are familiar with what discourse is, however, as this is the process by which men look at reality to make sense of the world in reality, scholars need to consider the definition put forward by Schiffrin as quoted in Marcus Weaver H. lecture (website of Educational Foundation and Research) that there are 3 main categories of definition. First, discourse is anything beyond the sentence; second, discourse is language in use; third, discourse is social practice.

Foucault mentions that discourse refers to the larger system of thought of people in particular historical situation that makes certain things thinkable and sayable. The thought and ideas were present in the mind prior to language use. Other expert, Hodges states about the orientation to Discourse Analysis (DA), that is: 1) Formal linguistic discourse which is focusing on semantic use or meaning of a text; 2) Empirical DA which is focusing on samples of oral/ written language and text and data on the use of language in social settings that construct social practices; and 3) Critical DA or Foucauldian analysis which is focusing on the language use in social settings plus data on the institution and individuals who produce and are produced by the text or language use. This allows to see how many forms there are of discourses construct and what is possible for institutions and individuals to think and say.

Discourse and language can be explained in that language is not necessarily discourse. Discourse characteristics are: a) It is linked to context; b) It requires participants; c) It is built on responsivity; and d) It is bounded by structure of discourse. Discourse is general understanding of what people do in

conversation in getting the meaning across. This includes non-linguistics and non-specific aspects, such as the clothing, the device, gestures and many more.

Critical Discourse Analysis or Critical DA that is conducted in lots of social sciences by Sociologists, Psychologists and other experts on the issues of power, inequality, injustice practices through language is interesting. The example is the knowledge of how people in a particular time, place and situation construct an understanding about an issue or social subject about division of labor in a family. How a particular society understands the concept, meaning and function of who works or earns a living in a family. Generally, men are the one responsible for the family life' fulfillment or men as bread winners. Women are home makers. Today, in some villages this is not necessarily practiced anymore. Women change roles as bread winners or women laborer formally and legally under the government's stipulation based on memorandum of understanding with foreign countries, As such, social practice is realized in which men stay and take care of the household while women work outside of the house in the same country or possibly overseas. This social practice is seen as normal practice. The term and language use to explain the villagers experiences are language of particular terms and words. The scholars analysis will be the one about life events around the issues adjusted to reality which presumably contrary to the accepted norm in larger scope and different time period.

Ideology and Power

Language is humans' base for communication which is embedded in how they use language which is an implicit assumption about the world. Henrika Floren (quoted from website on her lecturing on discourse), mentions the relationship between ideology and power. She further mentions that power is necessary to decide the truth. If

men think about the world as a subjective reality then truth becomes relative and when men have good reasons for saying something, it becomes true. This kind of truth depends on situation. The one who has the power decides what is true and what is false, what is right and what is wrong. As with ideology, she added that ideology is implicated in the arrangement of power in society. Ideology is a systematic body of concepts especially about human life and culture. It is a manner or the content of thinking characteristics of an individual, group or culture. Ideology is an embedded beliefs, values, and opinions usually hidden, refers to emotion presented as common sense, natural, universal that is delivered through symbols, narrative, films and many other forms. Ideology prevails in various fields, such as religious practices, politics, citizenship, education, laws, and many more.

Ideology as stated by Fiske and Jenkins in the book on communication study assert the aspect of illusion in ideology. Ideology is a system of illusory beliefs maybe contrasted to scientific idea; it is obtainable through false or negative information. The instances of this are seen in dynamic ideology or ideology change regarding Indonesian local music: dangdut music.

Situational Comedy on Television and The Culture's Representation of Ideology

Sitcom reflects changes within society. It offers a powerful model for private life in the age of broadcast culture. Television functions as a dominant media culture in order to maintain boundaries and to legitimate the rule of the hegemonic ideology of class, race, and gender roles (Keller, 2003). Television affects every aspect of America life and culture. One cannot examine the United States today without turning on television (Katzman, 1998). Films on television symbolize particular social groups, issues, and institution systematically and in repetitively in a manner that often reflects the

position of these groups within our society's hierarchical power structure (Press, 1991). Television continues to produce the dominant ideology that America is a place of opportunities, prosperities and wealth. In contrast as well, it presents violence, inequality, and injustice and many more. Television more than any other medium give models to the American people, model for life as it is or should be or can be lived.

Dominant ideology on television functions from society to television screen and back to the audience. Sitcom program is one way that the hegemony of ruling class ideologies maintained as television is a producer of cultural images to viewers that help viewers understand the world and the values and beliefs they practice in their public lives (Press: 1991).

In refers to the theme of Ideology in the sitcom Friends series, Whiteness and racial presentation are analyzed in which people of white skin are seen as dominant that create power in society (Jay, 2005). Studying Whiteness is not a decisive evaluation about prejudice but explains how people with white skin have unconscious power to influence other non - White people. Whiteness also examines how the dominant ideology of skin preference is perpetuated through society.

Italian American character, Joey, regardless of his white race, is seen as non-White with his stereotypical Italian prevailing of certain categories. The Whites represented by the other five characters, Ross, Chandler, Phoebe, Monica and Rachel see him as childish, unintelligent, and foolish. Joey's character supported (Cavallero's 2004) idea of Italian blue collar stereotype. Joey was an on-again-off-again working actor who had trouble securing good decent paying jobs. When Joey got the job in the film as neurosurgeon, his portrayal was ironic given the dim and uneducated – simple minded nature of his character around his five friends.

Joey's character was depicted in several Italian stereotyping. Cavallero mentions three types of Italian American stereotypes. They are: 1) gangsters with unintelligent, heartless, criminal tendencies; 2) fesso with foolish, oblivious, and senseless attitude; 3) tricksters with unfaithful, dim-witted, and controlling behavior. Joey's character was a naïve and an oblivious person to the world around him. His friends have to correct his grammar and tried to put him to belong to the in-group. Cavallero described Joey on the tradition of fresso, occasionally is surprising his friends with an astute comment, but is usually remaining clueless.

Conclusion

Students of CCU are trained to apply critical discourse analysis. Their exposure to film

assumed as mental evidence of society is one of many ways to critically analyze language use in a text as particular social practice.

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THE COGNITIVE THEORY OF SPATIAL PREPOSITION AND ITS APPLICATION TO TEACHING ENGLISH AS A FOREIGN LANGUAGE AND TRANSLATION

Joko Kusmanto

Language Center

Politeknik Negeri Medan

Medan, Indonesia

jokokusmanto@gmail.com

Abstract

The dichotomy of function and content words has for so long, precisely since Fries (1952), positioned the preposition as a subject of marginal interest in linguistic studies from the perspective of both formal and functional school of linguistics. If any, such studies have generally resulted merely in the description of its function and position. Yet, in English for instance, function words are not stressed in utterances and, therefore, considered to play a minor and an unimportant role in conveying messages in a communication. The paper does not discuss all types of preposition but focuses its discussion on the spatial preposition. This paper discusses (i) what cognitive aspects drive and motivate the emergence of the lexical meaning of spatial preposition, (ii) how English and Bahasa Indonesia differ and share the use of spatial preposition, and (iii) how TEFL and teaching translation can take advantage of the answer of the second question. The first question forms the theoretical foundation of the discussion based on the Cognitive Linguistics perspective. The second question discusses the differences and the similarities of the spatial preposition in English and Bahasa Indonesia based on the above theoretical foundation. The third question is related to how TEFL and teaching translation can benefit from this comparative study between English and Indonesia spatial preposition. Finally, the discussion also shows that the lexical meaning of spatial preposition demonstrate how language, culture, and mind are intertwined.

Keywords: Cognitive Linguistics, spatial preposition, TEFL, translation

Introduction

Space is one of essential entities in human life (Brenda, 2014; Svorou, 1994). Yet, space is thought of as “a universal cognitive primitive” in Kant’s philosophy (Hickmann & Robert, 2006, p. 1). Further, Kant stated that “space constitutes an important part of the background for all conceptualization and meaning” (Zlatev, 2007, p. 320). {Citation} Levinson and Wilkins (2006: 1) stressed strongly that “spatial cognition is a fundamental design requirement for every mobile species with a fixed territory or home base. And there is little doubt that it plays a central role in human thinking and reasoning”. This is why “[T]he language of space becomes an

important focus of research” (Levinson and Wilkins, 2006: 1).

Due to the existence of space, all inter-entities relationship in various kinds of configurations in this world may take place. The existence of the human being itself constitutes part of the inter-entities relationship and appears to be the result of this kind of relationship. Human cognition enables man to be aware of (i) his/her existence, (ii) space, and (iii) his/her existence within a space. Man’s awareness of his/her existence does not only encompass his/her physical existence but also his/her unique posture and configuration. Man’s unique posture and configuration refer to facts that man has a certain posture of standing on this earth, that man has different

parts with different functions, that man has the ability to move from one point to another point in a certain mode of movement, that man changes physically over time, and so forth. Therefore, spatial cognition can be thought of as “a set of fundamental and central cognitive abilities that enable a variety of conceptual processes, both non-verbal and verbal” (Glanzberg dan Silters, 2015:1)

Human being’s awareness of (i) his/her existence, (ii) his/her relationship with other entities, and (iii) the relationship among entities in the space is actuated by two human’s properties. They are (i) the perception which is primarily connected to his/her senses and (ii) the cognition which is primarily connected to his/her brain and his/her thinking ability. The relationship among entities which human being becomes part of it, hence, directly experiences it, and which he/she witnesses in various kinds of spaces constitute bodily based experiences in his/her life. The relationships among various entities in various spaces taking place around in every single second which human being both physically experiences and witnesses do not just pass by and leave nothing to human cognition. Rather, all those relationships are caught by human perception as certain meaningful configurations which create various concepts in his/her cognition.

For instance, we can take the emergence of the concept of containment in human cognition. The concept of containment emerges from the physical or bodily experiences that we as human being are connected with every day. When we awake every morning we find ourselves being confined in space with six flat barriers comprising wall, ceiling, and floor. Hence, we are being contained in the so-called bed room. Then, we get up and move from the bed room into the dining room, next to the kitchen, and finally to the bath room. What we experience is that we move from one kind

of container to another kind of container. When we open the refrigerator in the kitchen, and take a can of milk from it, basically we open a big container and find another small container in the bigger container. When we pour the milk into the glass, we transfer an entity from one container to another container. These all examples of what we bodily experience everyday build a concept of containment in our cognition (Tyler dan Evans, 2003:25; Svorou, 1994:6).

In addition to the concept of containment, the relationships among entities also result in other concepts such as ‘support’ and ‘occlusion’. The concepts of ‘containment’, ‘support’, and ‘occlusion’ which emerge from various kinds of human’s bodily experiences are universal in nature. All the various kinds of physically and perceptually everyday experiences human being have lived by will finally guide our cognition to the emergence of the concept like ‘containment’, ‘support’, and ‘occlusion’ as a sort of cognitive conclusion. This process works universally regardless which part of the world they live, whether they are male or female, genius or not, etc. However, the question is whether or not the universal concepts of ‘containment’, ‘support’, and ‘occlusion’ also have the same range of application across different communities. This question is challenging in terms of seeking the answer of how human cognition processes the concept of space from all the physical experiences s/he has gone through. The effort to search the answer of the above question is directly related to finding the evidences of the embodied knowledge.

Language is one of the essential windows from which what and how the human cognition may be investigated and postulated. Lee (2001:1) stated that “linguistic structure is a direct reflex of cognition in the sense that a particular linguistic expression is associated with a particular way of conceptualizing a given

situation". The partial task of the investigation is to find what human cognition processes all the experiences universally and whether there are parts which are in relative domain. This idea is rooted back to the Sapir-Whorf hypothesis on the linguistic relativity. This paper addresses this issue from a comparative case study on the spatial preposition used to portrait the cognitive concept of support. The comparative result of the study will be used as the basis of discussing how the cognitive theory can contribute to the teaching of English to speakers of Bahasa Indonesian.

Spatial Preposition 'on' in English and 'di atas' in Bahasa Indonesia: a Case Study

Both speakers of English and those of Bahasa Indonesia (BI) have the cognitive concept of 'support'. The concept of support refers to the physical configuration where one entity (x) is being physically attached to another entity (y) so that the entity (y) supports the entity (x). This cognitive concept of support is universal and emerges from the abundance of physical experiences that human being has gone through every single second. The question is whether or not the English and the Indonesians apply the universal concept of support in the same cognitive range.

The spatial preposition 'on' is one of the English lexicons which is used to express the concept of support. The corresponding word in Indonesian lexicons is the spatial preposition 'di atas'. The preposition 'di atas', therefore, can be perfectly used to translate the English utterance 1 (a) into Indonesian utterance 1 (b).

1. a. The lamp is **on** the table.
- b. Lampu itu berada **di atas** meja.

We cannot claim, of course, to say that both English speakers and Indonesian speakers have exactly the same mental image from both utterances. But, both utterances refer to an entity which is in contact with another entity in the vertical configuration. In that

conceptualization, both utterances depict a similar physical configuration as in Figure 1 and, roughly speaking, both utterances are similar in almost the whole aspects.

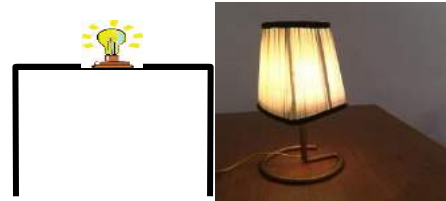
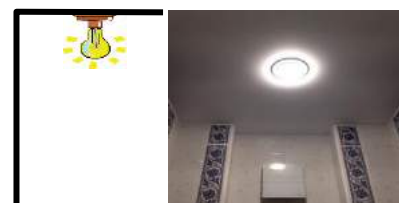


Figure 1. The Rough Mental Image depicted by Utterances 1

The other uses of the English spatial preposition 'on' show that the use of the spatial preposition 'on' and 'di atas' portraits different concepts. The cognitive concept in the spatial preposition 'on' is wider than the Indonesian spatial preposition 'di atas'. Figure 2 and utterances 2 depict the conceptual range that the English spatial preposition can cover. It does not only encompass the horizontal based spatial relation but also include the vertical spatial relation. Of course, it is not that simple when we go into the detail. But, in general the use of the English spatial preposition 'on' reflects that the different configurations of the spatial relations depicted in Figure 1 and Figure 2 are cognitively conceptualized in the same cognitive perception.



(a)



(b)

Figure 2. The Other Mental Image of the English Preposition 'on'

2. a. The lamp is **on** the ceiling.
b. The lamp is **on** the wall.

The mental images shown in the Figure 2 are still conceptualized in English as the same concept of support with the mental image shown in Figure 1. The perceptual and physical experiences which result in the mental images shown in Figure 1 and Figure 2 are conceptualized as the same concept. The way of how entity 'lamp' as entity (x) is attached to the entity (y) is cognitively captured as the same phenomenon regardless their axial orientation.

Does the same cognition of utterances 2 applies to the Indonesian spatial preposition 'di atas' which perfectly matches with the English preposition 'on' in utterances 1 (a). The English spatial preposition 'on' in utterances 2(a) and 2 (b) cannot be translated into 'di atas' as in utterance 1 (a). The translation of the English spatial preposition 'on' into the Indonesian spatial preposition 'di atas' in utterances (3) and (4) is unacceptable not in terms of its grammaticality but in terms of its different mental image that the translation bears.

3. a. The lamp is **on** the ceiling.
b. Lampu itu berada **di atas** langit-langit.
4. a. The lamp is **on** the wall.
b. Lampu itu berada **di atas** dinding.

Different from the mental image depicted in Figure 2, the mental image depicted by the utterances 3(b) and 4(b) is presented in Figure 3.

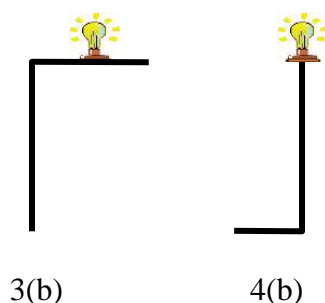


Figure 3. The Mental Image Depicted by the Utterance 3(b) and 4(b)

The mental image depicted by the Figure 3 shows that the spatial cognition in the English spatial preposition 'on' is not the same with the spatial cognition born in the Indonesian spatial preposition 'di atas'. The use of the English spatial preposition 'on' shows that the perceptual and physical phenomena depicted in Figure 1 and Figure 2 are conceptualized as the same concept. Meanwhile, the use of the Indonesian spatial preposition 'di atas' shows that the perceptual and physical phenomena depicted in Figure 1 and Figure 2 are conceptualized differently.

The relation between the entity (x) 'the lamp' as the trajectory and the entity (y) 'table', 'ceiling', and 'wall' as the landmark is cognitively captured as a stable concept of support in English regardless their axial configuration. No matter where the trajectory is attached to the landmark, such configurations are conceptualized as the same cognitive phenomenon. Meanwhile, the Indonesians cognitively perceive the spatial relation depicted in Figure 1 and Figure 2 as different types of spatial relation. If the Indonesian spatial preposition 'di atas' is used to translate the utterances 2(a) and 2(b) into 3(b) and 4(b), the mental image the speakers of Bahasa Indonesia have will be like the mental image 3(a) and 3(b).

The mental image 3(a) and 3(b) shows that the spatial preposition 'di atas' takes the axial orientation into account. The spatial cognition in the Indonesian preposition 'di atas' applies only to (i) vertical spatial relation and (ii) the trajectory may not be attached directly to the landmark. The spatial relation in Figure 4 is still conceptualized in the range of the spatial preposition 'di atas' and linguistically expressed in 4.

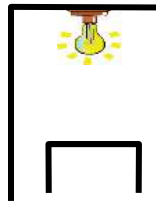


Figure 4. The Other Use of Preposition 'di atas'

4. a. Lampu itu berada **di atas** meja.
- b. *The lamp is **on** the table.
- c. The lamp is above the table.

Meanwhile, the speakers of English will not use the preposition 'on' to describe the spatial relation in Figure 4. Rather they will use the spatial preposition 'above'.

The above description of the spatial cognition of the preposition 'on' in English and 'di atas' in Bahasa Indonesia is relatively sufficient to portrait some differences of their spatial cognition. What has been achieved so far in discussing the difference of the spatial cognition between the preposition 'on' in English and 'di atas' in Bahasa Indonesia can be presented in the Figure 5.

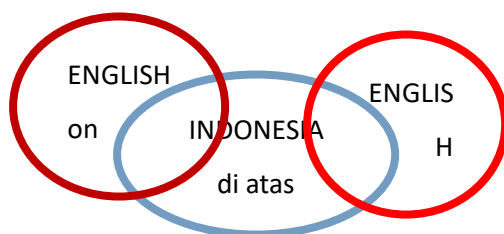


Figure 5. The Intersection of the Spatial Cognition of the Preposition 'on' and 'above' in English and 'di atas' in Bahasa Indonesia
There are of course many details still left behind if we want to cover all the differences comprehensively. The goal of this short comparative section is to highlight their cognitive differences so that how the cognitive theory can contribute to the teaching of English as a foreign language and translation in Indonesia, which will be discussed in the following section, can be carried out.

Teaching and Translating English Spatial Preposition: Indonesian Case

Brenda (2014:xiii) stated that, "... for a long time, spatial prepositions have been regarded as a function or grammatical words with little semantic content. Present advances in cognitive linguistics allow us to have a better insight into the nature of the content expressed by spatial prepositions bringing about the conclusion that prepositions encode rich and diverse information both grammatical and semantic".

The previous section has proved what Brenda stated above that, what has been achieved so far in the discussion, the cognitive theory of the spatial preposition has rich resources to unveil partially the cognitive cover of the spatial preposition 'on' in English and 'di atas' in Bahasa Indonesia. We can understand their rich different uses in terms of how our cognition works on perceiving the spatial relation. With the understanding in mind, the cognitive theory of the spatial preposition can lead to a novel proposal on how English spatial preposition can best be taught to the students.

The best way practiced so far to learn preposition is through rote learning since the semantics of preposition has been traditionally believed to be unpredictable and arbitrary. Preposition is often taught to Indonesian students by specifying its uses one by one rather than by discovering its cognitive meaning. In addition, translation method is also frequently applied and it quite often results in a negative transfer. In my experience, students are always confused and unsure when they have to use the preposition 'on' in the sentence like the utterance 'the lamp is on the wall' or 'the lamp is on the ceiling'. It happens since the students are trying to translate the spatial cognition of Indonesian preposition in the spatial cognition of English preposition. In fact, as having been described in the previous

section, English and Indonesian spatial preposition have difference spatial cognition. Applying the cognitive theory of the spatial preposition, and basically also temporal preposition, will help the student understand how the English spatial preposition is conceptualized differently from the Indonesian counterparts. For example, the spatial preposition 'on' cannot be taught by the translation method stating that the Indonesian correspondence of the spatial preposition 'on' is 'di atas'. Students have to understand the spatial cognition of each preposition in English rather just than know the corresponding preposition in Bahasa Indonesia. This situation will put the students in a situation where they will not merely try to translate the Indonesian spatial preposition into the English corresponding preposition. The cognitive theory of the spatial preposition will enable the students to discover the spatial cognition of the English spatial preposition and, hence, they will be able to use the English spatial preposition more accurately. They will not rely on the translation from the Indonesian spatial preposition into the English corresponding spatial preposition which quite often results in negative transfer.

The cognitive theory of the spatial preposition which I have formally applied so far to teaching English spatial preposition in my English classrooms has affirm that the cognitive theory has positive contribution to the teaching of English to Indonesian students. Informal interviews with the students whom I taught have indicated so. What we need to carry out further is to investigate scientifically the application of the cognitive theory to teaching English both in quantitative and qualitative method.

The cognitive theory of the spatial preposition to teaching English can also be applied in translation. By applying this theory, the translation process will not be based on translating one-to-one corresponding lexicon.

The application of the cognitive theory will lead to (i) the understanding that different languages may have different conceptualization and (ii) the translation process which starts from the understanding of the spatial cognition of the language to be translated. Therefore, when translating the use of an English spatial preposition the translator will not seek what the corresponding spatial preposition in Bahasa Indonesia. Rather s/he will understand the English spatial cognition being translated and map it into the Indonesian spatial cognition. Therefore, understanding the English spatial cognition of preposition 'on' will look for directly the corresponding spatial cognition in Bahasa Indonesia on the basis of the spatial cognition being translated. The translator will not look for directly the corresponding preposition 'on' in Bahasa Indonesia.

Conclusion

What has been discussed so far indicates that the cognitive theory is a promising linguistic theory to be applied in the teaching of English and translation. This theory has shed a light as a new perspective in how to understand the phenomenon of language and how to teach new languages. Language is perceived in this theory as the reflection of the human cognition. Meanwhile, human cognition is mostly the product of social and cultural nurture. That is why language at the same time reflects two things. Firstly, it reflects the nature of the human cognition which is presumably similar across different communities. Secondly, it reflects how the social and cultural milieu nurtures the cognitive content of the language.

Investigating language, therefore, leads to finding at least those two key phenomena, i.e. (i) how language works and is processed in the human cognition and (ii) how language is cognitively nurtured by the social and cultural environment. This basic construct of the theory suggests, then, that the teaching of a foreign language has to pay attention closely to those two key elements. Teaching

spatial preposition as exemplified in this paper has shown how the two key elements play an important role.

Cognitive theory, which in this paper refers to the theory of Cognitive Linguistics (CL), is still rare in Indonesia. It is still difficult to find both the basic and the applied research applying CL to investigate bahasa Indonesia and vernacular languages as well. There are still a lot of researches to be done in order that the theory of CL in Indonesia can develop very well.

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INTEGRATING ESP AND PHARMACOGNOSY IN A THEMATIC PROJECT OF ENGLISH MAGAZINE ON TRADITIONAL MEDICINAL PLANTS

Kiantoro Andiek Setiawan

Academy of Pharmacy of Putra Indonesia Malang

Malang, Indonesia

email: qant_leonheart@yahoo.com

Abstract

AFTA has imposed graduates of tertiary education in Indonesia to possess more than adequate English ability to compete with overseas graduates in the job market. Consequently, ESP (English for Specific Purposes) has a significant role. ESP provides the students with necessary English skill in accordance with their study background, so it will help them to understand better other core courses and prepare them for their future job. Academy of Pharmacy of Putra Indonesia Malang recognizes students' need for English. However, due to the high amounts of Pharmacy core courses, ESP can only be given in the first semester (2 credits). It is not enough compared to the students' need for speaking, listening, reading, and writing. Therefore, a thematic project of developing English magazine on traditional medicinal plants integrating ESP and pharmacognosy is conducted for the second-semester students to provide them with a practical study on both reading and writing; the skills that cannot be covered up in the first semester of ESP. In this paper, I would like to present my model in integrating ESP and pharmacognosy in a thematic project. The model was based on a thorough needs analysis taking into accounts needs analysis concepts by Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998). As a result, I can develop an integrated thematic learning of ESP and pharmacognosy with the ESP meetings that are conducted outside the classroom (consultations). Also, 4 English magazines on traditional medicinal plants are resulted to be published after the project.

Keywords: English for Specific Purposes (ESP), Pharmacognosy, Thematic Project, Needs Analysis.

Introduction

More than a sufficient English ability is necessary for the graduates of tertiary education in Indonesia. It is because the graduates are required to compete with overseas graduates in the job market. By being proficient in English, the graduates can attain a good career in the future (Handayani, 2016). The need of English ability is recognized by the Academy of Pharmacy Putra Indonesia Malang. However, due to the high amounts of Pharmacy core courses, ESP can only be given in the first semester students (2 credits). Consequently, a thematic project integrating ESP and a pharmacy core course (as pharmacognosy) is required in the second semester. While the ESP in the first semester students focuses more on the

reading theory and speaking (presentation) practices, the thematic project of developing English magazine on traditional medicinal plants integrating ESP and pharmacognosy is conducted for the second-semester students to provide them with a practical study on both reading and writing; the skills that cannot be covered up in the first semester of ESP.

Pharmacognosy is a study aims to understand and utilize the medicinal plants (Evans et al., 2002). It covers the medicinal plant identification, chemistry, collection, preparation and storage (Evans et al., 2002). A thematic project integrating ESP and pharmacognosy is appropriate since nowadays the current trend is back to nature.

So, by developing magazine on medicinal plants, it is not only a valuable learning process for the students, but it is also able to develop several magazine articles, as outputs, that can provide valuable and reliable information on the medicinal plant identification (including taxonomical, morphological, and chemical) and use.

In this paper, I would like to present my model in integrating ESP and pharmacognosy in a thematic project. The model was based on a thorough needs analysis taking into accounts needs analysis concepts by Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998).

Needs analysis (also known as needs assessment) is fundamental in designing a language course (Munby, 1978; Hutchinson and Waters, 1987; Dudley-Evans and St. John, 1998; and Iwai et al., 1999). If the language needs can be recognized, the identification can be used to determine the course content that fulfills the learner's needs (Munby, 1978). Iwai et al. (1999) added that the needs analysis refers to activities gathering information that serves as the basis for establishing an appropriate curriculum for the learners. Contextualizing on ESP, what distinguishes between ESP and general English course is on the awareness of the need (Hutchinson and Waters, 1987). In conclusion, the learner's need in following the ESP and Pharmacognosy thematic project is extremely vital in designing the appropriate program content.

Methodology

In order to examine the English needs of developing an English magazine on traditional medicinal plants, I spoke to the pharmacognosy course lecturer several times to understand the expected contents and terminologies or vocabularies of magazine articles. A semi-structured interview and reading and writing pre-test were also conducted to several students to understand

their capacity in developing magazine articles in English.

Based on the feedback from the three previous activities, it can be understood that the students are able to sufficiently read and understood English articles about traditional medicinal plants, however, they need to improve their writing ability. They are lack of ability on writing about plant morphology and chemical substance in English. They also lack ability on using passive voices and noun phrases. In addition, they can explain procedure quite well, however, mostly they have problems with English parallelism in writing.

Finding and Discussion

The ESP meeting in this study followed the parameters suggested by Dudley-Evans and St. John (1998). In this section, each aspect of design will be discussed.

1. Extensive

The preferred nature of the ESP meeting was 'extensive' outside the classroom for 60 minutes (1 hour) once a week over a 6-week duration (with the total of 6 hours).

2. Assessment

There was no assessment of the ESP meeting nor the English skill. However, the final magazine articles of students were scored for the pharmacy contents, which were included in the assessment of the pharmacognosy course.

3. Aim

The ESP meeting aims to provide the students with a practical study on both reading and writing. The language forms and functions were taught in relation to the specific key topics. The ESP meeting can be described in the following table.

Table 1. The ESP Meeting Design

Week	Key topics	Duration (hour)
1	Plant Morphology	1
2	Chemical Substances	1
3	Noun Phrase	1
4	Passive Voice	1
5	Procedure	1
6	Editing Process	1

4. Role of Teacher

In the ESP meeting, I started out taking the role as a provider of input as the students were rather passive in the first 2 meetings. However, in the process, gradually the students negotiated some aspects of their learning by making suggestions that they wanted to do more discussions. The researcher, then, took on the role of a facilitator and encouraged the learners to map out the type of activities they wanted to do.

5. Broad or Narrow Focus

The ESP meeting generally had a narrow focus as the aim was to concentrate on a few key topics, which were resulted in the feedbacks of needs analysis.

6. Material

The materials used in the ESP meeting were developed by myself. The main reason is that the key topics needed by the students are mostly specific and there is no single book that covers up all of the key topics.

Conclusions

The integrated thematic learning of ESP and pharmacognosy, with the ESP meetings that are conducted outside the classroom (consultations), is completely developed in this study by taking into accounts needs analysis concepts by Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998). There are 4 English magazines on traditional medicinal plants resulted to be published after the project. In addition, by taking into accounts the needs analysis, teachers are capable of developing fun learning activities that meet the students' need.

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DEVELOPING A LEARNING MODEL FOR KNOWLEDGE QUALITY ENHANCEMENT THROUGH CONSTRUCTIVIST LEARNING APPROACH

Kurniawan Yudhi Nugroho, Diyah Fitri Wulandari

Sultan Agung Islamic University

Semarang, Indonesia

Kurniawan@unissula.ac.id

Abstract

This paper presents concept of research created as a response to the existing phenomenon where teaching process does not result in as expected. Learners' knowledge quality is not optimally constructed to meet the standard set in the end of the program. Looking closely at what has happened, it is believed that there should be various factors contribute to this less optimal result in learning. Departing from the belief in the advantage of constructivist learning approach, this article aims at presenting the discussion involving the existing constructivist learning literatures and proposing possible ideas for developing learners' knowledge quality through conceptual design generated from the theories before it is tested to the respondents. Considering the literature reviews, it is suggested that improving the existing learning environment, learning participation and learning responsibility will help learners improve their quality of knowledge and promote better learning achievement in the end of the program. Within the framework of constructivist learning practices, learners are encouraged to actively participate, socialize, reflect and solve problem during the process of learning.

Keywords: Constructivist Learning Approach, Teaching and Learning, Knowledge Quality Enhancement

Introduction

Education is a systematic plan to open a chance for students to grow and develop themselves to be independent, responsible, creative, healthy and knowledgeable. Looking at the definition, the role of education seems to be undeniably important. Education may happen anywhere and anytime; it can be at home, at school, in the neighborhood, in the market, in the playground or even when a baby is still in a womb. Naturally, humans learn things from experience, synthesizing of what they see, they hear, and they feel. However, when education is designed in such a way to meet a certain goal where it involves strategic endeavor, the result does not always go as expected and this may have triggered a question dealing with the performance of the education. Therefore, continuous evaluation is necessary to be made in order to see what is happening in the process of education.

Besides, this is also a moment to find out the applicable solution to deal with current matters in the field. Reading to the recent studies, the demand of 21st century education has greatly changed, what we have in the past and now need to experience from necessary adjustment to mingle with the market and the recent human development. There are at least nine skills students need to master after they complete their studies. These skills may range from critical thinking, creative thinking, collaboration, communication, flexibility, initiative, social skills, productivity, and leadership. These seem to be a great challenge, where the teacher is forced to think hard about the proper ways of teaching, which is possible to accommodate the development of the skills. When the process of learning only provides a limited chance for the students to expose themselves to the skills, it will likely be hard to help them meet the learning goals. Such the way

of teaching commonly exists in the traditional teaching approach where teacher becomes the center for learning. The teacher is very much respected as the primary source of information, while at the same time, acting as a dictator manages his students to learn on the items and resources provided. The output of this teaching is predictable. It can be observed from what the students have during their learning period in the class. The way of teaching adopting the approach of teacher center may potentially put a risk of reducing the possibility for the students to help themselves grow and develop through testing their recent knowledge to the other available learning resources. Teacher center learning can be successful in term of assisting students to build their short-term learning memories, as they have to memorize all the materials their teacher wants them to do. On the opposite, this concept of learning is reported to be less effective in term of helping students build their ability to solve problems due to the limited exposure. The exposure to the learning goal may give students different experience of learning. It opens possibility for them to find out the learning resources suit to their learning need. Further, it helps them socially interact with other students. Those things are important for their future life, to which it rarely exists in the teacher centered learning.

Referring back to the way of how education takes place, it is considerable that the process of education needs to put the emphasis on the students as the center for learning. Rather than teacher, students are the ones who need to develop. Teacher in this case is supposed to take his role as a facilitator, a manager, a supervisor and a motivator whose duties may range from recording students' progress of learning, conducting evaluation, and motivating as well as being on hands for those who need learning assistance, primarily while they are encountering challenges in working on the assignments.

Keeping the students' learning comfort is considerably necessary. It is something that students need to get themselves motivated in learning. The students have the right to feel safe while learning. This safe feeling can optimize their performance in learning. Students need to develop their own understanding by formulating what they hear, see, and feel from the environment and this is not yet an easy task to do. Relying themselves on the teacher as their primary source of information will lead them be dependent learners.

In order to support students' knowledge development, learning design corresponds to the need for the learning must be available. This is the duty of the teacher to make it exist. Through the design, the classroom activities are expected to provide students with meaningful learning experience, which can help them meet the target of learning.

There are various factors contribute to the success of learning. Learning environment, in this case, is one of the things to influence to the quality of learning. Learning environment is undeniably playing an important role in affecting the students' learning condition. Environment is a state where human lives. In the frame of education process, conducive learning environment is needed. It is something that is expected to stimulate less motivated and less capable students through the existing condition in order to act in such a way that helps them improved. Their progress of learning can be observed by seeing at their involvement in participating in the process of learning. Otherwise, if it is not well managed and at the same time running beyond of the educational corridors, learning environment may result in the opposite, it can be a trigger that disturbs the process of the education. To create such a conducive learning environment, education process needs to present the aspects such as social interaction, academic competition and

independent learning (Johnson, 1981; Reinders, 2010).

Other than learning environment, students' learning participation and responsibility also become things to count. Participation can be indicated by an involvement in the process of learning, dare to give opinion, asking, and responding, while responsibility refers to the state that the students are aware of why they need to be present in the process of learning (Chan & McCroskey, 1987; Maziha, Suryani, Abd, & Yunus, 2010). Responsibility in this case is shown by being discipline in participating the educational program, including respecting and obeying the applied classroom policies, working on the assignment accordingly as instructed, actively participating in the classroom activities, critically thinking, asking, responding and giving opinion, and showing the willingness to seriously study (Šteh, Kalin, and Mazgon, 2014).

Either which, those three discussed factors are things that support a change in the quality of education. Quality of education has a significant impact to the students' knowledge development. To create condition where those three aspects may run as expected. The choice of teaching approach should have been made very selective by the teacher through considering the goal of the learning and considering whether or not it can provide compatible ways that encourage and help organize students to behave as desired by the education goals.

Constructivism rose up as an alternative of paradigms, may be adopted as the basis for teaching. Constructivism is about a change of meaning constructed through experience. It is an active and constructive learning process happens in a social-cultural environment. It accommodates the value of diversity and adaptability (Mitchell & Myles, 1988; Dougiamas, 1998; Tam, 1999; Jones & Brader-Araje, 2002). This paradigm sees that

students are active knowledge constructors of their own learning environment. They construct their tentative personal theories about things through experience and place it aside when it does not have meaningful description of what they are trying to learn (Piaget, 1932; Kelly, 1955, 1963; Mitchell & Myles, 1988; Tam, 1999; Skerritt & Roche, 2004). Collaboration, reflection and making use of the learners' personal experience are the characteristics of constructivist learning, which is believed to help create a new knowledge (Jordan, 2013). Further, it is a set of pedagogical bases that opens the possibility to facilitate classroom teacher to create such a learning condition that help them experience the process of teaching (Tam, 1999).

By considering the principles of constructivist learning, the teaching process is expected to provide students with exposure needed to develop their understanding and competence. Constructivist learning suggests that teacher designs activities, which can optimize students' competence. This can be executed through exposure and evaluation. While improving the quality of knowledge, students are encouraged to improve the quality of their learning environment, learning participation and learning responsibility through the activities they do. Constructivist learning believes that students should be the center for learning. Collaborative works that include discussion and reflection on the bases of students' personal experience will become the characteristics of this learning. In addition, this approach suggests that the design of learning should be able to engage students into activities that force them to work either individually or in group as an effort to figure out problems presented in the activities. Students center learning designed based on the constructivist learning approach can possibly trigger learning competition among the students. Everyone is required to learn and be responsible for their own learning.

Of the discussion, it comes up with an idea to propose a model of learning aimed at improving the students' knowledge quality in the field they have been studying. Constructivist learning approach becomes the basis for this improvement. When the principles of constructivist learning run as planned, it will help stimulate the improvement of the students' learning environment, students' learning participation and students' learning responsibility and once those three variables experience from positive change. It is expected to promote students' knowledge development.

Conclusion

Constructivist learning is a paradigm that allows teacher to design students based learning activities. These activities are performed by considering the learning principles embedded to constructivist learning. Active constructive process happens in a socio-cultural circumstances is one of the desired learning objectives. Further, this paradigm believes that students become the center for learning. They are the ones who need to grow independent, responsible, creative, healthy and knowledgeable. This development is materialized through meaningful learning experience that the students do during their study. Constructivist learning suggests, there are at least three aspects that may get the impact of the activities; learning environment; learning participation, and learning responsibility. When the approach and those three independent variables are combined, it will suggest a learning model that may become something that teacher can use as a reference to achieve the goal of learning. These three aspects; learning environment, learning participation and learning responsibility are believed to be the things to support the students' knowledge development.

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FEMALE CUTTING: TASHI'S STRUGGLES TO GET IDENTITY IN ALICE WALKER'S POSSESSING THE SECRET OF JOY

L. Dyah Purwita Wardani S.W.W.

FIB Universitas Jember

dyahpw.sastra@unej.ac.id

Abstract

This article discusses female genital cutting/female cutting (FGC/FC) which is performed by a group of people by cutting off the genitals girl under the age of twelve years as a womanhood initiation in Alice Walker's *Possessing the Secret of Joy*. By using representation theory by Stuart Hall, the analysis performed by the constructionist approach which is based on Foucauld's discourse analysis. *Possessing the Secret of Joy* novel is a primary source of data regarding female genital cutting combined with American conditions in the late 1990s. Representation of female cutting presented in the novel is then used to read the ideological position of the author as a member of American community. The results of this study shows female cutting is seen as a huge loss for women so America makes a strict law in order to ban this practice. However, on the other side this law encourages the female cutting to be done secretly so this novel fails to hegemonic the female cutting doer.

Keywords: representation, female genital cutting, discourse, USA

Introduction

Female cutting phenomenon in Alice Walker's novel inspires the government to forbid the female cutting practice in America. The policy taken by the government since female cutting (FC) practice are taken as something primitive that against universal law; humanism. Female cutting is considered as a barbarian practice for objectifying women in reproduction activities; they cannot feel the sensation of intercourse because they lose their clitoris in the cutting.

A French anthropologist Marcel Griaule wrote *Conversations with Ogotemmeli* that explains a female cutting as a cultural practice. The myth behind the cutting story also becomes one of many reasons why the woman and man must be cut. Woman circumcision is different from man circumcision. Man circumcision has only one type by removing the prepuce, but woman circumcision has many types according to the part of the removal. Toubia in Goldman, classified female genital cutting in four types: 1) excision of the clitoral prepuce or

remove all clitoris, 2) excision of the clitoris with partial or total excision of the labia minora, 3) excision of part or all of the external genitalia and stitching/narrowing of the vaginal opening (infibulation), 4) unclassified: includes pricking, piercing, or incising of the clitoris and/or labia; cauterization by burning of the clitoris and surrounding tissue (Goldman,2000:404). Furthermore, Sir Richard Burton in Brum proposed an assumption that female cutting was invented by Sarah who mutilated Hagar for jealousy (Brum,2005:56). Practically, it is not only done by Moslems but also done by Christians, Jews and other indigenous religious. Based on the UNICEF statistical report, 79 per cent of Moslem women have undergone FC meanwhile 16 per cent of Christian women experienced this practice.

There are three reasons why female cutting still happen and take an important event for African woman. First is to construct femininity. The myth that clitoris is part of male organ become the trigger to trim the clitoris in order to be a fully woman. Klein

reported that the Sudanese believe that uncropped clitoris will harm a man while intercourse and kill baby when the clitoris touch its head during delivery (379). Second is stick the old woman and the young woman relationship. In this community the elder woman hold the strong influence to the younger's lives. By joining the same experience with the elder, the younger woman will gain respect and recognition from the peers also. The last is female cutting becomes a necessary part of their religious life.

Female cutting becomes an interesting topic because it will give a new perspective to see the role of society shaping their mindset to do something. People are afraid not to follow the social order although it is a severe decision. For explore about female cutting, the researcher reveals two questions, first is how is Tashi's struggle to get her identity, the following discussion explores the ideology of the author.

By discussing the two aspects, the researcher hopes to give new understanding for the reader. In a social milieu, cultural identity sometimes harmful if the society members only follow the elder tradition without asking the loss and the benefit of it.

Methodology

This is a qualitative research which uses words, sentences and also paragraph as data analyzed. There are three steps to research the this novel. The first part is talking about the representation of female cutting. The data involve about what is female cutting, how is Tashi's experience by joining her circumcision and also the narration about Africa and American opinion about female cutting. Finally it will be found the data about the writer's position in this novel.

Representation theory by Stuart Hall proposes two systems to understand the discourse behind the literary work. They are

mental representation and language. Mental representation is a system in our head which will expressed through language. There are three approaches in this theory. Reflective approach to understand that language is a mirror to reflect the true meaning in the world. Next is intentional approach after seeing the world, the author express their idea through language. The last is Constructionist approach which presents the social character of the language and construct the meaning of the object through language. Hall stated: "Things do not mean: we construct meaning, using representational systems, concept, and signs called the constructivist or constructionist approach (Hall, 1997 : 25)

Finding and Discussion

Tashi needs to join such kind of circumcision because she wants to be a part of the tribal community. When her mother rejects this circumcision, Tashi becomes an invisible for the tribal where she belongs. They ignore Tashi who is considered as a rebel for their custom. Tashi is alienated by her friends and the elders in her neighbourhood.

Cultural identity is related to self concept. It involves the process to construct the personal identity which point to the self- esteem (Usborne: 2010). It will build the identity of the member of society. So the ignorance from the society means the loss of identity. It shows that identity is important to get along with their neighbourhood.

Tashi is rejected by her society. So she had many bad experience such as:

1. Stigma

In the Glossary of Psychological Terms, stigma is the negative reaction of people to an individual or group because of some assumed inferiority or source of different that is degraded. Whereas Goffman in Weinstein revealed the term stigma as follow: "those with some attribute that leads them to be

reduced in our minds from a whole and usual person to a tainted and discounted one” (636). So stigma is a negative label for a person who is not considered has the same qualities with the society where she/he lives. Whereas stigmatized is the person who gets stigma because considered has a deeply discrepancy with the other people around him /her. In the case of Tashi, the core problem of stigma is how the (normal) world accepted her.

In her tribe, Olinka (the imagery tribe in PTSOJ), all the girls are circumcised before nine. Tashi is different. Her mother decides not to circumcise her after the death of her sister, Dura. The decision of Nafa, Tashi’s mother, gives great impacts to Tashi. She is excluded from the tribal activities. The people called her as a monstrous girl who has a tail.

Certainly to all my friends who’d been circumcised ,my uncircumcised vagina was thought of as a monstrosity. They laughed at me. Jeered at me for having a tail.
(PTSOJ: 121)

Uncircumcised girl also has a stigma as a loose girl. It will lead her to have a wild characteristic which dishonor her family. The Unicef report in 2005, widespread belief among women who support female genital cutting is that practice preserves the girl’s virginity, protect her for becoming a wild/promiscuous and also prevents her from engaging in immoral behavior (17).

2. Racism

In United States the old fashioned racism starts in the early of century and the last is modern racism which starts after 1965 as the result of civil right movement. The first type of racism stressed on segregation and miscegenation whereas the second type focus on the equal right and discrimination.

The scenes between blacks and whites above create the pattern of racism and stratification

today. Whites dictated the activities and the behaviors of many blacks such as pleasing white people became the pattern with some blacks. The relationship between whites and blacks above trigger the supremacy of on whites and the subordination on blacks.

After married, Adam brings Tashi move to America. As her new country, she finds many experiences as a black. People stare to her as if she is an “other”. But Tashi responses by staring them back. This behavior belittles the black people as if has become a part of the white attitude. As Adam says “ No no he used to correct me. They behave this way not because I’m black but because they are white “ (PTSOJ: 38) .

Tashi gets a racial oppression when she is treated as an object by the whites medical practitioners. The doctor is so surprised how can the little hole produce a baby. For many days in hospital, Tashi is examined by the doctor and the nurse who very astonished by the kind of her circumcision. Although there is also a circumcision for the white woman to cure the hysteria but it is different for Tashi because she is black. The western considered the black as other. The black is a different creature who always attracts their curiosity to be explored in the name of science.

The incident in the hospital gives more burdens to Tashi. The pain and the humiliation from the doctor make her questioning her decision to get female circumcision. Then she comes to the conclusion that the guilty person is M’Lissa who never tells her about the effect post circumcision.

But you never said anything about the woman, did you, M’Lissa? About the pleasure she might have. Or the suffering. (PTSOJ: 224)

Cleanliness is a part of civilized people in America. After dwelling in America, Tashi has a cleanliness syndrome. She regularly takes a bath because she does

not like her smell, she feels always dirty and smelly. It seems that she has a traumatic smell after her circumcision. At first coming out from the jungle she produces a smelly from her wound and it is helped by the doctor in America to reduce the wound. The smelly odor usually comes from the urine or menstrual blood which is trapped on the vagina which is only leaving the small hole. Besides pus from the infectious hole can also produce the smelly odor (izett and Toubia: 410).

3 Alienation

As quoted by Dean and Bruton, the meaning of alienation which is proposed by Otto and Featherman is "Alienation is a consequence of inadequate socialization which is precipitated by social and psychological conditions which either facilitate or impair individual learning". So alienation is a lack of socialization which is caused by society and individual herself on learning himself or herself. A key factor of alienation is inadequate socialization. Moreover one central characteristics of the emotionally mature person is the ability to cope stress. So alienation here relates to the confrontation of Tashi's problems. According to Ellison which as quoted by Dean and Bruton also , person who has a highly alienated feeling have a low will to live(223).

Tashi is different to the other girl in her Olinkan's tribe. She is uncircumcised girl who is considered as a freak person. Tashi experiences a rejection by her tribe. She is excluded from the social web because she is considered different, She is uncircumcised so she is unclean.

Certainly to all my friends who'd been circumcised ,my uncircumcised vagina was thought of as a monstrosity. They laughed at me. Jeered at me for having a tail.
(PTSOJ: 121)

Tashi's childhood experience gives a big influence in her mature development.

Since childhood she thinks that she is rejected by the people in her tribe. No one trusts her. No man will marry her because she is uncircumcised woman. There is also an opinion that the clitoris will make husband impotent and the clitoris can kill the baby which pricked by. So parents especially mother will circumcise her daughter in order to get husband. By married, the girl becomes woman. Her position will higher in society moreover by having many children. They believe that god bless the family who have a lot kids.

Tashi's absence in the social activities gives a strong social pressure to her. Many kinds of pressure she had. The mockery from her age group makes her sad. It is also invitation from the leader. He invites every woman to be a warrior by preserving the different identity with the colonialist by doing female genital cutting. Moreover the statements from M'Lissa who tell her that there will be no man will marry her. All the pressure gives her the feeling of rejection. Finally it encourages her to join circumcision in her twenty. She goes to the liberation camp to get M'lissa to circumcise her. It is the beginning of her suffering.

After six years living in America, Tashi realizes that her torture is a shape of love for her country. She compares her suffering to Jesus suffering. So she wants to speak in front of the church member to share about her crucifixion. But Adam rejects her idea.

He said the congregation would be embarrassed to discuss something so private and that, in any case, he would be ashamed to do so.

I'd learned to appreciate the sanctuary of the Waverly by then (PTSOJ: 276).

Conclusion

Tashi must struggle to get her identity as an African woman and also as an American when she moved to USA. She finds many obstacles to build her cultural identity. She

stigmatize a loose girl when she does not circumcised by her mother. She is excluded from the neighbourhood. She questiones her identity while she is in the prison after killing the circumciser.

Alice Walker as an American takes her position to judge African culture, female circumcision, as a barbarian practice and she tries to hegemonize readers to support her opinion to prohibit inhuman circumcision. The idea of categorizing the FC as inhuman practice is also proof that Walker is in American perspective who sees African as a primitive people. Tashi's marriage brings her to America; the promise land where science and logical thought is dominant. American superstructure condition oppressed the African who still cling on traditional culture. Furthermore, domination of Adam over Tashi is also a proof of American thought domination over 'other' country.

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THE EXPLICIT COMPREHENSION-STRATEGY INSTRUCTION: QUESTION-ANSWER RELATIONSHIP VS SELF-QUESTIONING

Lalu Thohir

English Department

Universitas Mataram

Mataram, Indonesia

Email: mq.afif@gmail.com

Abstract

This study was aimed at examining and comparing the effectiveness of the Question-Answer Relationship (QAR) and Self-Questioning (SQ) strategies in improving the reading ability of the undergraduate students. This study was a quasi-experimental study in which two out of three classes of the third semester students at English department of Mataram University were selected randomly to receive either QAR strategy or SQ strategy instructions for ten weekly meetings. The findings of pre- and posttest with multiple-choice questions revealed that both comprehension strategies were effective in improving the undergraduate students' reading ability. The findings from the posttest with multiple-choice questions indicated the students who received SQ strategy instruction scored significantly higher than those students who received QAR strategy instruction. On the other hand, the students who received QAR strategy instruction scored slightly higher than those students who received SQ strategy instruction in the posttest with open-ended questions.

Keywords: Reading Ability, Comprehension-Strategy Instruction, Question-Answer Relationship Strategy, Self-Questioning Strategy

Introduction

Reading ability is critically important for learners in any educational program in which they are expected to understand the reading material to meet the needs of academic standard. Without having good level of reading ability, they will run into difficulties and even fail in their attempts to get the meaning, ideas or thoughts from what they are reading.

The ability to comprehend the reading material depends on a variety of factors and one of them is a strategy which a reader employs when reading. Strategies in reading are defined as deliberate actions that readers take to establish and enhance their comprehension (Lems, et.al 2010). Thus, teaching reading strategies to students is one of the effective means of helping them to overcome the roadblocks they may encounter in the path to comprehension (McNamare, 2009).

The strategies in reading which this study concerns with are those dealing with questioning, i.e. Question-Answer Relationships and Self-Questioning strategies. Question-Answer Relationships (QAR) is a strategy which teaches students how to distinguish or to demystify the questioning process, in which the questions with answers that are found "in the book" and questions with answers found "in my head" (Raphael, 1986; Anthony & Raphael, 2004). In addition, the format of QAR questions can provide students with exercises to create questions about a reading passage which can help and deepen their understanding about it. Whereas, Self-Questioning (SQ) strategy, also referred to Question-Generation strategy in this study, is a strategy that helps students comprehend text by posing or generating questions about that text as they read it. SQ strategy enables students to become independent in their understanding of text because they are

actively engaged through goal-directed and organized thinking (Williamson, 1996).

This study was mainly aimed at answering the following research questions were formulated: (1) Does the instruction of Question-Answer Relationships strategy significantly affect the undergraduate students' reading ability?, (2) Does the instruction of Self-Questioning strategy significantly affect the undergraduate students' reading ability?, and (3) Is there any significant difference in reading ability between the undergraduate students taught QAR strategy and those taught SQ strategy?

Methodology

A quasi experimental design was employed and two out of three classes of the third semester students at English department of Mataram University were randomly assigned to either Question-Answer Relationship strategy group or Self-Questioning strategy group. The students involved in this study were those who enrolled in Reading III course in academic year 2016/2017 which consist of 34 students and they were assumed to be homogeneous or have similar level in reading performance prior to the experiment as they had passed Reading II course as a prerequisite course and the fact that Levene's test result from their pretest scores showed to be in homogeneous level.

The students' reading ability was measured with a 30-item multiple-choice content test which was administered for the purpose of pre- and posttest and an 8-item open-ended content test which was administered for the purpose of posttest only. To score the results from the multiple-choice content test, one point was given for each correct answer that each student obtained. The passing score for the reading comprehension test was set at 15, which corresponds to 50% of the expected perfect score of 30 points. Whereas to score those from the open-ended content test, rubrics were developed and the students'

answers were scored by two scorers, i.e. the researcher and the assigned lecturers and reliability between scorers was reconciled to 100% agreement.

The two groups of students received different strategy instruction for ten-weekly meetings and each meeting lasted for 110 minutes. The first group received QAR strategy instruction, whereas the second group received QAR strategy instruction. Basically, each of the experimental group received the explicit comprehension-strategy instruction based on the gradual release of responsibility model (Pearson & Gallagher, 1983) in which at the beginning of a lesson or phase, the lecturer has a prominent role in the delivery of the content. But as the students acquire the new information about what and how to practice the reading strategy, the responsibility of learning shifts from teacher-directed instruction to student processing activities.

With the help of SPSS 23, the t-test of paired samples and independent samples were employed to analyze obtained scores from the reading comprehension test administered before and after the intervention. The paired t-test was administered to respond to the first and second research questions, whereas the independent t-test was administered to respond to the third research question. In addition, the results of these tests was used to determine whether the statistical (null) hypothesis is rejected or not.

Finding and Discussion

To respond to the first and second research questions, t-test of paired samples (Table 2 and 4) was applied to examine whether the difference between the means of the participants' pre- and post-test scores was statistically significant. However, the mean and standard deviation of the pre- and post-test scores for each group (Table 1 and 3) were presented before the paired samples test

to provide better description about each group's reading ability.

Table 1. Mean and standard deviation of pre- and post-test scores

	Mean	N	Std. Deviation
Pre-test	54.7059	17	8.84424
Post-test	66.9412	17	5.77138

Table 2. The results of paired samples test

Mean	Std. Deviation	t	df	Sig. (2-tailed)
-12.23529	6.09846	-8.272	16	.000

Looking at Table 2, we can find that the value of Sig. (2-tailed) was 0.000 which was lower than 0.05. This means that there was a significant difference between means of pre- and post-test scores obtained by the students who received QAR strategy instruction. In other words, Question-Answer Relationships strategy significantly affected the

undergraduate students' reading ability. Thus, the null hypothesis is rejected. In addition, it is found that the difference between the obtained scores before and after the treatment indicates that there is an improvement in reading score with 12.24 points (see Table 1).

Table 3. Mean and standard deviation of pre- and post-test scores

	Mean	N	Std. Deviation
Pre-test	56.4118	17	10.65985
Post-test	72.9412	17	8.15069

Table 4. The results of paired samples test

Mean	Std. Deviation	t	df	Sig. (2-tailed)
-16.52941	9.34156	-7.296	16	.000

The value of Sig. (2-tailed) in Table 5 which was lower than 0.05 indicates that there was a significant difference between means of pre- and post-test scores obtained by the students who received SQ strategy instruction. This means that Self-Questioning strategy significantly affected the undergraduate students' reading ability. Thus, the null hypothesis is rejected. In addition, it is found that the difference between the obtained scores before and after the treatment showed that there is an improvement in reading score with 16.53 points (see Table 3).

Further, to examine if there was any significant difference in reading ability between the undergraduate students receiving QAR strategy instruction and those receiving SQ strategy instruction, their posttest scores from the multiple-choice and from the open-ended content posttest were analyzed separately. In this way, their reading ability was viewed from two different test formats and for this purpose, independent samples t-test was applied to the posttest scores obtained from each test format respectively. In addition, their mean scores were also presented before the t-test for independent samples.

Table 5. Means of the multiple-choice posttest scores

	Mean	N	Std. Deviation
QAR group	66.9412	17	5.77138
SQ group	72.9412	17	8.15069

Table 6. Result of independent samples test

Mean Difference	Std. Error Difference	t	df	Sig. (2-tailed)
-6.00000	9.34156	-2.477	32	.019

In Table 5, we can find that mean score obtained by the students in SQ class is higher than that obtained by those students in QAR class and in Table 6, we can see that the

value of sig. is 0.019 which is lower than 0.05. This means that there is a significance difference between those two mean scores. Therefore, the null hypothesis is rejected.

Table 7. Means of the open-ended posttest scores

	Mean	N	Std. Deviation
QAR group	73.5294	17	8.76155
SQ group	71.4706	17	8.28491

Table 8. Result of independent samples test

Mean Difference	Std. Error Difference	t	df	Sig. (2-tailed)
2.05882	2.92459	.704	32	.487

Table 7 shows that mean score obtained by the students in QAR class is higher than that obtained by those students in SQ class. However, in reference to result of independent sample test, these two means did not differ significantly as the value of sig. (0.487) is higher than 0.05.

Based on the results of data analysis above, it can be confirmed that both questioning strategies are effective for improving the students' reading ability, in particular for those students in higher education level. These findings extend and are in line with the findings of previous studies about QAR strategy, such those studies conducted by Cummis, et.al (2012), Hemmati and Bemani (2013), Rothong and Ekkayokkaya (2014) and the findings of those studies about SQ strategy, such those conducted by Berkeley, et.al (2011), Afzali, et.al (2012), Dorkchandrad (2013) in which they measured the effectiveness of teaching QAR or SQ strategies for improving the students' reading ability viewed from the progress or improvements in scores from the pretest and posttest.

From quantitative data analysis of finding in the posttest with multiple choice questions, it was found that there was a significant difference between the mean scores obtained

by the students in the first and those in the second experimental groups. The second experimental group who received SQ strategy instruction outperformed the first experimental class who received QAR strategy instruction. One reason may be the nature of SQ strategy which engages students in metacognitive process in reading. Self-questioning helps them to check how well they are comprehending what they are studying (King, 1991 & 1992) and it enables students to become independent in their understanding of text because they are actively engaged through goal-directed and organized thinking (Williamson, 1996).

On the other hand, the quantitative data analysis of finding from the open-ended content test indicated that the first experimental group performed better than the second experimental group. This was presumably due to the students in the first experimental group were benefitted from QAR strategy which teaches them how to distinguish questions with answers that are found "in the book" and questions with answers found "in my head", particularly those questions in the short-answer or open-ended format. QAR strategy assists students to demystify the questioning process in which it tells them different types of questions and sources of information for

answering these questions (Anthony and Raphael, 2004).

The fact that in this study Self-Questioning strategy was superior to the Question-Answer Relationship strategy for the multiple-choice content test, but not for the open-ended content test, has extended and confirmed the previous research study conducted by Berkeley, et.al (2010) which found the superiority of self-questioning for the multiple-choice content test over the open-ended content test. It was found that the students' mean score was 10.30 in the multiple-choice test and 7.03 in the open-ended test after having been taught self-questioning strategy. Similarly, a study conducted by King (1992) which compared self-questioning, summarizing and notetaking-review as strategies for learning from lectures found that self-questioning was a more effective study strategy than summarizing and notetaking-review strategies for long term retention, but not for a short term retention.

In addition, the findings of this study also highlight and confirm that the different format of test might yield different results. Different test formats measured reading comprehension differently and each format has its own advantageous and disadvantageous. Thus, involving or using more than one test format in reading test is encouraged to have a better or comprehensive information about the students' reading ability. Hassani, et.al (2012) state that reading performance was not a one-dimensional skill that could be evaluated by a single test format.

Different from the multiple-choice questions, the open-ended or short-answer questions can minimize or does not give test-takers or students the chance for guessing the correct answer. Heaton (1993:26) states that the multiple-choice content test might encourage students to guess the answer. The students might make guesses in taking a certain

choice when they were not sure about or did not know the correct answer. This is because in the multiple-choice content test the answers are supplied and test-takers are required to select the answers, whereas in the open-ended content test the test-takers are required to supply the answers. Therefore, the open-ended content test is categorized under the select-type test, whereas the open-ended content test is categorized under the supply-type tests (Hassani, et.al, 2012). Above all, as the students who received the SQ strategy instruction had better performance in reading within the multiple-choice content test, it can be assumed that besides being better at reading comprehension, the students who received SQ strategy instruction had the educated guess skill better than those students who received the QAR strategy instruction.

Conclusions

Question-Answer Relationships and Self-Questioning strategies are two of the strategies employing the questioning as their basic principle, in which the former emphasizes the question-answering practices, whereas the latter emphasizes the question-asking practices.

Teaching both strategies to the students significantly affected their reading performance. The findings of this study indicated that the students' reading scores in the posttest differ significantly from those in the pretest.

In reference to the findings of the posttest scores, the students who received SQ strategy instruction scored significantly higher than those students who received QAR strategy instruction in the multiple-choice content test. On the other hand, the students who received QAR strategy instruction scored slightly higher than those students who received SQ strategy instruction in the open-ended content test.

Above all, the findings of this study generally emphasize the importance of equipping students with questioning

strategies and suggest to strike a balance between the question-answering and question-asking practices when employing questioning strategies to assist them in their efforts to comprehend the reading materials and to improve their reading ability as well.

On the other hand, it is recommended that a similar study involve more than two reading strategies to compare and employ various or different reading test formats to gauge the students' reading performance in order to have different perspective about the effectiveness or the superiority of a reading strategy over the others and also to have comprehensive information about the students' reading ability while considering the causes why they performed better at a certain reading test format and did not at another.

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USING STORYBIRD FOR TEACHING WRITING IN BLENDED LEARNING ENVIRONMENT: IS IT A WASTE OF TIME?

Lilia Indriani

English Department

Faculty of Education and Teacher Training

Magelang, Indonesia

indriani@untidar.ac.id

Abstract

Teachers in Asia context who see English as a foreign language make teaching becomes a really impossible job. Moreover, the wide spread of technology and pop culture make a new shift of paradigm in language teaching. Today, teachers and learners live in a technology-enhanced learning environment (TELE), and honestly, teachers are really difficult to catch up. Therefore, blended learning, a mix of face-to-face and online instruction is built into the design of a course, is really needed (Richards, 2016). As Non-Native English Learners (NNEL), students are expected to have a good ability in their writing. Teaching and learning writing, sometimes, is a big burden not only for the teacher but also the students. This study is about using storybird to teach English writing in blended learning environment. Storybird is simple tool which is not only combining students' creativity and innovation but also technology so the writing process would be fun and exciting. It would be one of the solution that can solve the problem in teaching writing. Besides, the students can also achieve good writing skill.

Keywords: Storybird, Writing, Blended Learning

Introduction

In English language teaching today, technology can be used in essentially three ways: (1) it may be incorporated into the classroom and form part of the lesson; (2) it may enable teachers to move part of the curriculum outside of classroom hours, to an off-site location, in a combination known as blended learning; or (3) it may allow students to complete a course entirely off-site, an approach known as distance learning. (Richards, 2015:635)

According to Urquhart and McIver (2005:23) "Writing is about expressing knowledge and the students have to express their knowledge as thoughtfully and clearly as they can". It indicates writing as a complex process, the students learn to write some types of text and it is not only consisting of one sentences, but more than one sentences. The students need to produce their idea and knowledge in written form by concerning the flow of ideas, vocabulary,

sentence structure, and mechanic component. Brown (2004: 220) points out of five components of writing. They are content, organization, vocabulary, language use and mechanic.

Brinton in Celce-Murcia (2001: 460) relates to media in language teaching, is that of technological innovations in language teaching, of mechanical paraphernalia, and of glossy polished audiovisual aids with all the media anxiety that these can conjure up in teachers. Storybird is an extremely engaging collaborative storywriting website that embodies three ideas – creating, reading, and sharing. It is also a collaborative storytelling tool that allows students to focus more on the content of their writing rather than drawing pictures. (Menezes:2012:299) Students are provided with the pictures - free collections of art. They just have to add the words to write stories. Once the art is chosen, students are able to build their story by dragging and

dropping pictures and creating/writing a story to match the pictures chosen. Stories can enclose a variety of genres – poetry, mysteries, and tales, among others.

These are some steps in creating storybird account for using in teaching and learning process. They are: (1) go to Storybird's website, (2) sign up, (3) choose an account type; regular user, educator/teacher, student, professional artist, (4) fill in the information requested, such as; username, email and password and click create account, (5) Check your e-mail for a confirmation email, after your email has been verified, it will redirect you to Storybird website. Steps to create story in Storybird are: (1) click create tab, (2) scroll the artworks down until you find one you like or you can choose the artworks based on the themes available, (3) Click use this art. There are three options after you click use this art; Longform Book (multi-chapter), Picture Book (multi-page), or Poem (single image). if you want to write a narrative, you can choose Longform Book or Picture Book, (4) To write story, drag picture on the space available, (5) Add pages by clicking on the add page button. On the other hand, click remove page if you want to remove the page, (6) If you have done, save your story by clicking save button, (7) Click invite collaborator to invite your friends or the other writers work on your story. If you think that your story is done and ready for others to read just click save and close and (8) If you want to publish your story, click publish. Storybird will automatically eliminate the story which contains inappropriate material.

Reinders (2010:7) affirms that digital storytelling is a great tool in motivating students to use language inside and outside of the classroom.

Therefore the research question is: can the use of Storybird increase the students writing in blended learning environment?

Methodology

The type of this research is an action research. The subject of this research is Writing Intensive Course class, English Department, Faculty of Education and Teacher Training in the school year 2017/2018 (28 students). This action research conducted through pre-cycle and two cycles. Each cycle consists of planning, observing, acting and reflecting. To collect the data, it is used non-test and test technique. The non-test are: (1) observation, it has been done to get the data of the students' behavior in teaching and learning process, (2) documentation, it is the technique that is used to collect the data and information about the teaching and learning process. Test is used as one of the research instruments in pre cycle, cycle I and cycle II.

It is used to measure students English writing skill and students' response during the activities. After collecting the students' writing text, the writer will calculate and analyzed the scores of students' writing skill using writing assessment scoring (Brown, 2004). The technique of analyzing the data used qualitative and quantitative measurement to find the result. Performance indicators in this research are as follows: (1) At least 75% of the students have good motivation in teaching learning process and (2) At least 75% of the students get score 76 in writing.

Finding and Discussion

The result of this research is presented in the form of data (test and non-test). The result of the test is classified into three parts: they are pre-cycle, cycle I, and cycle II.

The pre-cycle result of the observation in the students' motivation to hear the teacher's explanation are: The students who paid attention to the teacher's explanation were 16 students or 57.14%. The students who asked the material were 14 students or 50%. It meant that the students did not ask the material because they had low motivation to

study English and did not pay attention to the teacher's explanation. The students who commented on the material were 10 or 35.71 %. The students who answered the teacher's question were 16 or 50%. It indicates that most students did not know the material and did not like the English lesson. The students who make note were 13 or 46.42%. The motivation of students during learning process are: the students have motivation in learning narrative text were 17 or 60.71%. It means that not all of the students have attention in learning process. The students involve in the learning process were 16 or 57.14% It means that not all of students involve in the learning process. Not all students can understand the material there were only 16 or 57.14%. It means that more than half of the class still does not understand about the material. The motivation of the students to do the task that was given by the teacher: Not all students can do the assignments were 26 or 92.85%.

The students can finish the assignment within a given time 18 or 64.28%. It means that it includes to low category. The result of pre-cycle test has function to know the students' writing ability before the writer applied the action (figure 1). The students' average score is 56.14-Poor Category.

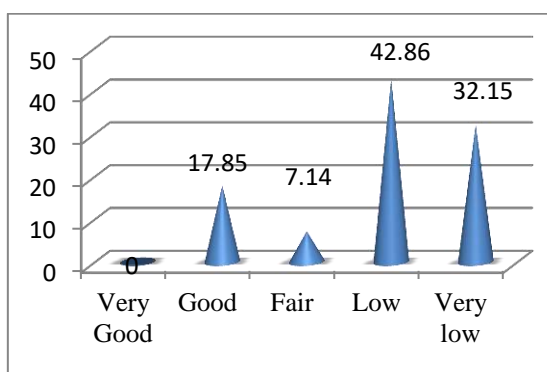


Figure 1. The Pre-cycle Test Result

The cycle I result of the observation in the students' motivation to hear the teacher's explanation are: the students who paid attention to the teacher's explanation were

60.28%. It meant that 17 students paid attention when the teacher gave explanation. The students who asked the material were 57.14%. It meant that the students 16 students who asked the material. The students who gave comment on the material are 42.85%. It meant that 12 students who commented the material. The students who answered teacher's question were up to 53.57%. It meant that there were 15 students enthusiastic enough in following the learning process. The students who made note were 53.57%. It indicated that 15 of them started to like writing a lot of notes.

The students who had spirit in learning process that only were 67.85%. It meant that only 19 students who had motivation in writing using Storybird Media. The students who involve in learning process are 64.28%. It means that 18 students were involved in learning process. The students who could understand the material were 71.42%. The writer tried to ask the students whether they had already understood or not but some of them preferred being silent to ask the difficulties. The students who could do the test were 100%. Some of the students who could finish the test on time were 71.42%. It means that it includes to fair category.



Figure 2. The student is using Storybird

The result of cycle I test: the students like to write more, they can get many ideas, they can organize their ideas well and their average score is 79.25-Good Category.

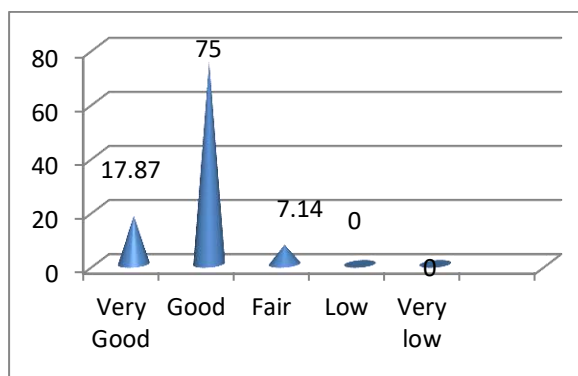


Figure 3. The Cycle I Test Result

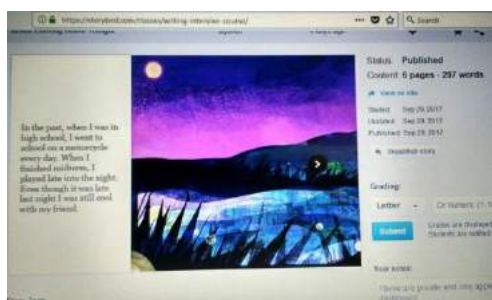


Figure 4. Student's Story

The cycle II result of the observation in the students' motivation to hear the teacher's explanation are: the students who paid attention to the teacher's explanation were 78.57 %. It means that 22 students paid attention when the teacher gave explanation. The students who asked the material were 67. 85%. It means that the students 19 students who asked the material. The students who gave comment on the material are 57.14%. It means that 16 students who commented the material. The students who answered teacher's question were up to 75%. It meant that there were 21 students enthusiastic enough in following the learning process. The students who made note were 67.85%. It indicated that 19 of them started to like writing a lot of notes.

The students who had spirit in learning process that only were 78.57%. It means that only 22 students who had motivation in writing using Storybird Media. The students who involve in learning process are 67.85%. It means that 18 students were involved in learning process. The students who could

understand the material were 85.71%. The students who could do the test were 100%. Some of the students who could finish the test on time were 78.75%. It meant that the result of the students' motivation could be categorized in high category.

The result of cycle II test: the students like to write more, they can get many ideas, they can organize their ideas well and their average score is 84.28-Good Category.

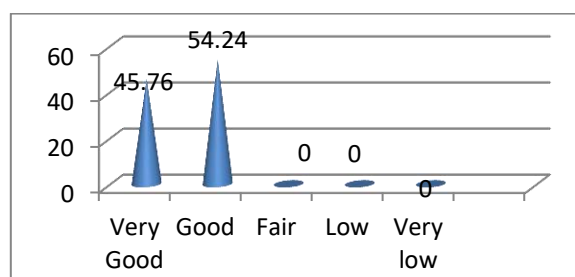


Figure 5. The Cycle II Test Result

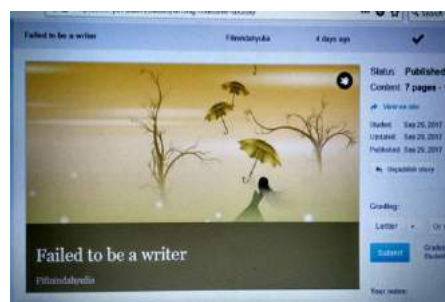


Figure 6. Student's Story

Conclusions

The students' writing average score improves from poor (56.14) to good category (84.28). The students like studying English more and they like writing especially when they use storybird.com. It is better for the English teachers to use varieties of media or techniques, methods in teaching English, especially in writing. Storybird media is an alternative way in teaching writing.

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ENHANCING STUDENTS' WRITING ABILITY USING CORRECTIVE FEEDBACK THROUGH LESSON STUDY IN NUSANTARA PGRI KEDIRI UNIVERSITY

Lina Mariana

Linamariana1009@yahoo.co.id

Diani Nurhajati

dianihamzah@unpkediri.ac.id

English Education Department

University of Nusantara PGRI Kediri

Abstract

Everyone knows that learning English as a foreign language needs huge efforts in mastering the language components, such as grammar, spelling, sentence-structure, mechanics, vocabulary, etc. Those components are needed especially in learning writing. Students who learn writing need feedback from the teacher to improve their writing ability. The objectives of this research are 1) to describe the process of teaching writing using corrective feedback through Lesson Study program and 2) to describe the result of students' writing ability after given corrective feedback by the lecturer. The method of the study followed the steps in Lesson Study: **Plan, Do and See** as a cycle. After the lecturer gave corrective feedback on those aspects, the students can produce a story book for children which are good at those aspects, such as grammatical structure sentences, vocabulary, mechanics, organization and as well as the ideas reflected in the short story.

Keywords: Corrective feedback, Lesson Study. Writing Ability, Story book

Introduction

Writing is important because not only reinforces grammatical structures, idioms and vocabulary but also the students have a chance to be adventurous with the language and finally the students are very involved with the new language. In this part, the students have a unique way to reinforce learning by combining constant use of eye, hand, and brain. Kendall and Kuon (2006: 37) reveal a theory from educators' point of view that "Teaching writing to English Language Learners (ELLs) can be a challenge because they frequently get confused about what they want to say as they work." This means writing enables teachers to be braver in giving students the appropriate way to have them write what is on their minds and working on any information comes to them. While, Robitaille and Connelly (2007: 3) have learners' point of view that, "Learning to write well is important because it gives you power. Writing well enables you to

accomplish your goals, whether those goals include being successful in school, getting and keeping a good job, or simply expressing your ideas clearly." Learning writing can be used as a means to pursue learners' dreams whether academically or non-academically.

Based on the preliminary research which consists of observation, test, questionnaire, and interview showed that the difficulty faced the most for students in writing was on developing ideas in paragraph. This was indicated from some following problems: a) the students' difficulties on Grammatical structure, b) the students' difficulties in finding appropriate vocabularies upon sentences they made, and c) the students' difficulties in organizing their ideas into paragraphs.

From the conditions above, a lecturer should give some alternatives to students about how to write a good paragraph, whatever the

paragraph is. So, their writing will be meaningful, well-organized, unity and also coherent. In relation to the use of giving corrective feedback activity, there have been some studies conducted at several schools, especially in junior high school and senior high school. The finding of the previous studies show that this activity is effective and helpful for the students and the teachers, but the emphasis of conducting this research is how I help the students in organizing their ideas, so that their writing result will be organized well, their sentences will be arranged in a right unity and coherent. Based on the background of the study, the research questions are:

1) How is the process of teaching writing using corrective feedback through Lesson Study program ? 2) How is the result of students' writing ability after given corrective feedback by the lecturer?

Theoretical Reviews

Writing

Writing, particularly academic writing is not easy. Oshima and Hogue (1993: 3) state that academic writing takes study and practice to develop this skill. For both native speaker and new learners of English, it is important to note that writing is a process not a "product". This means that a piece of writing, whether it is composition for the English class or lab report for our chemistry class is never complete, that is, it is always possible to review and revise, and review and revise again. Murcia (2000: 142) strengthens that opinion by stating that writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take the place. To reach the result of well written text, the writer must be extremely careful with the writing components, such as its grammar, conjunction, punctuation, spelling, word choices, coherence and unity. The way how to organize the ideas, will influence the result of our writing whether it is communicable, understandable or not.

Fatemi (2008: 18) states that writing serves as an important tool to measure learner's competence in the form of writing tests in major examinations such as the TOEFL and IELTS writing sub-test. Besides, writing is essential in academic terms as it appears in the form of conference presentations, journals, and book publication where new thoughts, ideas, and concepts can be well-delivered. Another theory revealing that writing is important comes from Hughey (1983: 1). She says that writing is important for four reasons: 1) Communication. In the term of communication, she explains that writing is essential to express feelings through letters, daily journal, memo, and notes. Also, it is for expressing ideas, including plans, recommendations, values, and commitments, however the various purposes. 2) Critical thinking and problem solving. Writing helps people to think critically dealing with some information around them. Writing becomes a way to define them as it is used to express their thoughts and the way they react to certain problems. 3) Self-actualization. As a means of self-actualization, writing is necessary to discover who we really are and how to make ourselves well-developed. Further, it can improve other language skills, such as reading, listening, and speaking. 4) Control of personal environment. This means that people are able to build communication through writing in English-speaking environment. Here, they can manage how to apply their English in their daily life.

Corrective Feedback

Corrective feedback is information about reactions to a product, a person's performance of a task, used as a basis for improvement. Lightbown and Spada (1999) in Zhang (2010:306) stated corrective feedback as: any indication to the learners that their use of the target language is incorrect. Sheen (2007) in Rassaei (2012:59) says that corrective feedback is defined as a teacher's reactive move that invites a learner

to attend to the grammatical accuracy of the utterance which is produced by the learner. Dempsey et al. (1993) in Purnawarman (2011:17), corrective feedback is a type of feedback with the purpose to correct any errors committed by students. According to Fathman and Walley (1990) in Zaman (2012:140), corrective feedback can be both on form and content of writing. Corrective feedback on form includes grammar and mechanics, i.e. spelling, punctuation, vocabulary. Corrective feedback on content focuses on organization, ideas and amount of detail. In conclusion, corrective feedback is information that is given by the teacher to students' writing product with the aim to develop learners' writing. By giving corrective feedback, the teacher knows student's performance with the ideal and to diagnose student's strengths and weaknesses.

There are some types of corrective feedback. According to Hyland & Hyland (2006) in Utami (2012:27), feedback is divided into two types. They are oral and written feedback. Oral feedback refers to the provision of feedback on errors and weaknesses in content, organization, and language through face-to-face conferencing that can be done by giving comments in the form of questions, imperatives, praise, and suggestions. As Mahdi (2013:7) says oral feedback is one of many communication forms where students receive feedback from their teacher who either corrects them implicitly or explicitly or asks them to clarify what they say or write. It means that it is way of responding to students' writings in which a two party conversation between students and lecturer takes place in order to discuss and deal with written products. Thus, oral feedback claimed by Hyland (2003) in Louinis (2009:23), not only opens the door for teacher-student interaction but it goes further to offer teachers insights into their students' needs and give these students opportunities to negotiate meanings and clarify ambiguities.

Meanwhile, written feedback refers to the correction of errors and weaknesses in content, organization, and language through writing. In addition, Mack (2009) in Razali (2014:63) state, "Written feedback is any comments, questions or error corrections that are written on students' assignments". Furthermore, Lee (2004) Utami (2012:28) divides written feedback into direct and indirect feedback. Direct feedback refers to overt correction of student errors, that is, teachers locating and correcting errors for students' writing. The teachers normally put the symbols, codes, or comments right above or next to the errors which is underlined or circled. The principle in the direct feedback is that the teacher show the correction of the errors. Indirect feedback refers to teachers indicating errors without correcting them for students. It means that teachers will locate errors directly by underlining or circling the errors.

Aspects of Corrective Feedback

According to Jacobs et al (1981:90), there are several aspects in giving corrective feedback.

a. Content.

Content refers to the substance of writing. Content consists of main idea, topic sentence, supporting sentence, supporting detail, and concluding sentence. Main idea is identified by seeing the topic sentence. The role of main idea is to guide the writer to focus on their writing. Supporting sentence is a sentence which explains topic sentence, while supporting detail is a sentence which explains supporting sentence. At last, concluding sentence is a sentence which gives conclusion based on the whole of paragraph.

b. Organization.

Organization refers to the logical organization of the content (coherence). It is related to the ideas that hold together so that ideas run smoothly within paragraph.

c. Grammar.

Grammar refers to the use of the correct grammatical forms and syntactical pattern. It is identified from the construction of well-formed sentence.

d. Vocabulary.

Vocabulary refers to the selection or words those are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

e. Mechanics.

Mechanic refers to use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.

The Process of Giving Corrective Feedback

On Experience Practive book (2015:6), there are some requirements that must be mastered by the lecturer in presenting a clear explanation. One of them is the lecturer must be able to give a feedback for student's writing product. The lecturer can give feedback in **oral and written**. According to Brookhart in *How to Give Effective Feedback to Your Students Book* (2013), oral feedback and written feedback have each process on giving corrective feedback. Process on giving oral feedback is firstly, the lecturer gives one topic and she starts to discuss the topic and model of composition. In this sense, she needs to make sure that the students understand the topic being discussed by asking them some related about the topic. Second, the lecturer allows the students to use their ideas, information, and notes to plan their compositions. The students asked to write freely about the topic on the paper. The focus in this phase is organizing ideas. Third, when the students are planning and organizing his ideas, the lecturer can comment on the unity and coherence of ideas. In this regard, the lecturer should give oral feedback many times between drafts, not just one time when students submit their final

draft. After, the students finish the task. The lecturer asks some students to show or write their final draft in front of class. Before, the lecturer assesses and gives oral feedback on their final draft. She gives other students a chance to find the difficulties of the task then ask for clarification. After that, the lecturer assesses and gives some feedback to their final draft. Next, process on giving written feedback is when the students have already written a clear final draft. They submit their writing to the lecturer. The lecturer has to assess and gives some feedback on their final draft.

Research Method

The method used by the teachers in writing classroom is Lesson Study which was applied in Creative Writing for fifth semester students of English Education Department, University of Nusantara PGRI Kediri. It was done in 3 cycles. Each cycle consists of Plan-Do-See as it is stated by Fernandez & Yoshida (2004) in Sa'dijah (2010: 35) who state that Lesson Study is held in a set of activities namely **Plan-Do-See**. In **Plan** stage, the team which consists of Writing lecturer, other lecturer, and one student, worked together to prepare the students need such as, handout, worksheet, lesson plan, media, arranging good activities and all the details before teaching. In **do** stage, the model applied what they had managed before with her team based on the preparations that they have managed before, while the observers observed and evaluated the students' attitude and what the lecturer did during teaching learning process. The reflection was done to find out the strength and the weaknessess of conducting lesson study in writing class. All the weaknesses would be revised for the next meeting. The team realized that by working in a professional group, the best things would be resulted. All observers may have their critical thinking about what the lecturer model has to do in her class based on the students' need and students' problem in writing classroom.

The aspects of writing that must be mastered by the students will also be helped by the lecturers as what the observers suggested on the learning community when *see* stage is held. Meeting together for exploring the suggestion, solving the problems, revealing the fact when teaching learning process is conducted will be the point of what the team does in learning community.

Findings and Discussion

The Process of Teaching Writing

Creative Writing is a study of creating a literary works, such as poetry, short story, which can promote students' ability in organizing idea because it is related to creative writing production. It is introduced to third year students in the fifth semester. One of creative writing's competence is students are able to understand about intrinsic element of short story and students are able to create short story. To reach the competence, the students should be taught with the materials relate with the goal of the subject. The material should be suitable with students' need. Therefore, the writing lecturer decided to choose short story as a topic that would be taught for the students in creative writing subject. At the end of the course, it is hoped that the students are able to create a short story book for children and non English teacher.

The process of teaching writing using corrective feedback through lesson study program is done by the researcher when she delivered the material in front of the class then giving correction to the students work orally and written together. It means that corrective feedback is delivered by the lecturer to the students after the students submitting their work. It is corrected orally as the lecturer gave some comments to the students work when it is presented in front of the class through power point presentation. While written corrective feedback is given to the students' worksheet or page by giving some notes.

The students' writing ability after they are taught using corrective feedback through lesson study program can be examined carefully through their score based on same aspects as it was evaluated by the lecturer to know whether the students' work improved well or not. Students were warmly invited to enjoy their time by reading short story. Knowing precisely the conflicts happen between the characters may increase the students feeling and thought to be involved in that story since the students have the similar conflict in their life. The ways how the character solve the problem may encourage them to be more wise in taking final decision upon their life's problem. Even though the students do not have the similar conflict, at least they will learn how to be wise in deciding the way out of each problem in life. As everybody knows that imaginative literature aims to entertain readers by moving the readers' feeling and thought.

The Students' Writing Ability

The students ability in writing can be improved significantly after they are taught using corrective feedback. The students' product here is in form of short stories. After they were involved in the content of story, the students' enthusiasim extreemely increased. Knowing the story well by analysing it through the basic intrinsic elements encourage them to be enthusiastic to retell the content of the story by their own style. The students' interest can be about the flow of the story or plot, it can also be about the conflicts found in the story. Furthermore, knowing the characteristics of each characters may encourage them to have curiosity to know the ending of the story. Sometimes, after realising that the story is similar with the readers' life experiences. Knowing that there are another people who feel the same as we are in facing the life's problem, it will spur the students motivation to read, to re-write the story using their own style since they are influenced by their own heart feeling the story, the ways how the

main character faces her/his life's problems, the ways how he/she solves the problems well. What the students feel in heart will be the special motivation to develop and expand their ideas without deciding how many pages they have to write. The most important thing for the student who is in his best motivation is paying close attention to what he feels not what he thinks.

Conclusion and Suggestion

The weakness of this study is giving the students short stories even though in different plot, will cause boredom situation in each meeting. Finally the lecturer must be more creative and selective in choosing the short story and do different or fun activities upon the short story itself. Recognizing the students well will be the most important thing in our effort to improve their ability in language skills. Finally, the students' attitude and their behaviour in classroom during teaching learning process must be the lecturer's attention also to know better whether they enjoy the classroom or not, whether they understand the material or not, whether they like the way how the lecturer teaches them or not, and so forth. Thus paying close attention to the students' attitude during teaching learning process will help the lecturer to find out the best media, strategy, approach or method to be applied in teaching the students.

At last, all the ways we can go through for helping students' effort at improving their ability in language skill must be the lecturers' duty and responsibility, as in writing skill. Corrective feedback is extremely needed by the students in writing subject since they all want to improve their work especially in getting good score by producing a best product they master.

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THE TEACHERS' PARTICIPATION IN TEACHING AN OPTIONAL LITERATURE COMPONENT AS AN INDICATOR OF MEASURING PROGRAMME SUCCESS

Mahmoud Abdelrazig Mahmoud Barakat

Assistant Professor, English Language Department

Faculty of Education, University of Khartoum & Omdurman Islamic University.

Khartoum, Sudan

email: barakatmahmoud99@yahoo.com

Abstract

This paper aims to investigate the teachers' participation in a newly- proposed literature programme in Sudanese secondary schools. It is hypothesized that the greater the number of participating teachers in teaching the new literature component, the greater the possibility that the programme is introduced in a supportive environment where the educational goals are clearly stated and the necessary resources available. 3 semi-structured interviews were conducted with the senior supervisors of English in the educational administrations in three localities in Khartoum State: Karari, Omdurman and Bahri. Data about the teachers and resources was collected to test the hypothesis. The study reveals that there is diversity in the types of the adopted goals of the programme which means that each locality has articulated their own list which is found to be incompatible with the resources at hand. It is recommended that in order for the new programme to succeed, it is of paramount importance to work out a guiding list of its major goals which should be formulated in light of what the educational environment can avail.

Keywords: Literature, participation, goals, resources

Introduction

Literature as a subject in its own right has been absent in the Sudanese school curriculum for almost twenty years. It was first abolished as a subject of competition for university admission and consequently marginalized until finally completely disappeared in 1999. In 2008 there was a new call from the Sudan Ministry of Education to bring back the study of literature as part of the English language syllabus in the secondary schools. The re-introduction of literature is one of the major steps that can help boost English language learning and teaching in the Sudan. However, it is important to investigate the possible outcomes of the programme and whether the educational milieu is prepared to nurture the praised initiative. It can be hypothesized that the teachers' participation in teaching the optional component may well be interpreted

in light of the stated goals and available resources.

The justification for including literature in the foreign language classroom is related to the general goals or aims of teaching the foreign language itself. Literature can boost these goals and gear them toward the desired degree of achievement. Sell (2005: 92) recommends the use of foreign literature in the classroom for three major reasons: enhancement of language learning, providing cultural insights and relevance of the contents to learners' lives. Maley (1989: 12) mentions, among others, non-triviality, universality, variety, interest and economy. Lazar (2005: 15-19) highlights motivation, cultural enrichment, language acquisition, language awareness, interpretive abilities and education of the whole person. Colli et al (2008: 4) believe that literature increases "insight into the country whose language is

being learnt,” especially its history as part of the human civilization.

The above review can be regarded as a general umbrella which hosts the educational goals and objectives of teaching literature in a foreign language context. Generally speaking, the use of goals and objectives improves the effectiveness of teaching and learning and increases the programme's efficiency (Richards 2007: 112). Therefore, language supervisors, as assistant educational planners, should contribute to defining the goals and objectives of language programmes (Bailey 2007: 17).

Introducing a foreign literature programme in the school necessitates justification and creation of appropriate educational environment. If the programme is viewed as beneficial, it will be important to ensure its success by providing the needed resources (class periods, books, aids of different kinds), teacher training and administrative support. Lee et al (2014: 31) state that one important concern about learning is not only whether a set of learning goals is achieved but also whether the learning environment is conducive to meeting goals efficiently...with optimal expenditure of material resources.

The students' prior learning experiences, attitudes and perceptions, and the role of the learners and the teacher are important variables which contribute to the success or failure of any programme (Tarone et al 2001: 5-6; Hahn 1989: 9; Richards 2003: 12-13). In addition to their basic qualifications and training in the subject, the teachers need continuous professional development, especially when a new programme is introduced. The OECD research report (2009: 121) claims that “fostering constructivist beliefs and enhanced activities is an important goal in professional development.” The education of teachers on theoretical issues alone without giving them support in practical matters is of little value

since they always look for immediate answers and solutions to the ever-emerging classroom problems (Ur 2008: 4). Workshops, seminars and panel discussions will ensure continuous teacher co-operation and training.

Methodology

Three semi-structured interviews were constructed and administered in December 2014. The interviews targeted the senior supervisors of English who were heads of the English departments in the educational authorities in the three localities of the study: karari, Omdurman and Bahri. These areas provide examples of case studies and may be representative of Khartoum, the largest state in the Sudan as regards population density.

Each of the three interviews necessitated two visits: an introduction and explanation of the purpose of the interview, and a main session. It was felt unnecessary to carry out a follow-up session since the outcome was convincing and revealed no gaps.

The interview questions covered data about the number of English teachers working in the three localities, the number of teachers participating in teaching the optional literature component, the goals and objectives of the new programme and the types of problems that hamper its full implementation. A short list of the questions in focus was delivered before the main session. This was viewed necessary since some data required checking documents for providing precise and reliable figures.

Findings and Discussion

The results of the study revolve round three issues: the teachers' participation, the goals of the programme and the problems associated with the resources.

The Teachers' Participation

There are two main types of schools. The government schools comprise model and

geographical schools, but the teachers employed for the government shift between the two, without there being any need to keep separate records for each type. Therefore, the figures represent the two main types: government and private.

Table 1 shows that in Karari locality there are 135 English teachers working in the government schools, whereas only 89 in the private schools. As for the number of teachers who participate in teaching literature, the figures reveal 20 teachers in the government schools, compared with 10 in the private schools. That means about 15% of the teachers in the government schools teach literature, compared with 11% in the private schools. The two percentages are very low in proportion to the total number of teachers in the two types of schools. This means literature is absent in a substantial number of schools in Karari locality.

In Bahri locality there are 90 English teachers in the government schools, and 57 in the private schools. The number of teachers who teach literature in the government schools is 45, i.e., 50% of the total number. In contrast, the number of teachers in the private schools is 25, i.e., about 26% of the total number. This shows that the number of teachers participating in teaching literature in the government schools is almost double the number in the private schools. It can be said that more teachers in the government schools teach English literature than in the private schools in Bahri locality, which indicates that there is greater support to the literature programme in the government schools.

As for Omdurman locality, 133 teachers work in the government schools, and 140 in the private schools. About 100 teachers participate in teaching English literature in the government schools, i.e., 75% of the total number; whereas only 30 teachers in the private school, i.e., 30% of the total number. Although the total number of English

teachers in the private schools is greater than the total number in the government schools in Omdurman, the teachers who participate in teaching literature in the government schools is double and a half the number in the private schools. Again, less support to literature is found in the private schools.

Generally speaking, private schools are less enthusiastic to the literature component than the government schools. This can be attributed to two main factors. First, since the programme is optional, the private schools are not willing to add extra costs to their expenditures. The literature programme requires additional financial burdens as regards the payments for the extra lessons as well as the costs of the books to be bought from the market. Second, the model schools in the government sector receive greater support from the educational administrations as they usually attract the best students. Almost no model school neglects the literature component, while it is very rare to find a geographical government school that caters for the literature programme. Private schools are somewhere in the middle between the two.

Table 1: The Teachers' Participation in Teaching Literature

Area	No. of English Teachers			No. Who Teach Literature		
	Go. Sch.	Pri. Sch.	To.	Go. Sch.	Pri. Sch.	To.
Kar.	135	89	224	20	10	30
Bah.	90	57	147	45	15	60
Om d.	133	140	273	100	30	130
			644			220
%			100			34
			%			%

The overall proportion of the English teachers who participate in teaching the new literature component in the three localities is about a third 34% of the total number, which means that the majority of them are not taking part in the process of teaching.

The Goals of the Programme

It is worth mentioning that the goals of teaching literature, as set forth by the senior supervisors of the English language in the three localities, reveal their own views and are not necessarily typical of what is actually taking place on the ground. However, their views are important as they help, at least theoretically speaking, shape the way they want things to be done by the teachers they supervise. In fact, there is no fixed list handed down to these localities by the national Ministry of Education to be used as a guiding script of the educational goals of the programme. This very situation necessitates special efforts on the part of the localities and senior supervisors to help in the formulation of the required goals and objectives.

Table 2 shows that the only goal agreed upon across the three localities is the improvement of students' vocabulary which is a subskill of the main language skills. On the other hand, the reading skill is considered only by Bahri locality; and the writing skill by Omdurman locality. Speaking and listening as major skills are considered irrelevant to the literature class since they are not included explicitly in the goals of the three localities. Apparently, there is a serious gap in defining the language goals that can be achieved through the proposed literature programme.

Table 2: The Goals of the Literature Programme

No	Goal	Kar.	Bah.	Omd.
1	Vocabulary	✓	✓	✓
2	reading skill	×	✓	×
3	writing skill	×	×	✓
4	motivation	×	✓	✓
5	imagination	×	×	✓
6	cultural	✓	×	×
7	enrichment			
8	historical knowledge	✓	✓	×
9	interpretive skills	✓	×	×
10	increase students' scores	×	×	✓

Table 2 also shows non-language goals such as increasing students' historical knowledge, which is mentioned by the senior supervisors of Karari and Bahri. This can be explained by the type of materials used in the programme which include books like *The Prisoner of Zenda*, *Oliver Twist*, *Jane Eyre*, *Things Fall Apart* and *Treasure Island*. Enhancement of students' motivation is considered in Bahri and Omdurman, while improving students' imagination is highlighted only in Omdurman locality. Cultural enrichment and interpretive skills are included only in the goals of Karari locality, while only Omdurman locality considers increasing students' scores as a goal that literature can help to achieve.

In fact, in the model schools both teachers and students view literature as a bonus to the students' distinction and the school's competitiveness. It is relevant to mention that in Omdurman locality there are leading model schools which compete with a high number of students who appear annually on the toppers' list of the Sudan Secondary School Certificate Examinations. This explains why the literature component is so essential to the educational administration in the locality and why a high percentage of teachers 75% participate in teaching it in the government schools, despite the problems to be reviewed in the following section. It is also expected that more private schools will seek to include literature in their school timetable, in spite of the additional financial costs. Because these schools capitalize on their ability to attract greater numbers of students who should feel satisfied with the school system as well as be able to obtain satisfactory results.

The Problems and Resources

Table 3 illustrates a number of problems related to financial as well as human resources. Shortage of the literature books is a major factor which hampers the success of the programme. The suitability of the content

to the students is another obstacle where the three localities reveal their dissatisfaction with the quality of the books. The number of class periods is insufficient in Karari and Bahri and most students lack motivation as reported by Karari and Omdurman.

There is lack of qualified teachers who receive no regular educational supervision in the literature classes. In addition, training courses are short and cover a small number of novice teachers whose performance is generally described as unsatisfactory.

Table 3: The Problems and Resources

No	Problems	Kar.	Bah.	Omd.
1	Teacher qualification	×	✓	×
2	Books availability	×	×	✓
3	Students' motivation	×	✓	×
4	Books suitability	×	×	×
5	No of periods	×	×	✓
6	Training courses	1-week course	2-week course	×
7	Supervision	×	×	×
8	Teachers' performance	unsatisfactory	satisfactory	unsatisfactory

Conclusions

It can be concluded that the newly-proposed literature programme attracts a small proportion of the teachers of English because it has failed to generate consensus on a core of realistic well-defined goals which regard the educational environment. It is recommended that the goals of the programme should be rethought and formulated in light of the available resources which need continuous support and promotion.

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- Key of abbreviations**
- No = Number
Go. = Government
Sch. = Schools
Pri. = Private
To. = Total
Kar. = Karari
Bah. = Bahri
Omd. = Omdurman
Sa. = Satisfactory
Unsa. = Unsatisfactory

ENHANCING STUDENTS' VOCABULARY THROUGH LEARNING EDUCATIVE GAMES MEDIA

Maria Johana Ari Widayanti

English Department, Faculty of Languages and Arts, UNNES

Semarang, Central Java, Indonesia

widabranta.74@gmail.com

Abstract

English is an international language that is used to communicate in many countries, but in Indonesia, English is a foreign language that is taught since elementary schools. As a foreign language, students get difficulties in learning English. Sometimes they got bored in learning English. To overcome students' difficulties, English should be taught in an interesting way, such as games, songs, and others. In learning English, we can't separate from vocabulary. Harmer says (1991: 153) if a language forms a skeleton, vocabulary is vital organs in one language skeleton. It can be said if we only spend less time to learn grammar, we can't improve our English skill because vocabulary plays a main role in learning a language. The aim of this research was to improve students' vocabulary through an educative games media that is held at SD N Nyatnyono 2 Ungaran Barat Grade 4, Semarang Regency. This research used descriptive qualitative that included research, information collecting, and socialization. The result showed there was an improvement in learning English through the educative games. Students were happy and interested in learning English and their vocabularies were increased.

Keywords: media, educative games, vocabularies

Introduction

These days, mastering a foreign language is important to communicate in many fields. English is as one of foreign languages plays an important role to communicate in this era. People think by mastering English, they can survive and develop knowledge. To support this opinion, government inserts English as one supplementary subject that should be taught since the elementary school grade.

By mastering English, we can't separate from vocabularies. Through vocabularies, students learn how to listen, how to speak, how to read, and how to write correctly. Students should store and memorize the vocabularies in their mind. They also have high curiosity and motivation in learning and memorizing vocabulary. It is the government and teacher's wish. But in fact, the reality is different from the wish. Because English is not our mother tongue, students get difficulties in learning English. They don't have high curiosity and motivation in

learning English. Most students say learning English is difficult and bored. Because of the low motivation, they don't have many vocabularies. The other factors are English is only taught twice a week (2x35 minutes), and it is taught as an extracurricular activity in some elementary schools. When teaching materials, teachers seldom speak English. They prefer speaking local language (Javanese) to English because students have minimum vocabularies. Some English teachers also teach as teacher class who teaches all subjects, so they can't focus in teaching merely English among students.

This article is divided into 4 sections. First, in the introduction, I provide the background of the study, research questions, the purpose and benefits of the research. Second, I explained the methodology briefly. I mentioned the design of the study, the subject of the research, data collection procedures, and procedure of the research. Then, I go to finding and discussion that

consists of result. Finally, some educational implications are discussed in conclusion.

When I visited SDN Nyatnyono 02 Ungaran Barat to do our research, I also observed this situation. Students had low motivation in learning English. They also had minimum vocabularies. After discussing with the English and class teachers, I found that English learning media were not interesting for students. Besides, students got less practice in learning English. Based on the facts above, I was interested in doing a research how to improve students' vocabulary through learning educative games media. I hope by giving interesting media, students could increase their vocabularies. Two problem statements rise after observing the situation. They are: (1). How can the educative media games improve students' vocabulary? (2) What are the advantages and disadvantages in applying educative games media? The aims of the research are: (1) To know how the educative media games can improve students' vocabulary. (2) To know the advantages and disadvantages in applying educative games media. The benefits of the research are supposed not only for students, but also for teacher, or other researchers. For students, using educative games media will create learning activities become more enjoyable. For teachers, using educative games media can develop students' vocabulary. For readers or next researchers, they can explore or create other educative games media. Learning a language can't separate from learning vocabulary. According to Hornby (2000: 1331) vocabulary is 'word' as a sound or group of sounds that expresses a meaning and forms an independent unit of a language, while 'vocabulary' as the total number of words in a language.

Mastering vocabulary plays an important role in mastering language. More vocabulary we have, easier for us to learn a foreign language. Last research that relate with the

vocabulary was done by Lutfina Tarita Wulandari which entitled Thematic Vocabulary Cards to Improve Students English Vocabulary Mastery (2014). Her research focused on the improvement of students' vocabulary through thematic vocabulary cards that were held among students grade 7, SMPN 1 Wonosobo 2012/2013. The result showed there was an improvement among students after they were taught through thematic vocabulary cards. The second research was done by Supriyono Danang Sucahyo (2015) which entitled the Using Puzzle Media to Improve Study Result among Elementary Students. The aim of this research was to analyze the study result through puzzle media. The subjects were Grade 3 SDN Sembung, Sukorame, Lamongan, East Java. The result showed students improved their study result after they were taught puzzle media.

English is a foreign language in Indonesia that is not used in our daily field. English is used only in formal communication, such as writing business letters or communicating with foreigners. Moreover, the sound in English is different with the pronunciation. It makes students get difficulty in learning English and memorizing vocabulary. Helping students' difficulty in memorizing vocabulary, teachers may teach vocabulary interestingly. They can consider the materials that will be given to the students. Teachers can use pictures, songs, cards, models, and others to teach vocabulary. By giving those materials, students can overcome their difficulty and they learn English happily.

Methodology

This research used Research and Development Methodology. According to IES Institute of Education and Sciences, research and development study is a study to develop solutions to achieve a goal related to education or learning, such as improving student engagement or mastery of a set of skills. These projects of this type draw on

existing theory and evidence to design and iteratively develop interventions or strategies, including testing individual components to provide feedback in the development process (<https://ies.ed.gov/pdf/CommonGuidelines.pdf>. Research). Relating to the study, this method was chosen because it is suitable with the aim of this research that wants to improve students' vocabulary. Results from the research could lead to the next research and obtain the better understanding of the foundational theory. The subject of the research was one class of grade IV that was held at SD N Nyatnyono 2 Ungaran Barat, Semarang Regency. Steps of research include literature study and field study. The aim of these activities obtains learning vocabulary system at SD N Nyatnyono 2 Ungaran Barat, Semarang Regency. The next step was the development model. The aim of this activity is to find the educative game media, cooperation and participation between the researcher and SDN 2 Nyatnyono, Ungaran Barat, Semarang Regency, and the appropriate time to do the research. Next was the validation model which aimed to gain the positive effect from learning model that used educative games to develop English skill, especially in enhancing vocabulary. There were the operational product and the evaluation activity. In the operational product activity, the researcher applied the media to increase English vocabulary among grade 4 students. Students were divided into 4 big groups and they played the monopoly and umbul games. This activity was done once in a week. The evaluation activity was applied to give evaluation and observation before, during, and after learning process. The aim was to know how far students increased their vocabulary. The research was done four times during September 2016 and the class teacher also involved and helped the research.

Finding and Discussion

How the educative media games can improve students' vocabulary

Before doing the research at SD N Nyatnyono 2, Kecamatan Ungaran Barat, I as the researcher discussed and asked some suggestions from Bu Ningrum, as the English and class teacher. She suggested how to improve vocabulary among students, especially grade 4 students. Then, I chose what kinds of interesting and suitable media that can improve students' vocabulary. After some discussions, I decided to create educative games media and I chose monopoly and umbul games because those games were familiar for kids.

First research was held on September 9th, 2016. I distributed vocabularies cards, such as nouns and verbs. Cards were designed interesting and colorful to attract students' attention. On the front side, it inserted picture, while on the back side it inserted the word itself. The researcher used drilling activity to memorize the vocabulary. Then, I divided students into some groups and asked them to match the pictures. They might draw some pictures to make their task more interesting. 90 minutes run and we had to end the class.

Next day, on September 10th, 2016, I visited the class and continued the research. The material was monopoly game that it had been desinged by inserting the English words and putting pokemon, upin and ipin, cars, and mickey mouse pictures. The rule was same as the monopoly. The students were divided into 4 groups, that consisted of 6 persons for each group. They played the games in turns. When one student got the turn, he/she should throw the dice, moved the paper, mentioned the picture/word and spelled it correctly. They played twice and the winner was anyone who arrived at the finish line first. The situation was very fun. After all students completed the game, they did some questions and filled the quetionaire that related to the

materials that day. After submitting the paper and questionnaire, they played another game. The researcher said an Indonesian word and students had to answer in English quickly. The winner was anyone who could answer as many as they could correctly and they got some presents. Students were very active and enjoy the activity. They wanted to be the winner.

On September 16th, 2016, I visited SD N 2 Nyatnyono, Ungaran Barat. Before giving another game, we did a review about our last material. Students remembered the vocabularies easily. The researcher gave umbul game and divided students into some groups. The researcher designed the cards. They got some cards and threw them by speaking loudly in English words. Because they got minimum vocabulary, they got difficulty in mentioning the words. Finally, I changed the rule. I did not apply the umbul game anymore, I did another game. I acted umbul as flash cards. I showed the cards and asked them to mention the words correctly. I also gave a question paper and students answered it. They submitted it. I also gave another questions and anyone who answered correctly and quickly would get some presents. Students were very enthusiastic to answer. The next day, September 17th, 2016, I visited the class. I only gave review and shared each other.

When I did a research at SD N Nyatnyono 2, Kecamatan Ungaran Barat, I observed the main obstacle that faced by students grade 4 was the minimum vocabulary. It might be caused by the minimum allotment time for English subject. English did not teach as an obligatory subject for elementary school, but it was only taught as a local subject and an extra curricular activity in elementary schools. Beside that, the low literacy motivation also caused the minimum vocabulary. English teacher just taught material as student's book's direction. Teacher seldom created an interesting media

to support the material. Teacher only focused to complete the materials. It made learning English became difficult and boring activity for students. Other obstacles were most state elementary schools had limited facilities to support learning process. Those schools only had minimum English or bilingual books and compact disc (CD). Based on the questionnaire, we could see that students enjoy participating in English class. They could memorize the new vocabulary easily. They liked learning English through games.

The advantages and disadvantages in applying educative games media

There were some advantages by applying educative games in learning English. They were:

1. Students enjoy learning English through educative games. They accepted and remembered the materials easily. Because the games were interactive, students were more active.
2. Students could follow the rule and instruction easily because the games were familiar.
3. The games referred students working in group. It made students learning how working in a team
4. The variety of vocabulary attracted students to learn English and memorize vocabulary easily.

The disadvantages by applying educative games in learning English were:

1. Preparing interesting media was difficult for some teachers because they did not have enough creativity and time.
2. Teacher had to complete the material so they focused on the material itself.

Conclusion

The research which entitled Enhancing Students' Vocabulary through Learning Educative Games Media showed the good result. Although there were some obstacles in learning English, but students enjoyed

participating the games. Through games, they could memorize the vocabulary easily. They also developed their vocabulary. Students were happy learning English through interesting games. They were very enthusiastic during the learning process. They could memorize the new vocabulary easily. They liked learning English through games.

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TEST OF ACADEMIC ENGLISH PROFICIENCY (TAEP): AN EFFORT AGAINST THE NEO-COLONIALISM IN EDUCATION

Masduki

masdki@yahoo.com

Cita Nuary Ishak

nuarycita@gmail.com

Language Center

Universitas Muhammadiyah Malang

Malang, Indonesia

Abstract

Neo-colonialism in the modern era no longer emerges physically. Rather, it appears as a mechanism control (Olssen and O'Neill, 2004) or an influential force. Such control comes in the form of certain products which are aimed for various political or economic purposes. In the realm of language education in Indonesia, especially in the context of English Language and Teaching, certain products such as language testing system have attained a position of dominance. Thus, the tests have been employed by many institutions or organizations in Indonesia to measure non-natives ability in English by using a standard determined by native speaker of English. In fact, our tracer study discovered that a large number of Indonesian workers communicate in English with non-native speakers of English. Therefore, an appropriate instrument to measure the English proficiency of non-native speakers is badly needed. The present research is aimed at addressing the immediate need. The research discusses the design, development, and the current use of Test of Academic English Proficiency (TAEP) which is initiated by Language Center of Universitas Muhammadiyah Malang. Since it was legally certified and acknowledged in 2016, TAEP has been used by various institutions and organizations for national and international purposes. Further development and collaboration will conclude this article.

Keywords: assessment, language testing system, TAEP

Introduction

English is not only spoken by people who come from places where the language has taken root, but it has also been used by many people from different countries. Along with globalization, English has come across different continents as it becomes the medium of the development of science and technology. The immediate consequence of the phenomena is that the language will inevitably be open to any kind of unpredictable linguistic changes, from which varieties of English emerge and known as 'new Englishes', (Crystal, 2003: 142).

New Englishes are shown to be present in countries where English is the second or foreign language. In Indonesia, new Englishes are also apparent among the speakers. Along with the growing number of

its speakers, it is only natural that Indonesia contributes many variations to the new Englishes. The fact that the use of English, though still foreign, keeps expanding throughout Indonesia proves that the language has a strong influence toward the country.

Historically, Indonesia was in the past controlled or ruled by a number of countries, with Portugal, Spain, and Netherland being the longest ones to invade the country. England colonization in Indonesia went on from 1811 to 1816, but their language is spoken until today. In contrast, Portuguese, Spanish, and Dutch left their traces only in borrowing words. Thus, it can be concluded that the spread and popularity of a language does not depend merely on the length of time

the language is used, but it relies on the power of its people. Crystal (2003: 9-10) argued that a language might indeed gain an international acceptance through military and political power of the people, but to expand and to maintain its international status, economical power plays the most significant role.

There is not any problem regarding how English was once used and eventually regained its triumph in Indonesia. It is only problematic when the practice continues into a neo-colonialism, or a modern colonization, which appears today as a “mechanism control or an influential force” (Olssen and O’Neill, 2004). Such control comes in disguise as certain products which are aimed for various political or economic purposes. Nwanosike and Onyije (2011) observed a similar account in Africa. They reported that education has been misused for gaining colonialism purposes and that this situation has led to a situation of dominancy and dependency. In the realm of language education in Indonesia, especially in the context of English Language and Teaching, certain products such as language testing system have attained a position of dominance. There are at least two consequences from this dominance: first, any other tests other than that made by the dominant language testing system is somehow regarded as not valid, nor relevant; then, second, the language testing system which is commonly perceived as the best test is used for almost all purposes.

As a rule of thumb, a test is not one-size-fits-all. Thus, there is no single best test. A test should be made precisely in line with the purpose of the test. However, most often various purposes of a language test are treated the same. Shohamy (1990: 79) argued that “most tests are developed under the assumption that all test takers have a similar background and learn the language in a similar context and for similar purposes.”

With the dominance of a certain language testing system in Indonesia, it is common to find such reality where a single test would be overused for several purposes at the same time: job recruitment process, college admission, and graduation requirement.

To cite an example, a test like TOEFL that is provided by Educational Testing Service (ETS) has been favored by institutions, universities, and companies in Indonesia to assess one’s English proficiency. The test has been used for any kind of purposes, which actually violates its own initial function, as stated by ETS:

“...to measure the English proficiency of international students who wish to study in the United States. This is still the primary function of the test.” (ETS, 1990)

Thus, TOEFL test would be appropriate for those aiming to pursue further education in American universities. In Indonesia, the dependency on the test is growing larger and larger over times and this trend has caused a dependency on and the overuse of the test for various purposes, one of which in employee recruitment.

Our tracer study found that Indonesian non-native speakers of English in their real life communication do not always communicate with the native speakers of English in their home country. Rather, they largely communicate with non-native speakers of English, who come from China, India, Malaysia, Singapore, and Japan. The English used in their workplace, therefore, is new Englishes.

Based on the above mentioned reasons, it can be concluded that the emergence of new Englishes along with the growing dependency on certain test instrument triggers the need for a tool aimed at measuring English competence among non-native speakers of English. The present article aims at addressing the immediate need.

Methodology

The following sections discuss the method by which Test of Academic English Proficiency (TAEP) is designed. The approach employed in the present research is quantitative in nature, as it is intended to examine the quality of a test as an acceptable and appropriate instrument to measure language skills. The present research is a kind of Research and Development study.

There are four steps taken into consideration, but the main idea for developing the test is based on the purpose of the test itself, that is, to have a balance and relevant content in testing Indonesian non-native speakers of English proficiency in academic, business, and general settings. The four stages include (1) participant, (2) data collection, (3) expert judgment, and (4) try-out of the test.

Participant

The subjects of the research were classified into two groups. The first group consisted of six semester students (academic year 2013/2014) from Engineering, Accounting, Nursing, and Banking Department at the University of Muhammadiyah Malang, making up to 744 students in total. This group later participated in the pilot study. The second group consisted 1,030 graduates across all departments from different universities in Indonesia. This group later participated in the main trial for test administration.

Data Collection

The data were collected from the try-out of the test. The first try-out was conducted on August 2015. The quantitative data were then analyzed to see its item facility, discriminating power, validity, and reliability. The quantitative data were supported by the qualitative data obtained from the responses to the given questionnaire about the test they had just worked with.

Expert Judgment

According to Cohen (1993), the use of expert judgment is somewhat current trend in a

language testing field. For developing TAEP, the experts were a professor in language testing and some colleagues who have completed their doctoral degree in their home country or abroad and whose major programs are in education and applied linguistics. The experts were asked to assist the test constructor through different stages ranging from giving comments and suggestions for the text selection, item writing, and item analysis. As far as the text selection and item moderation were concerned, they were given the first draft of the test developed in the present study and were invited to give comments and suggestions on it.

Try-out of the Test

The try-out of the test was done in two stages. The first stage is the pilot study or the preliminary try-out. It was then followed by the second stage, namely, the main trial.

The Pilot Study

The pilot study was carried out to the students of Engineering, Accounting, Nursing, and Banking Department at the University of Muhammadiyah Malang who were on the 6th semester at the time of the test. The procedure of the pilot study can be described as follows: First, the students were given test papers which had been moderated and revised. They were allowed to do the test without time limit and they might work on the test as long as they need.

This resulted in different time of submitting their responses to the test administrator which was then utilized by the test administrator to interview some of them. The interview was conducted on the following topics: the appearance of the test paper, difficulty and confusion experienced by the test takers, if any, in understanding the prompts and questions, and reasons of the students for answering the incorrect responses. They were also invited to give comments for the improvement of the test.

Main Trial

The main trial, or the try-out, was conducted on April 2016, with the total number of participants reaching up to 1,030 students. They were the second group participants. The test-takers in the try-out were highly comparable to the prospective test-takers to whom this test is constructed. That is, non-native speakers of English. The procedure of the try-out was started with an announcement by the testers that the participants were given a Test of Academic English Proficiency (TAEP). Then, the test was distributed and the try-out participants were given 60 minutes to do the grammar section and the reading comprehension section. However, they were given extra time when they could not finish the test in the given time. After all the responses and the test papers were submitted. The participant were given questionnaire asking about the test they had just worked with.

Finding and Discussion

The data of the present study were analyzed to see the item facility (IF) or facility value (FV) showing how easy or difficult the particular item is proved in the test (Anderson et al., 1995; Heaton, 1988). The formula used to compute the IF of the objective type test is taken from Heaton (1988). He asserts that the IF should range from .20 to .70.

Further, the analysis of the item discrimination is also done. This is intended to see the extent to which the item discriminates the test takers, separating those who are more able from those who are less able. In order to analyze the item discrimination index found in the test developed in the present study, Ebel's (1997) classification is used. He classifies the discriminating index into four groups: very good item (.40 and up), reasonably good item (.30-.39), marginal item (.20-.29), and poor item (below .19).

Then, the empirical validity is obtained by comparing the results of the try-out of the test with students' score on reading comprehension provided by the lecturer of the subject and the existing score of English proficiency resulted from the already standardized test. This method was done following Heaton (1988) who claims that one of the ways to establish empirical validity of a test is by comparing the results of the test with criterion measure, one of which is the teacher's scores. The computation of the correlation of the two sets of scores was done using Microsoft Excel Program based on the Pearson Product Moment formula. In addition to that, the effort to see whether or not the test has high reliability is done by employing the formula of Kuder Richardson (KR21).

The results of the computation of IF or FV range from .21 to .40. Based on the suggested criteria, the items of the test are acceptable in terms of the IF values. No item falls below .20 and above .70. Then, based on the application of Ebel's classification to the data collected from the try-out, it was found that there are four poor items that should be revised. The other items were considered good since the "good" test takers tend to do well on the items and the "poor" ones tend to be failed in the same items. Thus, the items can distinguish the "good" from the "poor" test takers.

The computation of the correlation of the two sets of scores using Microsoft Excel Program based on Pearson Product Moment formula results in correlation coefficient .98. This shows that the validity of the test is very high. Thus, the test can really measure what it is supposed to be measured. Finally, the internal consistency of the items (the reliability) is measured using the formula of KR21. The usual reliability suggested by Lado (in Hughes, 1989) is .90. and the result of the computation is .93. This index confirms that TAEP has a high reliability.

Furthermore, “in order for a particular language test to be useful for its intended purposes, test performance must correspond in demonstrable ways to language use in non-test situations,” (Bachman and Palmer, 1996: 9). Since the sole purpose of TAEP is to assess Indonesians’ proficiency in academic, business, and general English, the content of TAEP must be relevant with the settings and contexts of the purposes. Thus, the test items are made varied, yet balanced, from academic, business, to general topics.

Conclusions

August 17th of this year marked the 72nd of Indonesia independency. However, the country has not yet been absolutely free from the new kinds of neo-colonialism or modern colonization. In some aspects, including education, we still heavily depend on products made by other countries. With the spirit to be free from any kind of dependency, it is time for us to begin investing in our own people and our products. To achieve this aims, TAEP was made as an effort against control mechanism in language testing system in Indonesia.

As TAEP has passed all language test criteria, it has been legally certified and gained its registered intellectual copy rights. At national level, apart from schools and universities, TAEP had been administered by Language Center of University of Muhammadiyah Malang and the Assessment Division of PPM Manajemen, Jakarta, to test the English skills of applicants of Bank of Indonesia and the Financial Service Authority of Indonesia (OJK). At international stage, TAEP has collaborated with programs from Erasmus Mundus and been used as one of the candidate selection processes. Through the availability of TAEP, we hope to strive for mental revolution as proposed by the President of Indonesia and to be independent from all kinds of modern colonization.

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THE STUDY OF GRAMMATICAL AND LEXICAL ERRORS RESULTING FROM L1 INTERFERENCE FOUND IN ENGLISH COMPOSITIONS MADE BY EIGHT GRADERS OF SMP NEGERI 13 MALANG

Maulida Yuniswati

Post Graduate Program of English Education, University of Muhammadiyah Malang

Malang, Indonesia

maulida.yuniswati@gmail.com

Abstract

This study is aimed to find out the kinds of lexical and grammatical errors caused by L1 interference or negative transfer of the mother tongue in writing compositions made by eighth grade students of SMP Negeri 13 Malang and the frequency of occurrence of errors. The focus of this study was identifying, describing, and classifying grammatical and lexical errors in students writing. Therefore, descriptive qualitative was considered appropriate for the design of the study. The subjects were 39 eighth grade students in 8A Class in the second semester of 2008-2009 academic years. The instrument used to collect the data was the students' writing tasks. The errors found were classified based on the error classification scheme developed by Kwary and Sugiri (2004). The result shows that there 586 errors resulting from L1 interference were found from 78 compositions. Some categories of errors in Kwary and Sugiri (2004) cannot be applied to the data, that is, if clause, embedded question, comparison, conjunction, and word class. No sentences containing those categories of errors found in the data. However, the researcher developed another category of errors that are not mentioned in the classification scheme by Kwary and Sugiri, that is, clause without subject that makes up 2.56% of all errors.

Keywords: L1 Interference, Compositions

Introduction

L1 interference with regard to the terms 'cross-linguistics and language transfer' refers to the influence of the native language structures on students' performance and development in the target language (Hashim, 1999). In other words, L1 interference is the learners' trying to apply rules and forms in their native language (L1) into the target language (FL). The learners' instincts to look for similarities between their mother tongue and the target language and their attempt to draw some comparisons with what they know already are natural (Nicholls, 2003). This is also supported by Brown (2003) that learners have assumption that the target language operates like their native language. The reliance on similarities between the native language and the target language can be both a help and a hindrance. The

similarities between L1 and FL can lead to positive transfer, which will ease the learners to learn the target language. On the other hand, when the items or structures in both languages are different, negative transfer occurs. This leads the learners to commit errors. Errors which result from negative transfer are known as L1 interference. As no one likes to commit error, L1 interference is actually an unwanted deviation to a language learner (Anastasia, 1989).

Therefore, when a foreign language teacher listens to the learners' speaking in the target language or observes their effort to write in the language, the teacher will soon notice pronunciation, spelling, grammar, and vocabulary errors which result from L1 interference that tend to recur in every learners. This is in line with Wilkins'

statement that, when looking at the speech and writing of the foreign language learner, there is little reason to doubt that we will find many errors which can be traced back to the mother tongue (Wilkins, 1975: 190).

Considering the fact that L1 interference influences the language which is produced by the learners when they use a foreign language, it has become a very important area of study in language teaching (Nicholls, 2003). Therefore, the researcher is interested to conduct a study which is related to the issue of L1 interference. It seeks to find out the errors that result from L1 interference in the junior high school students' compositions. The subjects of this study are students of SMP Negeri 13 Malang. This school was chosen since the researcher noticed a lot of errors that reflect L1 interference feature in her students' compositions during her teaching practice in this school. Therefore, it is a good chance to conduct a study in this school and also provide solutions to the problems that are faced by the students.

Related to the background of the study, the questions in this study are formulated as follows:

1. What kinds of grammatical and lexical errors caused by first language interference that appear in the writing of the students in 8A class of SMP Negeri 13 Malang?
2. What is the frequency of occurrence of the errors?

Based on the statement of the problems, the aims of the study are to identify the kinds of grammatical and lexical errors caused by first language interference that appear in the writing of the students in 8A Class at SMP Negeri 13 Malang and to identify the frequency of occurrence of the kinds of errors caused by first language interference.

The data and information obtained from this study are expected to be useful for the

English teachers, in order to help them identify the areas where students encounter problems in writing and to determine the most appropriate technique and teaching materials to use in overcoming students' writing problems. In addition, the findings of the study will help the students to recognize their problems in the process of learning English and the areas they need to improve.

Methodology

This study is descriptive. The researcher tries to identify, classify and describe the grammatical and lexical errors that result from L1 interference made by eighth graders of SMPN 13 Malang in writing compositions. The subjects of this study are the second year students of SMP Negeri 13 Malang in 8A class. This class consists of 42 students, that is, 23 boys and 19 girls. The instrument used to collect the data was the students' writing tasks. The errors found were analyzed through these procedures.

Identifying the Errors

In this study identification of errors refers to the identification of any deviation in the students' writings that seem to result from L1 interference. Thus, the deviations found in term of grammar and vocabulary use are listed. After the identification, the errors found were counted although there was more than one error in one sentence.

1. Categorizing the Errors

In order to categorize the errors, the error classification scheme developed by Kwary and Sugiri (2004) was adapted in this study. The scheme was chosen because it formulates Indonesian categorization of errors resulting from L1 interference that may fit in the data of this study as well. The classification scheme consist of 17 types of errors as follows: noun form, concord, gerund, article, spelling, sentence without verb, word class, preposition, tense, passive form, conjunction, comparisons, aspect, if clause, embedded question, and cross-

reference. The researcher also added two more categories related to lexical errors, such as, literal word translation and word order (Bennui, 2008). The errors are, then, described in terms of surface strategy taxonomy that classifies errors into omission, addition, misformation, and misordering.

2. Tabulating the Errors

In this part, the data from the students' writings' were presented quantitatively in order to figure out the frequency of occurrence of errors in the students' compositions. The analysis on the students' writings' was focused on grammatical and lexical errors resulting from L1 interference.

In order to determine the frequency of occurrence of each error type, the researcher applied a simple percentage as follow:

$$X = \frac{N}{N_t} \times 100\%$$

N: the number of respondent error

N_t: the total number of respondents' error, in each type of error

X: percentage of the number of the respondents' errors in particular types of error.

3. Summarizing and Interpreting

In this study, the selecting data from the findings are described qualitatively. They are described in terms of their form, frequency of occurrence, and percentage of occurrence. The researcher also provided some explanation on why the errors can be considered to result from L1 interference. She, then formulated the reconstructed version of the sentences containing errors based on the appropriate English grammar rules and predicted intended meaning of the writers based on the context.

Finding and Discussion

From 78 compositions analyzed, 586 errors resulting from L1 interference were found. Those errors can be classified into grammatical and lexical errors. The grammatical errors can be further categorized into; subject-verb agreement, article,

sentence without verb, noun form, pronoun, preposition, word order, tense, gerund, and passive form. The lexical errors consist of errors on literal translation, spelling, and word choice. These findings are illustrated in the table as follows.

Table 1. Types and Number of Errors in Students' Constructed Sentences

Num ber	Types of Errors	Frequen cy	Percenta ge
1	Subject-verb agreement	85	14.50%
2	Article	71	12.12%
3	Sentence/ clause without verb	71	12.12%
4	Noun form	67	11.43%
5	Pronoun	47	8.02%
6	Preposition	44	7.51%
7	Literal translation	44	7.51%
8	Spelling	43	7.34%
9	Word order	40	6.82%
10	Word choice	36	6.14%
11	Clause without subject	15	2.56%
12	Tense	14	2.39%
13	Gerund	5	0.85%
14	Passive	4	0.68%
	Total	586	100%

Some categories proposed by Kwary and Sugiri (2004) are not found from the data, that is, if clause, embedded question, comparison, conjunction, and word class. No sentences containing those categories were found in the students' compositions.

From the data, however, the researcher finds one more category that is not listed in the previous studies, that is, clause without subject.

From the data analysis result it is found that subject-verb agreement comes as the most frequently occurring type of errors in grammatical level, that is, 14.50%. English grammar requires the subject and verb to agree in number: both must be singular, or both must be plural. Problems occur in the

present tense because the students must add an -s or -es at the end of the verb when the subject is a third person singular. This concept can be considered the most difficult to master since some previous studies which are conducted by Darus (2009) and Maros (2007) also show that the students made a lot of errors in this area.

The second types of errors with highest frequency of occurrence are errors on the use of article and on subject or clause without verb. They make up 11.72% of all errors. Students tend to omit the definite or indefinite article that should be attached to nouns because Indonesian words does not have article (Gusrizal, 2000: 9). In Bahasa Indonesia, take for example, the word “mobil” means **the car** or **a car**. This difference seems to make difficult for the students to apply this concept which result in errors. In addition, the students have tendency to omit verb in a sentence or clause due to in Bahasa Indonesia, the sentence using adjective as a subject complement can stand without any corresponding verb because the adjective itself may serve as the predicate (Gusrizal, 2000). Thus, the omission article and verb in a nominal sentence can be considered a transfer of the native language rules.

Another grammatical error that seems to result from L1 interference is errors on noun form. In Indonesian grammar, countable nouns do not need any plural marker ‘-s’ to indicate that the noun is more than one or plural. When Indonesian say “a car”, they simply say “mobil”, and for “two cars” they just say “dua mobil”.

Still another grammatical error that might be considered a negative transfer of the mother tongue is error on the use of pronoun. In this case, the students are confused to choose the appropriate pronoun to use whether they have to use subject pronoun, object pronoun, or possessive pronoun since the Indonesian

language concept of pronoun is much less complicated.

Errors on the use of preposition can also be considered as L1 transfer. From the data, it comes with 6.74% of all problems made by the students. Because the meanings of some prepositions are the same in Bahasa Indonesia, students might use any preposition that have the same meaning to express their idea. In fact, the use of preposition in English is different, for example, the preposition “di” in Indonesian is comparable with English preposition “in”, “on”, and “at”. Those three preposition in English have different functions, depending on the place that follow the preposition. Thus the students get confused to choose the appropriate preposition to use.

Error on word order is also considered the type of errors that result from L1 interference. It happens because the Indonesian and English languages have different system of noun phrase word order. In Indonesian a noun phrase is followed by a modifier; on the other hand, in English, they are formed by “modifier + noun” (Guzrizal, 2000). Thus, Indonesian may say “chair red” when they mean “red chair”

Error in the use of tenses may also be considered a negative transfer of native language. This error makes up to 2.39% of all errors types. It is not surprising that the students commit errors in this area since in Indonesia no similar concept can be found. In English, there is indication of time with the use of verbs in present, past, future and continuous tense. Indonesian verbs do not indicate time. The moods and tenses are indicated by the addition of auxiliary verbs and particles. English verbs change according to aspect of time. The differences between the verb system of L1 and English tense make it difficult for students to catch the English notion of tenses (Darus, 2009).

Error in the use of passive form makes up to 0.68% from the data found. This type of errors is frequently found in the students' compositions since they fail to change the base form verb into past participle. It may happen because the Indonesian and English languages have different system of forming passive form. In Indonesian, passive form is formed by prefix + base form of verb; on the contrary, in English, it formed by "auxiliary + V3. Thus, the students tend to use the base form of verb when they write.

In the lexical area, literal translation is the type of error with the highest frequency of occurrence. It is not surprising that the students commit a lot of errors related to this issue since they have limited vocabularies. Therefore, they rely on their previous knowledge to express something in the target language.

Error in diction or word choice is also frequently found in the students' composition. This error amounted to 6.14%. The errors in this type might be caused by direct translation of Indonesian words into English without considering the context of use.

Spelling errors are also found from the data. This happens because some words in Indonesian have almost the same spelling with English. Cook (in Kwary 2004) states that one of the biggest problems in foreign language learning is spelling error since in English alphabet, one syllable does not represent one sound.

From all the errors made by the students it can be concluded that they are influenced by their native language in the process of learning English, which were evidently illustrated in their writing. It is supported by Brown (1994: 224) that in the early stages of learning a foreign language, before the system of the target language is familiar, the native language is the only previous

linguistics system upon which the learner can draw.

Conclusions

The study revealed that there were 586 grammatical and lexical errors resulting from L1 interference. The kinds of errors which are committed by the students in the grammatical level are errors in the use of subject-verb agreement, article, sentence/clause without verb, noun form, pronoun, preposition, word order, clause without subject, tense, gerund and passive form. The lexical errors consist of errors on literal translation, spelling, and word choice.

586 errors were found from 78 compositions. The kinds of grammatical errors that appear in the students' writings are subject-verb agreement (14.50%), article (12.12%), sentence or clause without verb (12.12%), noun form (11.43%), pronoun (8.02%), preposition (7.51%), word order (6.82%), clause without subject (2.56%), tense(2.39%), gerund (0.85%), and passive form(0.68%). Errors in the lexical area consist of errors on literal translation (7.51%), spelling (7.34%), and word choice (6.14%).

From the findings and discussion, it can be concluded that the students were influenced by their L1 in their process of learning English and the errors they make reflect the L1 interference.

The results of this study are expected to give practical contribution to teachers and students in English language teaching and learning. Therefore, both the teachers and the students can minimize their errors resulting from L1 interference.

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IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH KNOW-WANT-LEARN (KWL) TECHNIQUE TO TEACH ANALYTICAL EXPOSITION (Class Action Research)

Meike Imelda Wachyu
SMA N 2 Indramayu West Java
meikeimelda@gmail.com

Abstract

This study is aimed at finding out the impacts of the use of Know-Want-Learn technique in improving the reading comprehension to teach analytical exposition among eleventh grade students of SMA N 2 Indramayu in the academic year of 2017/2018. The study was action research in two research cycles. In the study, the researcher collaborated with the English teachers and the students. The data of this study were qualitative in nature supported by quantitative data. Qualitative data were obtained from the results of classroom observation and collaborators' discussion. Quantitative data were obtained from pre-test and post test results. The instruments for collecting the data were observation guides, interview guides, and the pre-test and posttest. The data were in the form of field notes, interview transcripts, and the scores of the students' pre-test and posttest. The results of the two cycles show that the use of Know-Want-Learn technique is effective to improve the students' reading comprehension. It is supported by the qualitative data which show that (1) Know-Want-Learn technique can help the teacher to scaffold the students' comprehension of the text by focusing on the steps before, during, and after reading; (2) Know-Want-Learn technique can help the students to preview the text, assess what they have learned after reading, and motivate their interest in reading; (3) The kind of activities given such as preteaching vocabulary, using skimming and scanning, using fix-up strategies, and guessing meaning can help the students to read the text efficiently.

Keywords: KWL Technique, Reading Comprehension, Analytical Exposition

Introduction

This chapter consists of background of the problem, research questions, the purpose of the study and benefits of the research. Referring to the Core Competency formulas for Senior High School learning is designed to provide experience in using English texts to understand and apply factual, conceptual, and procedural knowledge related to eye-catching phenomena and events through speaking, listening, Reading, and writing in concrete and abstract realms. The use of texts also aims to foster an attitude of appreciation and appreciation of religious and social values, including honest behavior, discipline, responsibility, care (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and

natural environment within reach Association and existence.

From the preliminary observation and some interviews with some students at grade XI of Senior High School 2 Indramayu, the researcher found a problem in understanding of the text. The problem was related to the students' reading comprehension. The students found that understanding an English text was the most difficult subject for them. When they were given a text to read, they still got difficulties in getting meanings of difficult words so that they had to use their dictionaries when they found words they did not know the meaning. The condition indicated that the students have low proficiency in understanding the text.

Considering the facts above, the researcher believes that some efforts are needed to solve the problem in the English teaching and learning processes especially in the teaching of reading comprehension. In order to solve the problem, the researcher is motivated to conduct action research. It involves the English teacher in the school to find out the best solution of the problem in the teaching of reading comprehension at eleventh grade students of Senior High School 2 Indramayu.

Research Questions

From the classroom observation and the interview with some students at Senior High School 2 Indramayu, the researcher finds some problems related to the students' low proficiency level in reading comprehension. The problems are related to the students, the learning materials, and the teaching technique.

The first problem is related to the students. From the classroom observation in the eleventh grade, the researcher finds some problems related to the students. First, the students have low vocabulary mastery.. Second, the students are not aware of the use of learning strategies. They do not know how to use the efficient comprehension strategies such as using prior knowledge, making prediction, skimming and scanning, or guessing the meaning from the context. Third, the students are not interested in reading a text. They find that reading an English text is boring, difficult and stressful.

The second problem is related to the teacher, is the strategy in teaching reading. The teacher dominates the whole session of the lesson as she talks to the students in most of the time of the teaching and learning process.

The third problem is related to the media used by the teacher in the teaching of reading. There are no media and limited

media used in the classroom. The students are only given a long text to read. The teacher said that it is difficult for her to find some related pictures for the students, whereas the use of pictures can stimulate the students to review their prior knowledge related to the topic of the text. Based on the identification and limitation of the problems above, the research question is formulated. The research question is stated as "How does the use of Know-Want-Learn (KWL) technique improve the students' reading comprehension at grade twelve of Senior High School 2 / SMA N 2 Indramayu?"

The purpose and benefit of the research

This study is aimed to improve the students' reading comprehension at grade XI of Senior High School 2 Indramayu through Know-Want-Learn (KWL) technique. The use of Know-Want-Learn (KWL) technique helps the students to activate their previous knowledge, observe their comprehension, and note what they have learned from the text. At the end of the study, the students are able to improve their reading comprehension by the use of Know-Want-Learn (KWL) technique.

Research method

This chapter presents the discussion of the research method. This section describes the design of the study, the subject of research, data collection, instruments, data analysis techniques, and procedure of the research.

A. Research Design

This study was categorized into action research. The aim of this study was to show the process of improvement of the students' reading comprehension. In this study, the researcher collaborated with all of the other research team members. The steps done by the researcher and collaborators were identifying the problem occur in the English teaching and learning, planning and carrying out the actions, observing and reflecting on the actions implemented in the

study (Kemmis & Mc. Taggart in Burns, 2010: 7-8). In this scheme, the researcher and collaborators found a problem, planned a possible solution, implemented and observed the actions, and reflected on the outcome of the actions.

B. Subject of the Study

The study was conducted in Senior High School 2 Indramayu. The school was situated at Jalan Pahlawan Indramayu. The school was chosen as the setting of the study for three reasons. The school is one of the favourite schools in Indramayu. It has complete facilities to support the teaching and learning process. The subjects of the study were the researcher herself, the two English teachers, and the students of XI IPA 4 class of Senior High School 2 Indramayu. The XI IPA 4 class consisted of 32 students. The students were sixteen up to seventeen years old. Most of them came from middle class economic background. The researcher chose XI IPA4 class because according to the teacher, the students of XI IPA 4 had the lowest achievements in English subject.

C. Instruments of the Study

The instruments for collecting data in this study were a test instrument and non-test instruments. The test instrument included the test items and the non-test instruments included an observation guide and an interview guide. The data of the test instrument were in the form of numerical data. Meanwhile, the data of the non-test instruments were in the forms of field notes and interview transcripts of the teaching and learning processes.

1. Observation Guide

The observation guide was used to determine the aspects to be observed in the reading class when the action plan was conducted. The observation guide was in the form of checklists. It contained some aspects with some indicators of each aspect. The data about the aspects observed during the action

then were recorded every time through some descriptions in the form of field notes.

2. The interview

The interview guide was used as the guidelines for the researcher in giving questions to the students and the teacher. In this study, the researcher involved five aspects. They were the students' attitude, the condition during the teaching of reading, the use of learning strategies, the use of learning materials, and the implementation of Know-Want-Learn (KWL) technique.

3. Reading Comprehension test

The reading comprehension test was used for a pre-test and a post test. It was a multiple choice test consisting of 50 items. The test materials were adapted from some textbooks.

D. Data Collection

The data of the improvement of the students' reading comprehension were obtained by doing observation in the English class, conducting interviews after the class meeting, and administering the reading comprehension test. These data collections are described below.

a. Observation

The observation was done to get the information that was needed. The researcher collected the data by observing the class situation and condition in the teaching learning process.

b. Interview

The interview was done to know the effectiveness of the actions. The researcher interviewed the students and the English teacher as a collaborator about the activities in the teaching and learning process.

c. Reading Comprehension Test

The reading comprehension test was administered before and after the researcher conducted the actions.

E. Analysis Data

The researcher interviewed the English teacher as a collaborator and the XI IPA 4 students of Senior High School 2 Indramayu. In the interview, the English teacher and the students expressed their views, and opinions toward the actions done. This action was done after the researcher did the reflection in the end of the class meeting. In this activity, the researcher observed the students' attitudes, class condition, the teaching technique used by the English teacher during the teaching and learning processes and described the collected data in the field note form. The researcher observed the implementation of the actions, made the reflection of the actions done in the XI IPA 4 class, and asked the questions to the collaborator teacher and the students to know the changes they made after the researcher applied the actions during the study. Finally the researcher conducted reflective dialogues with the collaborator for criticism or suggestions to the actions done in the class.

F. Research Procedure

Planning

In this step, the researcher worked together with the Collaborator to plan some actions to be done in the English teaching-learning process based on the problems defined in the previous step. The aim of the actions was to improve the students' reading comprehension by using KnowWant-Learn technique. The actions planned to be carried out were presented below.

Actions and Observation

In this step, the researcher did the actions that had been planned in the previous step (Kemmis & McTaggart (1988) in Burns (2010:8)). The actions were done in six meetings or two research Cycles (three meetings for each Cycle). First, the researcher conducted Cycle one. In this Cycle, the researcher presented the topic of Global warming in the first meeting, Earth Quake in the second meeting, and Tsunami in the third meeting. In the first meeting, the

researcher presented what Know-Want-Learn is. The researcher showed KWL chart to the students and presented how to use the chart to help them understand the text.

Reflection

In this step, the researcher evaluated the actions that were conducted. She evaluated the actions by observing the teaching and learning process conducted in the class and interviewing the students and the teacher about the class activities (Kemmis & McTaggart (1988) in Burns (2010:8)). The reflection was useful to show the effectiveness of the actions conducted in the teaching and learning processes.

Research Findings and Discussion

This chapter presents the following sections : Reports of Cycle I, and reports of Cycle II. Review the identification of the field problems and the actions to solve the problems. The next section presents the planning, actions and observations, and also reflections of Cycle I. The last section reports the planning, actions and observations, and also reflections of Cycle II.

Reports of Cycle I

1. Planning

The actions were focused on improving students' reading comprehension through the use of Know-Want-Learn technique. The situations expected after the implementation of the actions are: Students could have more opportunities to express the ideas related to the topic of the text, students would be motivated and interested to read the text, students could find specific and general information from the text, students could improve their abilities to read efficiently by using comprehension strategy such as skimming scanning, guessing meaning, and using fix-up strategy. And the teacher could guide the students in before, during, and after reading process

2. Actions and Observations

a. Using interactive text-preview through the use of KWL chart

In this action, the researcher tried to build an interaction with the students. As she acted as the teacher in the class, the researcher considered the students' activities before reading. The researcher used interactive text-preview through the use of KWL chart. Here, the researcher tried to engage the students to the topic of the text by asking them to brainstorm ideas about the topic of the text.

b. Using pictures to activate the students' prior knowledge

In this study, the researcher used pictures as media to help the students activate their prior knowledge about the text. The picture was used just before the students read the text. The use of pictures could help the students to activate their prior knowledge about the topic.

c. Preteaching Vocabulary

Vocabulary is essential to reading comprehension. It is impossible to understand text if the readers do not know much about a significant number of the words in the text.

d. Using skimming and scanning

The finding of the study shows that using Know-Want-Learn (KWL) technique can help the students to find specific and general information of the text efficiently.

e. Using Fix-Up Strategy and Guessing Meaning of the Text

The researcher asked the students to reread the sentence, reread the sentences before and after, break apart the work and look for smaller words, look for a prefix or suffix. The use of this strategy could help the students deal with their vocabulary limitation. The use of fix-up strategy and guessing meaning of the difficult words in the text gave positive effects to the students. It could help the students to read efficiently. The fact can be seen in the extract of the field notes below.

f. Checking the students' KWL chart

This action could help the students to evaluate their own comprehension. The students have to check their own thinking-

process before, during, and after reading by looking at What I know, What I want to know, and What I learn column to make sure that the information in the three columns are related to each other or not.

3. Reflection

After implementing the actions in Cycle I, the researcher and the collaborators held a discussion to reflect the actions. Everyone participating in this research has ample opportunities to share their ideas, opinions, and feelings related to the implemented actions.

Research Finding

Based on the table below, it can be found that the average score of the pre-test is 45.46 and the average score of cycle 1 test is 64.75 and cycle 2 is 70.58. It means that the average score in the post test cycle 1 and cycle 2 increases by 5.83

	Pre test	Cycle 1	Cycle 2
Mean	45.46	64.75	70.58

Based on the discussion with the collaborators on August, 2017, some actions would be implemented in Cycle I and 2. The action planed of Cycle I and 2 were using interactive text-preview through the use of KWL chart, using pictures to help students activate prior knowledge, pre teaching key vocabulary, using skimming and scanning strategies, asking the students to guess the meaning and use fix-up strategies, and checking the students' chart. They are discussed as follows.

These action aimed at promoting the interaction between the teacher and the students. By using this action, the teacher could build the students' motivation, attract the students' interest in reading, and give chance to the students to express their ideas related to the topic of the text.

Conclusions

From the results of data analysis, the writer draws some conclusions as follows: The teaching and learning of reading comprehension was found effective when it was well-designed. The use of graphic organizer namely KWL chart here could help the students to preview the text and record them in a systematic way. The teacher could scaffold the students in understanding the text. Meanwhile, the students should response to the teacher by sharing their previous knowledge related to the topic.

The implication to the the use of reading comprehension strategy is that the teacher

should model how to use efficient comprehension strategies to the students. It is important because the use of comprehension strategies are needed to help the students read the text efficiently. Third, the findings carry the implication that it is important to use Know-WantLearn technique in the classroom reading activity to improve students' reading comprehension. The improvement of the students' reading comprehension is important since reading is one of the four skills that should be mastered.

LABELLING DIFFERENT SKIN COLOR AS CULTURAL DETERMINISM REPRESENTED IN MAYA ANGELOU'S POEM THE CALLING OF NAMES

Mohamad Ikhwan Rosyidi
mirosyidi@mail.unnes.ac.id

Amir Sisbiyanto
amier_sis@yahoo.com

Fatikha Amalina
fatikhaamalina@gmail.com

Universitas Negeri Semarang
Semarang, Indonesia

Abstract

The aim of this study is to describe representation of labelling different color skin as a construction of American towards color skin people in America reflected on one of Maya Angelou's poems *The Calling of Names* (1994). This study will use structural-semiotic approach, especially applying Riffaterre's semiotics of poetry (1984). This semiotic theory will operate on heuristic and hermeneutic readings for uncovering description of representation of how color skin people is perceived and, of course, labelled as different people by white people. This labelling performance for color skin people results, first, the acts of calling particular name of people which raises racism on different skin colour, second, racism, prejudice, discrimination which leads to bias and disparity creating inequity and inequality towards Black or Coloured people in American society and long continuum of labelling different skin colour as a result of cultural determinism in American Society.

Keywords: representation, labelling, racism, continuum, cultural determinism, Maya Angelou

Introduction

Rothenberg (2001) claimed that race and gender differences have been portrayed as unbridgeable and immutable. Men and women have been portrayed as polar opposites with innately different abilities and capacities. Race difference has been portrayed similarly. African-American writers speak about strategy to fight against the belief in racial hierarchies that relegate them to second class status (Walker in Braxton, 1999). *The Calling of Names* becomes one poem to be interested to investigate since it speaks about protesting against cultural determinism through labelling towards colored skin people.

Labelling or stereotyping is the process of how people judging others. It becomes a matter of semiotic reading relating its

representation of American society. Since the object of this study is a poem, I elaborate theoretical framework about poetry. Poetry is the language of imagination, and imagination is the key to fulfillment. Human's experience of life is largely determined by the ways in which they imagine their world (Polonsky, 1998). It is a created artifact, a structure that develops from the human imagination, and that is expressed rhythmically in words (Roberts and Jacobs, 2003). Poetry is made for improving human as a person, increasing human's chances for success in the world, or even making human more literate (Polonsky, 1998).

Poetry seems peculiarly inseparable from the concept of text. A poem is a closed entity; it cannot be differentiate poetic discourse from literary language (Riffaterre, 1978). This

formal and semantic unity, which includes all the indices of indirection, is called significance. From the standpoint of meaning, the text is a string of successive information units. From the standpoint of significance, the text is one semantic unit (Riffaterre, 1978).

Any sign within that text will, therefore, be relevant to its poetic quality, which expresses or reflects a continuing modification of the mimesis. Only unity, thus, can be discerned behind the multiplicity of representations. The relevant sign need not be repeated. It suffices that it is perceived as a variant in a paradigm, a variation on an invariant. In either case, the perception of the sign follows from its ungrammaticality (Riffaterre, 1978). The ungrammaticalities spotted at the mimetic level are eventually integrated into another system. As the reader perceives what they have in common, as s/he becomes aware that this common trait forms them into a paradigm, and that this paradigm alters the meaning of the poem, the new function of the ungrammaticalities changes their nature, and now they signify as components of a different network of relationships. Everything related to this integration of signs from the mimesis level into the higher level of significance is a manifestation of semiosis (Riffaterre, 1978).

The semiotic process really takes place in the reader's mind, and it results from a second reading. Two levels or stages of reading are (1) heuristic reading and (2) retroactive or hermeneutic reading. Heuristic reading is done by the reader when the reader's input is his/her linguistic competence, which includes an assumption that language is referential, and at this stage, words do indeed seem to relate first of all to things. Hermeneutic reading is the process when the reader remembers what he has just read and modifies his/her understanding of it in the light of what s/he is now decoding. S/he is in effect performing a structural decoding as

s/he moves through the text s/he comes to recognize, by dint of comparison or because s/he is now able to put them together, that successive and differing statements, first noticed as mere ungrammaticalities, are in fact equivalent, for they now appear as variants of the same structural matrix (Riffaterre, 1978).

Significance is the reader's praxis of the transformation, a realization that it is akin to playing, to acting out the liturgy of a ritual, the experience of a circuitous sequence, a way of speaking that keeps revolving around a key word or matrix reduced to a marker. It is a hierarchy of representations imposed upon the reader, despite his personal preferences, by the greater or lesser expansion of the matrix's components, an orientation imposed upon the reader despite his linguistic habits, a bouncing from reference to reference the keeps on pushing the meaning over to a text not present in the linearity, to a paragram or hypogram, a dead landscape that refers to a live character, a desert traveled through that represents the traveler rather than itself, an oasis that is the monument of a negated or non-existent future. The significance is shaped like a doughnut, the hole being either the matrix of the hypogram or the hypogram as matrix (Riffaterre, 1978).

Based on the theoretical framework above, the problem proposed is how Angelou spoke about labelling different color skin as cultural determinism represented in her poem *The Calling of Names*. The aim of this study is to describe labelling different color skin as cultural determinism represented in Maya Angelou's poem *The Calling of Names*.

Methodology

This study was designed as qualitative-descriptive research applying Semiotic approach. The material object of this study is the study of Maya Angelou's poem entitled *The Calling of Names*. Its formal object is

the study of this poem concerning on the heuristic reading and hermeneutic reading of this poem. The data analysis was taken by some procedures: (1) data was signified by dictionary meaning; (2) data was interpreted by hermeneutic reading with finding out the matrix, model, and hypogram of this poem (See Riffaterre, 1978; Bressler, 1999).

Finding and Discussion

This part elaborates heuristic and hermeneutic reading of Maya Angelou's poem *The Calling of Names*. The poem of Maya is as follows:

The Calling of Names

He went to being called a colored man
after answering to "hey, nigger."
Now that's a big jump,
anyway you figger.

Hey, Baby, watch my smoke.
From colored man to Negro,
With the N in caps,
was like saying Japanese
instead of saying Japs.

I mean, during the war.
The next big step
was a change for true,
From Negro in caps
to being a Jew.

Now, Sing, Yiddish Mama.
Light, Yellow, Brown
and Dark-brown skin,
were okay colors to
describe him then.

He was a Bouquet of Roses.
He changed his seasons
like an almanac.
Now you'll get hurt
if you don't call him "Black."

Nigguh, I ain't playin' this time.

Heuristic Reading of the Calling of Names

This reading will focus on the literal meaning of word by word and line by line in every stanza. First stanza describes A man which has been mentioned to be expressed to give or address him a particular name that is an

adult male human being which has the natural color of a person's skin which shows which race they belong to at time that is later than an event being called colored man as reaction of a very polite way as attracting someone's attention using extremely offensive word for a black person. At present time, it refers to something which has very sudden moment without considering other things the man expects attracting to call somebody special to look at the act of smoking cigarette moving (see Hornby, 1995).

Second stanza speaks about Showing difference between an adult male human being which has the natural color of a person's skin which shows which race they belong to and a black man including letter N in a limited amount similar to express a thought, opinion, fact of a person from (with offensive word) that subject of speaking intends from beginning to the end of armed fighting between two or more groups (see Hornby, 1995).

Third Stanza delivers meaning about After a large stage in progress, the act of becoming different intended to be given to something exists showing difference between a black man in a limited amount to become member of people whose religion is Judaism, so at present to make musical sounds with the voice of a Jewish mother song (see Hornby, 1995).

Fourth stanza shows The natural outer layer that covers a person lit the natural light, which a color like a lemon, a color like chocolate or soil, and a color like chocolate with no light is a way of agreeing of the natural color of a person's skin which shows which race they belong to for saying someone like a man. Thus, he is like a group of a garden plant with thorns on its stems and pleasant flowers fastened together attractively arranged for formal occasion (see Hornby, 1995).

Fifth stanza tells about A man exchanges one thing to another thing the period of the year when annually happens similar to a book published every year that contains fact or information about particular subject or activity which at present time people will be in pain if they do not consider the man to be a black person. Thus, it is an extremely offensive word for black person that the poet is not performing a particular character in particular period of time for which something has been happening (see Hornby, 1995).

Angelou through this poem, literally, describes signs, first, calling of colored and black people offensively by stating name's calling which illuminates and emphasizes on original skin color. Second, she makes analogy of calling names by making abbreviation with capital letter. Third, she uses another analogy of calling Jewish people. However, the poem ends with re-using offensive words for calling particular person of particular skin color. In another word, this Angelou explains the acts of calling particular name of people which raises racism on different skin color

Hermeneutic Reading of the Calling of Names

After Angelou's poem is read heuristically, it indicates oppositional signs. First opposition is about colored man and black man. This poem gives illumination of calling of certain ethnic groups with offensive words to subordinate words. This leads to stereotyping of different skin color. Differentiation starts when people are called through their skin color. An example of this differentiation is when African people are called as nigger, nigguh, and negro. This opposition indicates subordination by calling people from their different skin color.

Second opposition is opposition of calling names from particular countries in complete ways and in abbreviation. This opposition

places different position from particular skin color. It happened since there was World War II that American calls Japanese people as Japs as their underestimate ridicules.

Third opposition is opposition between various skin color and similar color combination. It signifies various colors which are not as beautiful as similar colors, intentionally being tied, being put together to appear harmonization.

Those opposition leads to process of subordination towards different skin color. This subordination is a foundation to construct stereotyping for making label to particular skin color people. It intentionally leads to form inequality. Dominant groups impede the development of subordinates and block their freedom of expression and action (see Miller in Rothenberg, 2001). Existence of dominant groups, in this case White people, appears to make calling of different skin color people by using underestimate and offensive words. It automatically becomes the process of making label to those people. As a result, it is the matrix of this Angelou's poem. Angelou wants to open people, particularly White people, that they have made label to different skin color people. Gans (Rothenberg, 2001) wrote that the label by calling names of different skin color becomes a racial codeword to subtly hide anti-black or anti-colored people which submerges and represses racial and class antagonism to exist.

Those labelling process also becomes the way Angelou sees the imposition of White people towards different skin colored people. Angelou's awareness and subsequent sense of displacement experienced by her is Angelou's point to departure (Manora, 2005). It will become Angelou's poem hypogram when her poem has similar idea with Tizard and Phoenix (2002) which wrote 'Yellow belly', 'half-breed', 'breed' and 'redskin' were the commonest taunts thrown at the

mixed-parentage young people. Like those with two black parents, they were also called 'nigger', 'jungle bunny', 'Zulu', 'blacky', 'wog' and 'gollywog'. They were told that they had been in the oven or toaster too long, or that they were an overdone chicken. The influence of her poem signifies behavioral and psychological problem in Angelou's idea and life. She feels that the calling names for different skin color as a manifestation of underestimating Black or mixed parentage as a continuous labelling and stereotyping of them.

Besides Angelou's psychological problem in her idea, the labelling leads to bias and disparities in her idea had by White people. Bias and disparities still exist and result in inequity of services, opportunities, and practices in American society. It is a result of prejudice and discrimination toward differences in race, ethnicity, gender, spirituality, and disability (see Chin, 2004).

In another word, Angelou's idea of writing this poem is a manifestation of racism, prejudice, discrimination which leads to bias and disparity. They create inequity and inequality towards Black or Colored people in American society. Those are, thus, also long continuum of labelling different skin color as a result of cultural determinism in American Society.

Conclusion

This analysis above crystalizes on two subject matters: first, The Calling of Names speaks, literally, the acts of calling particular name of people which raises racism on different skin color, second, Angelou's idea of writing this poem is a manifestation of racism, prejudice, discrimination which leads to bias and disparity. They create inequity and inequality towards Black or Colored people in American society. Those are, thus, also long continuum of labelling different skin color as a result of cultural determinism in American Society.

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AN ANALYSIS OF REALITY CONSTRUCTION THROUGH CONFLICTS IN GILLIAN FLYNN'S GONE GIRL

Monica Prilly Aditya

Department of English Education, English Language and Literature Study Program

Universitas Pendidikan Indonesia (UPI)

Bandung, Indonesia

monsprilly@gmail.com

Abstract

The complexity of *Gone Girl* evoked wide aspects to explore. The current study focused on the issue of reality construction in the novel. It was aimed at answering the question of how the male and female central characters constructed the versions of reality through conflicts which were a result of multiple narrative perspectives used in the novel. The data were analyzed by using Bartley, Blanton, and Gilliard's (2005) three aspects of marital relationship. The findings indicated that the reality in the novel was dominantly constructed through the conflictive marital relationship between the male and female central characters. The conflicts were found in the aspects of marital relationship particularly in the decision making process and the attitude towards gender roles and stereotypes. In terms of decision making, the conflicts resulted from the process and the outcomes of major decision-making including the decision to move to a new city, decision to have children, decision regarding career choices and the decision of getting a divorce. Meanwhile, from the aspect of attitude towards gender roles and stereotypes, the male and female central characters appeared to demonstrate double standards and hypocritical attitudes which led to conflicts in the novel. Therefore, from the findings it could be concluded that the text indicated a tendency for men and women to be involved in conflicts since they had different presumptions, interests, and egos in constructing their version of reality.

Keywords: reality construction, marital relationship, marital conflicts, decision-making, gender role attitudes, double standard

Introduction

What was considered as reality or something real had been an issue for a long time. Constructivism believed that instead of being discovered, reality was invented by human beings (Watzalwick, 1982, cited in Hare-Mustin and Marecek, 1984 p. 455). Hare-Mustin and Marecek (1984) stated that rather than passively observing reality, humans were involved in the construction of meaning that formulated and organized their perception and experience of life. This led to an idea that human's understanding of reality was representation or a re-presentation, not a replica, of what was out there (p. 455-456).

Since reality was constructed through language, the work of fiction could be one of the examples of its realization. As explained

by Waugh (1984), "If our knowledge of this world is now seen to be mediated through language, then literary fiction (worlds constructed entirely of language) becomes a useful model for learning about the construction of 'reality' itself" (p. 3).

In relation to this, men and women possessed different characteristics or values when it came to constructing reality. Gilligan (1982, cited in Hoffman, 1990) stated that while men valued the system of independence, autonomy, and control, women tended to show a contrasting aspect of values which are relationship and connection (p. 7). These characteristics appeared to produce different versions of reality from both genders since they had different aspects of value in life.

In literary works, different values that tended to influence the points of view between men and women could be found in multiple narrative perspectives used in contemporary fiction. Koss (2009) stated that “today’s multiple narrative perspective novels are characterized by multiple voices, narrators, points of view, structures, and perspectives” (p. 74). Furthermore, Itkonen (2012) explained that fictional text produced a social reality that could only be accessed by the reader through the influence of the perspective he or she was allowed within the narrative since the external consciousness of the reader put him or her in the outsider position (p. 3). Therefore, this multiple narrative perspective could lead to a different way of reality construction in fiction that would also influence how the reader interpreted the reality in the novel.

Gone Girl was a work of fiction exemplifying the use of multiple narrative perspectives. The story was told from two points of view which were Nick Dunne’s and Amy Elliot Dunne’s. The complexity of the novel evoked wide aspects of issue to explore and the current study focused on the reality constructed by the male and female central characters. Amy and Nick Dunne were given the position as the first-person narrator which led to two different versions of reality offered in the novel.

Gone Girl indicated the difference between men and women in a number of aspects including the way they viewed certain events and issues considered as reality constructed in the novel. Both Amy and Nick had their own ways of thinking, behaving, and responding to a situation that oftentimes led to conflicts and disagreements between them.

Methodology

In doing the analysis, the study employed a qualitative descriptive method. The qualitative descriptive method was chosen in this study since it was the most suitable

method to serve the purpose of revealing the conflicts that occurred in detail and how it related to the construction of reality in the novel.

The data were taken from a novel entitled *Gone Girl* which was written by Gillian Flynn and first published in 2012. In this study, the first step in collecting the data was by doing an intensive close reading. Then, the most relevant textual evidence was highlighted with regard to some considerations: (1) from whose point of view a conflict was narrated; and (2) the setting in which a particular conflict occurred.

This textual evidence was later on categorized into the table consisting of conflicts based on Bartley, Blanton, and Gilliard’s (2005) three aspects of marital relationship: (1) decision making; (2) gender roles attitude; and (3) division of household labor. However, due to the close relationship on the idea of gender role attitude and division of household labor, the current study combined these two aspects into one category which was the attitude towards gender roles and stereotypes.

Finding and Discussion

Conflictive Marital Relationship

The analysis showed that the versions of reality in the novel were dominantly constructed through the conflictive marital relationship between the male and female central characters. It was found that Nick and Amy viewed the same issue through the lens influenced by their own egos, interests and presumptions towards gender roles and stereotypes. Furthermore, the versions of reality constructed through the conflictive marital relationship were specifically elaborated based on: (1) the conflicts on the decision-making; and (2) the conflictive attitude towards gender roles and stereotypes.

Conflicts on the Decision Making

The explanation of conflicts based on the decision making was emphasized on the conflicts in major decision making including

moving to a new city, having kids, career choices, and getting a divorce since these appeared to be the primary causes that triggered the conflicts.

After examining how Nick and Amy made a decision, it was found that both of them were involved in the making of these major decisions within their marriage.

In the beginning of the novel it was found that Nick made a major decision to move back to his hometown in Missouri after he lost his job as a writer in New York. He decided to do so after he got a phone call from his twin sister, Margo, informing that their mother was dying from cancer. Nick remembered about the occurrence of him making the decision in the morning before his wife went missing. Without talking to his wife first, Nick made the decision to move back to his hometown. However, he appeared to admit and realize that the decision was based on his optimism that everything would be okay when he moved and brought his wife to a new city whose life was completely different from New York. The excerpt showed that he was filled with remorse because of the decision, "I did not yet understand how foolish, how optimistic, how, yes, just like Nick I was for thinking this. The misery it would lead to." (Part 1 p. 6). Later on, it was found that the misery was their changing emotions and attitudes towards each other.

On the other hand, Amy had her own version of how Nick made the decision to move back to his hometown. It was found that there was no compromise or conversation between them before the decision was made. It could be seen that Amy did not partake in the process of making this decision. Nick appeared to think that to move back and help his dying mother were the right thing they needed to do. However, Amy considered the way Nick told the decision as something that triggered a conflict.

The finding showed that Nick plays a pivotal role in deciding to move to a new city. As the one who made the decision, Nick did not realize that there was other's feeling or opinion to consider. Therefore, it could be said that this abrupt, one-sided and inconsiderate decision had become one of the triggers that led to conflicts and unpleasant relationship between Nick and Amy in the future.

Next, another major decision in their marriage was whether they would have children or not. From Nick's point of view, it could be seen how Amy decided not to have kids even though Nick really wanted to. For Nick, having a baby was very important to him because the baby would be the proof that he could love someone unconditionally. He wanted to make sure he was capable of raising a kid that was far better than him. His desire was also based on the fact that he did not want to be like his father who abandoned his family and was not able to raise him and his sister properly.

Surprisingly, Amy never appeared to talk about her thoughts on having a baby throughout the novel. She never mentioned about whether she wanted to have children or not or the reason behind it. All information about her not wanting to have children was found in Nick's side of the story. However, in the end of the novel, she mentioned that she needed to take one more spectacular precaution to make Nick stay in their marriage. The precaution turned out to be her getting pregnant. For Amy, getting pregnant was an action that must be taken so that Nick would stay and stop asking for a divorce as well as to prevent him from publishing his book about the dreadful truth behind Amy's missing case. She thought that it must be done to protect her against her husband instead of getting pregnant because she really wanted to.

Furthermore, career choices were another major decision that triggered the conflict in the story. When the couple moved back to Missouri, Nick decided to buy a bar by using his wife's money. As the story went on and it was discovered that Nick had an affair with another woman for more than a year, he never had the courage to tell Amy about it and asked her for a divorce. His reason was because the bar was financed by his wife and thus it was essentially hers. Nick could not lose the bar because he as well as his twin sister would lose their jobs too.

From Amy's point of view, it was found that Amy did not show a disagreeable reaction towards Nick's decision to open a bar in a significant way. She did not see this as a big problem at first. However, when Amy secretly discovered that Nick had an affair with a younger woman, the fact that she had given Nick everything she had while Nick always took and took from her became her justification of framing Nick for her murder and running away.

Thus, choosing a career was not an explicit trigger of the conflict between Nick and Amy. However, it appeared to have a significant impact on their reasons of taking certain actions. The fact that Amy had a pivotal role in supporting Nick's career by giving her money to finance the bar indirectly became the reason why Nick did not ask Amy for a divorce. Amy, on the other hand, chose to disappear and framed her husband for her murder because she was furious with Nick who always took and took everything from her.

The last major decision was whether the couple would end their marriage in divorce or not. In the end of the novel, Nick and Amy got into a dispute which ended with Nick trying to strangle Amy. Nick demanded Amy to tell him what was actually going on or the truth behind her missing case and was finally brave enough to ask Amy for a divorce. The

finding showed that Amy's megalomaniac nature or her strong desire of power and domination was irritated by Nick's reasons of refusal to stay in the marriage as well as his insistence to get a divorce. Later on, she kept convincing Nick to stay by telling Nick the ugly truth about himself through harsh and hurtful words. This later on led to physical conflict when Nick tried to strangle Amy.

From the findings, it could be seen that in the making of a decision both Nick and Amy prioritized their own needs and egos. Both of them appeared to take each other for granted. The decisions were made with their own presumption about their partner. This indicated that there was no consideration of each other's feelings, needs, or the effect of the decision on their relationship.

Later on, the different views became the trigger of the conflicts that caused damage to their relationship. It was also evident that there was a competition of power within their marriage. Both of them tried to dominate and control each other which could be seen through the decision-making process. This was in line with the conflict theory stated by Sprey (1979) used in the study by Bartley et al. (2005) that marriages were about a competition for power and control between two persons over the outcome of the decision making process.

Conflictive Attitude towards Gender Roles and Stereotypes

The conflict in the novel was also built through the attitude of the male and female main characters towards gender. After analyzing the novel it was found that both Amy and Nick often talked about gender stereotypes which led to their expectations towards each other. These expectations eventually triggered conflicts between the two although it appeared that most of the time they did not explicitly express their contradictory views to each other or, in other words, the conflicts happened in their own minds. The findings covered three important

points of attitude towards gender that appeared to trigger conflicts in the novel: (1) Nick's double standards towards gender roles (2) Amy's double standards on relationship and marriage (3) Nick and Amy's hypocrisy and gender stereotypes.

Nick double standards were found in his attitude towards gender roles. While gender role attitudes were divided into traditional and egalitarian, the finding showed that it was hard to decide whether Nick's attitude towards gender was traditional or egalitarian. While his attitude towards men's role appeared to be strongly traditional, he showed both egalitarian and traditional attitudes towards women's role.

While in the first part of the novel Nick often talked about his career, Amy appeared to be more interested in her views towards relationship and marriage. There were a number of events in which she discussed about what she expected from men and relationship. The findings showed that Amy had double standards on women and men in relationship. While, she did not want to be like other women who made their husbands do what they wanted them to do, she actually did make her husband do tasks to prove his love to her. This could be an indication of Amy's hypocrisy.

Conclusions

Conflicting Construction Of Reality Between Men and Women

From the discussion above, it was concluded that the text indicated a tendency for men and women to be involved in conflicts since they have different ways of constructing reality. The factors that caused these conflicts included the different views towards particular issues which were represented through the process of making major decisions as well as the double standards they applied to one another. The findings indicated that both men and women had their own egos and interests that appeared to be their main consideration of taking major decisions. In terms of double standards, the

text implied that men and women had their own expectations towards the respective gender which were influenced by the norms and attitudes that society built around them. These expectations later on became the trigger for conflicts when a man or a woman met their partners that provoked the essence of relationship between men and women.

Moreover, the text indicated that these conflicts had significant effects on both men and women's senses of identity and their relationship between one another. More importantly, the text showed that the effect was more evident on women that the main female character finally decided to leave her partner that has broken both her expectations and her sense of identity. From all the conflicts shown above, it implied that in the end men ruled. Therefore, it could be interpreted that the title, *Gone Girl*, was appropriately chosen because it implied that the sense of identity of a girl had disappeared and in the end she became a woman who got into the man's world and needed to follow the man's standard of becoming a woman.

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K CULTURAL KNOWLEDGE IN LEARNING ENGLISH: A SIGNIFICANT GAP ELT IN EAST JAVA

Muhammad Baiqun Isbahi

Postgraduate Program

Semarang State University

Semarang, Indonesia

baiqunbai@zoho.com

Abstract

Language is a part of culture, and plays a very important role in the development of the culture. Some sociologists consider it as the keystone of culture. They believe, without language, culture would not be available. At the same time, language is influenced and shaped by culture, it reflects culture. Therefore, culture plays a very important part in language teaching, which is widely acknowledged by English teaching experts. This study delineates the relationship between culture and language. As a result, the gap of cultural knowledge is one of the most important barriers in English teaching and study. Among the students, lacking of cultural background knowledge can, to a great extent, hold up the improvement of English teaching and become a noticeable problem. At present, the objective of English teaching has broken free from the traditional listening, speaking, reading and writing, and the demand for cultural background knowledge in language learning has been gradually concerned. Presentation of history of the country which has the target language, cultural background knowledge and customs are the proposed solution to the problem. This paper mainly discusses how to present cultural background knowledge and expose learners to it in the need of English teaching at rural schools in east java so as to solve the problems caused by cultural differences, help learners grasp the nub of the language and develop their English ability.

Keywords: cultural knowledge, learning English, rural schools

Introduction

The linguist Robert Lado defines the goal of learning a foreign language as “the ability to use it, understanding its meanings and connotations in terms of the target language and culture, and the ability to understand the speech and writing of natives of the target culture in terms of their great ideas and achievement” (Lado, 1964: 25) Therefore, the English teaching inevitably involves the culture teaching of target language. With Indonesia’s open-up policy and entry in WTO, G-20, ACFTA, and MEA how to lay a solid foundation for cultivating learners becomes an important objective in teaching English as a foreign language. In traditional teaching, though students master the pronunciation, grammar, vocabularies and a lot of skills about listening, speaking, reading, writing and translating, they still cannot be said to fully understand and master

English. English, as a foreign language, is the unity of the language itself and culture. One purpose of English teaching is to develop learners’ awareness of cultural differences reflected in languages. The teacher must help learners to realize that thoughts and views of different nationalities and different types of societies about nature and human society are quite different. Therefore, it is a great importance to take for cultural background knowledge as one of the contents in the whole process of English teaching so as to help students to have a good command of necessary cultural background knowledge and to develop their comprehensive English ability. Though culture instruction may not be new to most English teachers in an examination-oriented environment in East Java, Indonesia, the research and practice of English teaching in East Java still have a

long way to go before they reach satisfactory results.

Therefore, this paper aims to find what are the cultural knowledge in learning English in rural area and the major issue in this paper the extent to how to present cultural background knowledge and expose learners to it in the need of English teaching so as to help learners grasp the crux of the language and develop their comprehensive English.

Methodology

This paper is using quantitative descriptive for describing and explaining the phenomenon. According to Creswell (1994: 145), qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through word or picture. In unfolding meaning, data analysis is considered to be a systematic search. Hatch (2002: 148) describes that it is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationship, develop explanations, make interpretations, mount critiques, or generate theories.

In this study, I reported an interview and observation from several teachers from four cities in East Java.

In this study, the observation and interview instrument were used as the main method of collecting data. In addition, the teaching and learning process was investigated in order to know the significant gap of cultural knowledge in learning English.

Analyzing the data was done right after gathering the data had been done well. After collecting the data by using interview guide and observation guide. The analysis was done based on it. Writing the findings as the last step was done after the analysis complete.

Finding and Discussion

ELT in East Java

From 1960-1990 English in east java is considered as a forbidden thing. The majority is bringing pesantren perspective which is still having a negative perception about English, a language which is come from colonialism era. In 2000 till now the barrier is slowing down come to be eliminated. But the cultural background comes into another problem, from grammar, pronunciation, and phonetic, vocabulary. They learn English by using traditional method. This make serious gap in several city, especially in rural area. The pesantren and religion as a cultural background has become the main factor. The writer has come in four cities which are preferable as dominantly have cultural background than other cities. Those are Magetan, Sampang, Jombang, Lamongan. There are five gap which is dominantly happening in the field.

Cultural Knowledge in Vocabulary

Language is the carrier of culture and vocabulary is the basic ingredient of language. The cultural difference will inevitably exhibited on the vocabulary, and the explanation of vocabulary will also reflect the cultural difference.

Cultural Knowledge in Listening

In foreign language learning particularly in training their listening ability to understand better, learners often complain that although they spend lots of time in learning and practicing their ability of listening comprehension, their progress is not satisfactory. But a relatively more important reason is that they lack the necessary cultural background knowledge of the language they have learned. Listening is closely related to the culture, politics and economy of the target language. In judging one's listening ability, we are in fact considering his comprehensive ability, including the English level, intellectual range, analytical and imaginative ability, etc.

Cultural Knowledge in Speaking

The ability of speaking is not a matter only concerned with pronunciation or intonation. People need to read a lot to understand the cultural background knowledge of the target language; only in this way they can communicate successfully with the others. So in the training of oral English, teachers should emphasize the practical use of the language, and try to use the materials which come from the daily life. This can help people use proper sentences in proper context.

Cultural Knowledge in Reading

The reading process is not simply the repetition and reappearance of the language knowledge which the students already have, but it is a complicated process under the stimulations of outside information to decode, recognize, analyze, judge, and infer the material through the cognitive system (Larsen-Freeman, & Long, 2000, pp.193-196). So, it is critical for us to catch the nonverbal information, such as: the background information about humanism, history, geography, and the traditional local customs, etc. Linguistic knowledge can affect one's reading, but cultural factors plays a more important role in the reading process, most of the true and serious reading barriers are not only from the language knowledge itself, but also caused by the cultural differences between the target language and our mother tongue. Cultural differences exist in background information, words, sentences, and text structures, all of which are going to become potential barriers in reading matters.

Cultural Knowledge in Translating

It is widely believed that translating is greatly influenced by culture. In translating, we should have enough knowledge about both the target and the source language. The difficulty in translation mainly lies in the understanding of cultural background knowledge. The cultural background knowledge includes many aspects, such as

art, history, geography, philosophy, science, etc.

Conclusion

One culture or language is unique and differs from another. Cultural differences can be viewed as the way in which other groups, societies or countries are socially organized, developed and communicated which have customs, laws and lifestyles from other ethnographic groups. Therefore, understanding the target language is not quite easy and it is very important to be aware of cultural differences, only with that will someone knows how to respect other cultures and how to use their languages well. To sum up, teachers should let learners not only pay attention to cultural differences but also try to understand and study the differences to avoid misunderstanding in study and communication. It is necessary for students to be taught directly and develop their awareness of cultural background knowledge in order to overcome the obstacles produced by cultural differences.

All in all, cultural factors play an important role in English teaching. The aim of English teaching is to foster students' comprehensive English capability by learning language and its culture. In successful teaching and study of both language and cultural background knowledge, cultural introduction contributes to foster students' cultural consciousness of target language. By doing so, students can improve their English comprehensive capacity and cultural communication of the target language. This accomplishes the target of foreign language teaching.

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TEACHING ENGLISH PROVERB MATERIAL FOR HIGH SCHOOL STUDENTS: PRAGMATIC STUDY

Mulyani

Guru SMA Negeri 1 Ponorogo

Jawa Timur Indonesia

yani71_lingua@yahoo.co.id

Abstract

The competence of General English in SMA / MA is the ability to communicate in three types of texts, (1) interpersonal, (2) transactional, and (3) functional, orally and write, on the level of informational literacy, to carry out social functions, In the context of personal, socio-cultural, academic, and professional life, using various forms of text, with a coherently and cohesively accepting structure and linguistic elements appropriately.

One of the basic competencies in learning English for high school students is that students can understand and be able to grasp the meaning of Proverb and Riddle's special texts on the life of high school adolescents. This proverb study is very interesting and unique because students learn about the meaning of life contextually as well as learn about local wisdom. This article aims to describe the learning of proverb material in high school, teacher-student perceptions in understanding English proverbs, and how to teach English proverbs to students more meaningfully. The method used is descriptive qualitative with pragmatic approach. The data used are common English proverbs related to the topic of high school adolescence life. Data analysis by using contextual analysis. The result of contextual data analysis shows that (1) the students are less interested in proverb material, and (2) proverb material is difficult to digest and interpreted by the students and the teacher.

Keywords : Proverb, pragmatic study

Introduction

In the syllabus of the subject of SMA / MA language and English literature, the basic competence related to proverb is listed as follows: Basic competence 3.9 interprets the function, text structure, and linguistic elements of special texts in the form of proverb and riddle, by providing and soliciting life-related information adolescents according to the context of their use. 4.9 Capturing contextually meaning related to social function, text structure, and linguistic element of special text proverb and riddle related to adolescent life

The proverb material is very important for students to learn. The proverb material contains many elements of moral message, refinement of character and local wisdom. By understanding and interpreting the proverb material, students are expected to be able to

retrieve moral messages and have a strong character.

One way or method to teach proverb material among high school students is by pragmatic approach. Pragmatic approach is an approach in language learning that emphasizes the form, function and meaning of language by considering aspects of context outside the language.

Based on the above background, the formulation of the problem in this research is how the learning material proverb in SMA, teacher-student perceptions in understanding English proverb, and how to teach proverb material to high school students more meaningful. The purpose and benefits of this research is for teachers and students to understand the proverb material well, correctly and accurately and can take the

moral message of the proverb that has been studied.

Methodology

This research method is a qualitative research by using pragmatic approach. The subject of the research is the implementation of learning material proverb English in class X SMA Negeri 1 Ponorogo subject matter cross-interest conducted by English teacher. The data collection procedure is done by using observation, questionnaire, and in-depth interview. The research instrument used tests and non tests related to the proverb material to the students.

In addition, the scientific approach in proverb learning is also taken into consideration in classroom data collection. The scientific approaches are (a) Inquiry-Based Language Learning, (b) Project Based Language Learning, (c) Problem Based Language Learning, (d) Discovery Language Learning, and (e) Task Based Language Learning.

Finding and Discussion

In the English syllabus the English subject matter that needs to be studied is (a) the social function, (b) the structure of the text, (c) the element of language, and (d) the topic. Associated with proverb material for social function is to train the refinement of mind, to sharpen the mind to interact with the environment.

From the results of observation in the learning process, the implementation of the scientific approach applied by teachers in learning material proverb is as follows:

Observing

- Learners listen to the use of proverb phrases from various sources by paying attention to social function, text structure, language element, and format of delivery / writing.
-With teacher guidance and direction Students identify the proverb characteristics.

Asking

with the guidance and direction of the

teacher, the Learners of the Question are, among other things, different proverbs in English, proverb differences with those in Indonesian, possibly using other expressions etc.

Exploring

- Learners seek proverb from various sources.
- Learners practicing identifying proverbs with friends

- Learners read the proverb to friends

Associating

- Learners analyze proverb expressions by grouping them based on usage.
- Learners compare the proverb phrases teachers use with those learned from other sources.

- In groups Learners discuss proverb expressions they find from other sources or other cultures.

- Learners get feedback from teachers and friends about social functions and linguistic elements conveyed in group work.

Communicating

- Learners present some proverbs they like
- Learners make clipping about proverb in group work

- Create a learning journal (learning journal)

The perceptions of teachers and students on proverb material from the results of in-depth interviews to teachers of English and a number of students can be concluded that still do not understand the meaning contained in the text proverb presented in the book package. Thus, the tendency of teachers in teaching this proverb material much avoided or even not taught because it is considered too difficult to understand, both by teachers and students.

To encourage teachers to teach proverb material, English teachers need to master the pragmatic approach as well. This pragmatic approach aims at teaching proverbs based on a context outside the language so that students can understand the explicit and implicit meanings of proverb material.

The learning steps that can be done are as follows: (1) searching for common proverbs, (2) comparing proverb with mother tongue, (3) digging existing values / implicit meanings, and (4) proverb should be often memorized and made motto.

Examples of proverb material in Indonesian are as follows:

“bersatu kita teguh, bercerai kita runtuh”

“ Rajin pangkal pandai”

“ Berakit-rakit ke hulu, berenang renang ke tepian. Bersakit sakit dahulu bersenang-senang kemudian”

“dimana ada kemauan, di situ ada jalan”

“ dikasih hati, minta jantung

Meanwhile, in English as follows:

Persevere and never fear

No pain no gain

United we stand, divided we fall

Give him an inch and he will take a yard

There is a will, there is a way

People tend to use proverbs to comment on a situation, often at the end of a true story someone told, or in response to some events. Proverbs may come in: (1) **Warning/Advice/Morals**, for example (Don't count your chickens before they are hatched; Never judge a book by its cover, Look before you leap). (2) **Key elements**. Proverbs can also be grouped by some key elements, for example, animals and birds (When the cat's away, the mice will play; One swallow doesn't make a summer). (3) **Visualizing**. Proverbs can also visualize through pictures, for example (Many hands make light work: All that glitters is not gold) (Sudarwati: 282).

Teaching proverb material certainly involves some pragmatic theories. This is the theory of speech acts and the theory of politeness. Speech theory is a theory used to denote complex interaction goals, first studied by Austin (1961) (Jumanto: 2011: 80). Austin divides acts of speech into three types: locutionary act, illocutionary act and

perlocutioner act. With an understanding of the type of speech acts, teachers can understand the form, function, and meaning of the proverb being taught.

Meanwhile, the theory of politeness that teachers need to understand in teaching proverb material is Brown and Levinson theory. Brown and Levinson have stated that politeness is universal feature of language use. Thus it has occupied a central place in the social study of language, especially in pragmatics (Endang Fauzi: 2016:158).

Teaching proverb material for high school / MA students related to adolescent life is very important as a form of students' understanding of local wisdom that developed in their community. Language as an integral part of culture. Therefore language reflects the mindset, pattern of action and even the personality of the language user community.

Many materials that can be utilized by teachers in teaching material proverb in class. For example, create drawings, banners, slogans affixed to the classroom wall, on the data boards, in wall magazines, and corner corners of the school environment. Various proverb provisions that exist in the school environment will make it easier for students or teachers to understand the meaning of proverb written or installed it.

In addition to the written proverb material, teachers also need to teach proverb material through cross-cultural understanding in the community, such as proverbs that develop among the Javanese people, the Jakarta Community, or certain groups of people in comparison with the British community who have different traditions and perspectives about its culture, traditions and customs.

Proverb in the present era becomes important and often used by young people as the motto of life or to strengthen the desired character.

We often encounter various proverbs that are used as slogans and printed on shirts, on a vehicle, or in the form of stickers. In fact, proverb used as an institutional branding to raise the image and the existence of these institutions still exists.

Thus, learning English proverb material requires competent teachers and effective classroom management. Classroom management always becomes a priority for teachers because they concern about student safety and desire to deal effectively with students disruptive behaviors (Endang Fauziati: 2015:9). Effective, interactive and fun classroom management by teachers will enhance student achievement and enthusiasm. Therefore, learning English proverb material will be easily digested by students and learning becomes more meaningful.

Conclusions

Based on the above explanation, some of the conclusions in this article are as follows:

1. English proverb material for high school / MA students is very important to be taught. Proverb contains cultural values and a high moral message to strengthen

character education and learning about local wisdom.

2. Teachers in teaching proverb material need to understand the theory of speech acts and politeness theory as part of the pragmatics perspective.
3. Effective, interactive, and fun classroom management will encourage the growth of awareness of students to gain achievement and can understand and digest the proverb material well and correctly.

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THE RELATION BETWEEN GRAMMAR MASTERY AND SPEAKING COMPETENCE

(A Case Study on Master of Applied Linguistics Student of Diponegoro University)

Nabila Quway
Diponegoro University

Semarang

lyra_triangel@yahoo.com

Abstract

There are some theories explained the students' grammar mastery which can provide a good impact to their speaking competence. When student's grammar mastery is good, it's automatically speaking is also good, but there is some theories explained that the grammar mastery do not give a positive impact to their speaking competence. This research aimed to reveal whether there is a significant correlation between student's grammar mastery and their speaking competence. The study was conducted in Diponegoro University which used descriptive quantitative research design. The researcher used Pearson Product Moment to discovered r values of coefficient correlation. The result was discovered that most of students were fair in terms of English grammar mastery and speaking competence. In the end of the result of the calculation of r value indicated that student's English grammar mastery had low correlation in their speaking competence.

Keywords: Grammar mastery, speaking competence, correlation

Introduction

Speaking skill seems to be the most demanding and important one. Compared to writing, speaking is a more common way of how people convey their messages to others. Despite being highly demanding, speaking is also the most difficult skill both to master and to teach. There are several factors underlying it. Firstly, not all students are extrovert; some of them might be the introvert ones who simply cannot get along with the idea of oral communication. Furthermore, teachers are bound to deal with large classroom which is no very conducive for teaching speaking. Moreover, there are a number of cultural values adopted by learners in certain countries which seem to inhibit them from speaking freely.

While grammar is the structure and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same

language are able to communicate because they intuitively know the grammar system of that language-that is, the rules of making meaning. Students who are non-native speakers of English, they may recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences. However, no matter how good the students in English, they still need to learn how to transfer their knowledge of grammatical concept from spoken to written language.

This research is conducted to prove if any a significant relations between grammar mastery and speaking competence.

The significance of this research to give some contributions to English language teaching and learning. Theoretically, from this research may be strengthening the knowledge of the theory of grammar mastery and speaking skill and speaking competence. Practically, for English teacher

and learners, the result of this study may be useful as input improve that acquisition of English communication skill and as evaluation for the English learners, especially students of English Educational Faculty, and for the English lectures

Methodology

The researcher used descriptive quantitative with computed correlation coefficient which determines the relationship between students' grammar mastery is as variable X and their speaking competence is as variable Y.

Technique of Data Collection

The population of this research was all of students of Applied Linguistics of Diponegoro University with the total number of students was 16 but because some technical issue, the researcher only got 11 students. To conduct this research the writer used tests, grammar mastery test and speaking test. Test also used to get the data. Test is used to measure students' speaking score. Test is a set of stimulation (Kusumah & Dwitagama, 2010: 65) that is given to the students with the view of getting answer to decide numeral score.

Technique of Data Analysis

Speaking Test

In this research, test that was used was spoken test. The researchers gave some questions to students and asked them to give their respond to the questions Test is used to measure the person's competence and to achieve the objective. At least there are 5 aspects of speaking; vocabulary, pronunciation, grammar, fluency and comprehension (Brown, 2004: 141-142)

Grammar Test

The grammar test which was administered comprised of 25 items with the 4 multiple choices which tackle various grammatical rules in English was given to students.

r Value

After that the researcher analyzed and count the score into mean for each variable, X and Y. All of the necessary data was collected by means of both grammar test as X and speaking test as Y, then the scores were tabulated. The mean and standard deviation in both tests were calculated in order to help categorize the scores later. Having categorized the scores, the *r* value was finally calculated using Pearson Product Moment formula as follow;

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Finding and Discussion

The grammar test was held on May, 27 2017. It was discovered that students' scores were quite various. The highest score was 100 while the lowest one was 72. The mean was 90 and the standard deviation was 6.67. Scores categorization criteria for grammar test were established by defining the high score and low score limits. In this case, students' scores were categorized as high if they were higher or equal to 100 and low if they were lower or equal to 80. Other than those, the scores were considered enough which score equal 90.2.

Table 1. Grammar Frequency Distribution

Interval	Absolut Frequency	Relative Frequency (%)
94 – 100	4	36.4
87 – 93	4	36.4
80 – 86	2	18.2
72 – 79	1	9
Jumlah	11	100

Table 2. Grammar Test Categoration Criteria

o	Score	Avera ge	Quality	Categor y
1	≥ 100		Very good	
2	93 – 99		good	
3	87 - 92	90.2	fair	Fair
4	80 – 86		Low	
5	< 80		Very low	

From table 1, we can see that based on the established criteria, there were 4 students or 36.4% of the whole population who scored distinctively high in the test. Most of the student's score (87-92) were fair. Meanwhile there was 1 student (9%) who were found to score very low. Overall, it still can be considered that Applied linguistics student in Diponegoro University were somewhat reasonable in regards to their grammar competence.

Meanwhile, the speaking test was held on June, 3 2017. Based on the data, the mean score was 88. In comparison to the students' score in grammar test, their score in speaking test were slightly less various. Standard deviation measures slightly lower which was 5.47. The highest score was 100 while the lowest one was 72. Similar to grammar test, the scores categorization criteria was established by defining the high score and low score limits. In this case, students' scores were categorized as high if they were higher or equal to 98 and low if they were lower or equal to 82. Other than those, the scores were considered fair which score 88

Table 3. Speaking Frequency Distribution

Interval	Absolut Frequency	Relative Frequency (%)
94– 100	4	36.4
87 – 93	4	36.4
80 – 86	2	18.2
72 – 79	1	9
Jumlah	11	100

Table 4. Speaking Test Categration Criteria

No	Score	Average	Quality	Category
1	≥ 98		Very good	
2	93 – 97		good	
3	87 - 92	88	fair	Fair
4	82 –86		Low	
5	< 82		Very low	

Based on the mentioned criteria above, there were only 4 students or 36.4 students who

spoke remarkable fluency. More than of the population, specifically, 72% students speak fluently. As like as grammar test, the number of student who belongs to the low category was small. Specifically there was 1 (9%) student who speak with unsatisfactory fluency. Overall, it can be inferred that Applied linguistics student in Diponegoro University were quite fair in terms of speaking fluency.

Provide that both sets of data have met the mean of each data, the researcher proceeded to calculate the r value using Pearson Product Moment formula. It was discovered that the coeficient correlation between grammar mastery and speaking fluency of Master of Applied linguistics in Diponegoro University was 0.22. In order to interpret the correlation strenght which the values represents, it was referred to the correlation criteria established by Susetyo (2010: 118). They are described as follows:

Table 5. Interpretation of Coeficien Correlation

No	"r" <i>Product Moment</i> (r_{xy})	Interpretation
1	0,00 – 0,20	No Correlation
2	0,21 – 0,40	Low
3	0,41 – 0,70	Fair
4	0,71 – 0,90	High
5	0,91 – 1,00	Very High

Based on the Table 5, it was found out that the value of r coeficient that was acquires as the result of correlation analysis between grammar mastery and speaking fluency of Master of Applied linguistics in Diponegoro University can be categorized as low which strats from 0.21 up to 0.40.

The very low correlation indicates that whether students who only have minimum level of grammar mastery does not mean they also get poor achievement in speaking competence. There were some students who got low scores in grammar but they got high score in speaking and vice versa, or there was a student who gor perfect score both in grammar and speaking (see table 6). It can be

inferred that the student's mastery of grammar features did not have a significant role in speaking.

Grammar might be a source to make effective communication but it does not mean all kinds of grammatical features are useful for students. There were possible factors why grammar and speaking only have the low correlation. Student might be confused in putting some form, vocabulary in the right words to make the correct sentence in their utterance.

The result found that how grammar mastery and speaking competence relates even in low category to each other is yet to be revealed. However, a speculation may be made based on research results, several theories suggested by experts, as well as findings during the research.

From the researcher's viewpoint both grammar mastery and speaking competence of the students are pretty much influenced with students' exposure to English and the level of proficiency. Furthermore, as the definition of grammar is concerned, that grammar is a set of fundamental rules of a particular language which give *them* how people should use that language. With good understanding over such rules, it is expected that people be able to communicate and use that language more effectively to produce either oral or written discourse (Thornbury, 1999: 15-17). In addition, the term 'effectively' itself should not be only limited to the accuracy of the discourse because effective communication spells one that is both accurate and fluent. Thornbury (1999: 16) suggests that by having a good grasp of English grammar, students be able to somehow develop creativity upon constructing a communicative competence. Then with such creativity, it is very unlikely for them to be influent when speaking. For example, Thornbury (1999) mentioned, it is quite similar with an artist. If an artist is

creative, he will not likely need considerable amount of time to finish his current work and move on to the next project. He should be able to produce more artworks within certain period compared to less creative one. As for the reason why correlation coefficient is low, it may because of the eminent variability of the students' score distribution as we can seen.

Table 6. Computation of The Relation Between Grammar Mastery and Speaking Competence

No	Respondent	X	Y
1	R-1	100	100
2	R-2	96	83
3	R-3	80	88
4	R-4	92	90
5	R-5	96	92
6	R-6	96	88
7	R-7	92	90
8	R-8	92	93
9	R-9	84	80
10	R-10	72	89
11	R-11	92	72
Jumlah		992	965

Table 6 shows that several students who performed well in grammar test also performed well in speaking test. It can be seen R-1 got 100 score in both grammar and speaking tests. R-11 showed that student performed well in grammar by getting score 92 but turned out lackluster during speaking test which only 72 score. In the contrary, R-10 got 72 score for grammar test but turned out luster during speaking test by getting 89 score.

It is very likely that while they comprehend English grammar rules, they quite difficult to take into account various speaking strategies which are crucial to overall comprehension in speaking. It may probably be that some knowledge about numerous grammatical rules they understand inhibit them to speak fluently as they struggle to find which forms to use. In contrary, from table 6 also shows that some students who

performed not good in the grammar test were surprisingly fluent in the speaking test. Maybe it is because they did not too much wasting time by bothered which forms is correct to use and which forms is incorrect. That's may enabled them to speak faster and fluent. From table 6 shows that the grammar mastery also relate with speaking competence. That R-1 shows us that he/she can comprehend his/her knowledge of grammatical rules into speaking competence. These findings are indeed interesting but it still need further research to clearly explain what underlies in these phenomena.

Conclusions

From the calculation using the Pearson Product Moment formula, it was discovered that r value was 0.22 which implies that the relation between grammar mastery and speaking competence is low. In other words, there is a correlation between English grammar mastery and speaking fluency of Master of Applied linguistics in Diponegoro University but in low correlation. It does mean that student who mastery in grammar tends to go mastery in speaking and vice versa.

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THE TRANSLATION OF ENGLISH COLLOCATION INTO INDONESIAN IN A BILINGUAL RECIPE: VERBAL NODE AND COLLOCATE

Ni Luh Putu Setiarini

Faculty of Letters

Gunadarma University

Depok, Indonesia

nlpsetiarini@gmail.com

Abstract

This study aims at identifying the variety of English collocation using verbal node along with the collocate, investigating the translation of the collocation in Indonesian, describing the translation techniques employed in translating them, and also examining the translation quality assessment in terms of accuracy, acceptability, and readability. The data are in the forms of clauses containing collocation together with the verbal node and the collocate. Meanwhile, the source of data was a bilingual recipe book. A descriptive qualitative approach was applied in conducting the research. The data were collected with documentary analysis. The finding shows that the variety of English collocation using verbal node includes clausal extension, verbal extension, clausal enhancement, and verbal enhancement. The translation techniques employed were addition, established equivalence, adaptation, borrowing, reduction, adaptation, and modulation. From those techniques applied, established equivalent was the highest technique used. The use of discursive creation reached less accurate translation, less acceptable translation and low degree of readable translation.

Keywords: collocation, translation, translation technique

Introduction

The notion of collocation used as a technical linguistic expression was proposed by Firth (1957) in Stroh (2004). He promoted collocation as the actual words in habitual company. Four concepts of collocation were propounded by Firth in Stroh (2004); they are co-occurrence of words, frequency of the co-occurrence, a number of consecutive words, and mutual expectancy. By co-occurrence, it can be described that the words occur side by side in a corpus or data. Frequency of the co-occurrence is meant that the sequence of words found and used by native speaker either in spoken or written. Meanwhile, a number of consecutive words reflect that some words are followed by other words in numerous data and emerge frequently. Moreover, mutual expectancy is meant that once the word is used in a text, it will be found that some specific of words will also find in the other text.

Each collocation is composed of a node and collocate. The collocates come after the node or before the node. Sinclair (1991) defined node as the word under study; meanwhile, collocate is defined as the word that enters into collocation. Sinclair (1991) defined collocation as loosely fixed, typical words and frequently co-occurring word combinations that are put together out of some arbitrary usage. The meaning of words in a collocation can be derived from the meaning of their denotative meaning. As an example, beat has several denotative meanings. The meaning of beat lies in the occurrence of words after beat. In a collocation beat the ingredients, the meaning of beat is 'stir vigorously to make a smooth or frothy mixture'. It gives different meaning if beat is preceded by a group of football group; as an example Bali United was beaten 2-1. Beat in the latter collocation gives the meaning of defeat.

Collocation can also be classified into several categorizations. Benson (1985) categorized collocation into two major parts; they are lexical and grammatical collocation. Lexical collocation consists of content words. In contrast to lexical collocation, grammatical collocation is composed of a content words and particle. In this study, the categorization of collocation is derived from Martin (1992). There are four kinds of sequence of words. They are clausal extension, verbal extension, clausal enhancement, and verbal enhancement. Clausal extension is composed of node noun and followed or preceded by noun. Verbal extension is made up of node verb and collocate verb. Clausal enhancement is composed of node verb and collocate adverb. Meanwhile, verbal enhancement is composed of node verb and adverb, particularly adverb of manner.

In order to translate collocation, changing of pattern could apply to gain high quality of translation. The changing is also influenced by the techniques of translation used. Molina and Albir (2004) defines translation techniques as procedures to analyze and classify how translation equivalence works. They clarify that there are five basic characteristics of translation techniques. The five characteristics are as follows: they affect the result of the translation, they are classified by comparison with the original; they affect micro-units of text; and they are by nature discursive. The translation techniques applied in translating text will impact the translation quality. In this research the translation quality are explored in terms of accuracy, acceptability, and readability. The assessment of the translation quality of this research refers to the assessment proposed by Nababan et al (2012). Three categorization are given to the accuracy; they are accurate, less accurate, and not accurate. Score 3 is given to the translation having accurate, score 2 is given to the translation having less accurate and score 1 is given to the translation of

reflecting not accurate translation. The same score is also addressed to the acceptability and readability.

Methodology

The source of data in this research is a bilingual recipe: the source language text (SLT) is English and the target language text (TLT) is Indonesian. The data covers linguistic data and translation data. The linguistic data includes collocations composed of node verb and their collocates. On the other hand, translation data covers translation techniques and quality translation assessment. This study employed a descriptive and qualitative method. The selected data were triangulated by source and method. In collecting the data, method employed was documentary analysis. In analyzing the data, some techniques applied; they were domain analysis and taxonomy analysis.

Finding and Discussion

The data of collocation which are composed of verbal node and the collocate are 150 data. It can be stated in Table 1 that among 150 data of source language text, 78 data are in the pattern of clausal extension; 14 data are in verbal extension; 23 data are in clausal enhancement; and 35 data are in verbal enhancement.

Table 1. SLT Collocational Pattern

Clausal extensi on	Verbal extensi on	Clausal enhancem ent	Verbal enhancem ent
78	14	23	35

Clausal extension which are translated into clausal extension in target language text can be described as follow.

Data 1:

SLT: put all ingredients

TLT: masukkan semua bahan

The node of put all ingredients is put, and the collocate is all ingredients. In English put is categorized into a word having wide collocational range. This collocation is

categorized as clausal extension. The meaning of put is based on the collocate which comes after node put. In other words, all ingredients extend the semantic meaning of put. The translation technique implemented in this collocation is established equivalent. The use of this kind of translation technique leads the assessment quality of translation having high accuracy, high acceptability and high degree of readability. By using the assessment of translation quality proposed by Nababan et. al., 2012, the score given to each criteria is three.

Data 2

SLT: wash the chicken

TLT: ayam dibersihkan

The collocational pattern of wash the chicken is clausal extension. The node of this collocation is wash, and it is followed by a collocate the chicken. The clause of the SLT recipe is imperative. This collocation is not translated into the same pattern; rather, it is translated into passive voice. The equivalence of this collocation emerged as the result of using a translation technique, i.e. transposition. This techniques brings about the translation quality of having high accuracy, acceptability and high degree of readability. The score given to this translation is three.

Data 3

SLT: knead dough

TLT: uleni dengan tangan

Collocation knead dough is classified as clausal extension collocation. The node of this collocation is knead and the collocate is dough. Knead is categorized as a verb of having narrow collocational range: it is followed by few kinds of collocate. This collocation is transferred into another pattern of translation in TLT; it is in the pattern of clausal enhancement. This pattern is influenced by the used of translation technique. The translation technique implemented is established equivalent and reduction. The translator did not transfer the

collocate dough in TLT. Still, the translation quality is having score three for each criteria. It results accurate, acceptable and high degree of readable translation.

Data 4

SLT: grease a 9 x 9 inch pan

TLT: siapkan loyang persegi (23 x 23 cm) olesi dengan mentega

Grease a 9 x 9 inch pan is categorized into clausal extension collocation. The node of this collocation is grease, and the collocate is a 9 x 9 inch pan. Grease is categorized into restricted collocation. Only certain kinds of word followed by grease. It is commonly followed by utensils. The translation technique implemented in translating this collocation is modulation, addition and adaptation. The translator used different point of translation. In SLT, the clause used is imperative focusing on the activity of greasing; on the other hand, in TLT, the equivalence is focusing on the activity of preparing the utensil used. The addition of mentega (butter) in TLT comes up by the implementation of translation technique addition. This collocation gives detail information to the reader what kind of ingredients spread to the utensil. The changing of measurement from inch into cm is influenced by the cultural term commonly used in TLT. In TLT, cm is commonly used instead of inch. The use of these translation technique brings about the translation quality of high accurate, acceptance and high degree of readability.

Data 5

SLT: roll out each wedge

TLT: gulung dengan longgar dari bagian yang lebar kearah ujung

Collocation roll out each wedge belongs to clausal extension. This collocation is composed of a node roll out and a collocate each wedge. The translation technique used in transiting this collocation is establish equivalent and discursive creation. The semantic meaning of roll out is transferred

accurately; it is gulung (scroll), yet the equivalence of each wedge in TLT is different from the meaning found in SLT. This equivalence is due to the implementation of translation techniques discursive creation. The gist of roll out each wedge is scrolling every slice of the layer. The missing of layer produced the translation of having score two. It means that the quality of translation is less accurate, less acceptable, and less readable.

Data 6:

SLT: cover and let rise

TLT: tutup dan biarkan di tempat yang hangat

This verbal extension collocation is made up of a verbal node and a verb functioned as the collocate. This collocation, cover and let rise, is composed of a node cover and a collocate let rise. This collocation is not translated into the same pattern in TLT. The use of collocate di tempat yang hangat provides verbal enhancement collocation. The changing pattern of the collocation is influenced by the use of translation technique, i.e. modulation. Different point of view is reflected in the focusing the environment of the place rather than emphasizing the action or the condition of the matter. The translation quality produced after applying the technique is accurate, acceptable, and readable.

Data 7

SLT: let set

TLT: biarkan

This verbal extension collocation is translated into a lexeme. This translation does not give clear understanding of the action intended by the SLT collocation. Besides using translation technique reduction, the translator used discursive creation. There is no clear equivalence. This brings about the translation quality of less accurate, less acceptable and less degree of readable.

Data 8

SLT: beat with electric mixer

TLT: aduk dengan mixer

Collocation beat with electric mixer is categorized into clausal enhancement collocation. The node of this collocation is beat, meanwhile the collocate is with electric mixer. There is no changing of collocational pattern between SLT and TLT. However, the use of electric mixer is due to the use of translation technique: borrowing. The translation quality of this collocation is accurate, acceptable, and high degree of readable. All criteria are given score three.

Data 9 ,

SLT: mix in food processor

TLT: campur di dalam food processor

It is similar from data 8, data 9 also reflects clausal enhancement collocation. This collocation is made up of a node mix and collocate di dalam food processor. Besides using established equivalent, the translator also used borrowing. Some of the tools found in SLT are translated by using translation technique borrowing. This produces good quality in accuracy, acceptance, and readability.

Data 10

SLT: cut in slices

TLT: potong-potong kue

Cut in slices is categorized as clausal enhancement collocation. This collocation is translated into clausal extension collocation. In TLT the node is potong-potong, meanwhile the collocate is in the form of noun, i.e. kue. This changing of collocation is brought about by the application of modulation translation technique. Otherwise, this changing of collocational pattern produced high quality of translation based on accuracy acceptance, and readability

Data 11

SLT: knead well

TLT: uleni sampai adonan menjadi licin dan lunak

It can be noticed from data 11 that verbal enhancement collocation is translated into clausal enhancement collocation. In SLT, the node is knead and the collocate is well. Meanwhile, in TLT the pattern of collocation is node uleni and the collocate is adverb of condition. This changing of pattern is influenced by the use of translation technique addition. The condition of menjadi licin dan lunak is not explicitly stated in SLT, on the other hand in TLT the condition is clearly mentioned. The score given to the translation is three, meaning that the translation is accurate, acceptable and readable.

Based on Table 2, there are certain translation techniques used in translating collocation found in a bilingual recipe. In translating clausal extension collocation the translation techniques used are established equivalent, discursive creation, transposition, modulation, adaptation, and addition. In translating verbal extension the translation techniques implemented were established equivalent, discursive creation, reduction, and modulation. Meanwhile, in translating clausal enhancement, the translation techniques used were established equivalent, modulation and borrowing. On the other hand, in translating verbal enhancement the translation techniques used were established equivalent, modulation and addition.

Table 2. Translation Techniques Used in Translating Collocation

Clausal extension	Verbal extension	Clausal enhancement	Verbal enhancement
established equivalent	established equivalent	established equivalent	established equivalent
discursive creation	discursive creation	modulation	modulation
transposition	reduction	borrowing	addition
modulation	modulation		
adaptation			
addition			

Conclusions

The translation of collocation found in a bilingual recipe implemented some translation techniques. They were established equivalent, transposition, reduction, modulation, adaptation, addition, discursive creation, reduction and borrowing. The implementation of these techniques causes changing of collocational pattern of collocation. Some changing brings about translation having less accurate, less acceptable and low degree of readable translation. Translation techniques which causes less accurate, less acceptable, and low degree of readable is creation discursive. Meanwhile, the rest of the translation techniques result to the translation of having score three: the translation is accurate, acceptance, and high degree of readability.

Aking competence is low. In other words, there is a correlation between English grammar mastery and speaking fluency of Master of Applied linguistics in Diponegoro University but in low correlation. It does mean that student who mastery in grammar tends to go mastery in speaking and vice versa.

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THE POWER OF CAPTIONED ENGLISH IN ENDORSED ADVERTISEMENTS IN INSTAGRAM

Nindia Septina Prastiwi
nindiaseptina20@gmail.com

Hari Supriono
harisupriono.sastra@unej.ac.id
English Department
Faculty of Humanities, Universitas Jember
Jember, Indonesia

Abstract

In 2017 the global users of social media, exclusively Instagram have increased significantly reaching 700 million. Many of those users are not only sharing their pictures of themselves but also doing business and trading activities. The characteristics of Indonesian internet users lure advertisers to use social media, like Instagram, as marketing tools. They would endorse a product to celebgrams (celebrities of Instagram) who have many online followers. In marketing the endorsed products, these celebgrams would use photo shots or videos with carefully designed captions in English or Bahasa Indonesia. This study investigates how the influence of captions in English compared to the captions using Bahasa Indonesia in attracting online customers in the vein on Fairclough's (1989) language and power. The data collection uses a participatory survey by interviewing both the selected celebgrams and their followers on Instagram. It hopes to see how much Instagram users would react to the use of English in terms of how much it invites and facilitates more productive comments in the off-stage commercial of goods and services. Understanding how power is being exercised with the use of English as medium of communication and its sociolinguistic and commercial consequences, in the new and powerful discourse that it online marketing using social media, especially Instagram.

Keywords: language and power, endorsed commercial, celebgrams, Instagram, English

Introduction

In this globalization era, computer and gadgets are no longer foreign to many people. Since its birth in 1950s computer and internet have become very popular among people because it helps them do their jobs more efficiently, especially in exchanging ideas. Internet becomes synonymous with modernization and globalization. Its service makes people's life much easier and interesting. Online communication is the evidence of a faster and more precipitated influx of internet development.

The way people communicate becomes much more intensive and various since the emerge of Computer Mediated Communication

(CMC) in the 1980s. Not only through limited text, ideas are transferred via series of a paragraph to complete chapters of electronic books, even images, and videos. The last two are the most popular since the early 2000s as social media boom hit the net. Social media such as Friendster, Facebook, Twitter and many others are must-have apps for the entire gen-X. One application dealt with this writing is Instagram. The communication via internet exhausts the use of language in an entirely new discourse. The liberation of internet-based communication touches upon the issues of language competition and invites discussions on the outskirts of sociolinguistics in the areas of

language varieties (Delanty, Jones, Krzyzanowski, Wodak, & Ulsamer, 2004), language choices (Cunliffe, D., & Herring, S. C., 2005), ownership (Norton, 1997), and the gaining popularity of English as Lingua Franca (Seidlhofer, 2005).

Instagram is a mobile desktop and internet-based photo sharing application launched in 2010. By October 31, 2011, it has 12 million users on the iOS operating system (D'Angelo, 2015) and it becomes 700 million users worldwide in 2017. Nowadays, many of Instagram users not only custom this application to share their pictures or videos to satisfy their pleasure but they also have another intention which is doing trading business to sell their goods and services online. By taking benefits of this low-priced entrance many online sellers using a new system to attract online buyers by hiring a Celebrities on Instagram (celebgrams) to organize product endorsement. celebgrams are basically just an active Instagram users that come up through this popular social media application with thousand or even millions of followers, by doing endorsement celebgrams can be very famous even though they are not even a model, singer or celebrity on the Tv. Language behavior on Instagram is the evidence of social practice and power, i.e the celebgrams' language behavior influences the way followers to react in commenting their product endorsement posts.

Methodology

This paper chooses two Indonesian celebgrams who are quite popular among Indonesian young Instagram users. They endorse some products including clothes, skin care and also food. Each of them has a significant number of followers from whom observation on how much the celebgrams' posts invite comments. The first celebgram is particularly chosen for her fame and recent attitude of posting on Instagram using English both partially or fully. The second is also considered famous but she uses Bahasa

Indonesia as her language in captions. The primary data of this research are photos uploaded by Karin Novilda known as Awkarin and Gita Savitri Devi or Gitasav. This research will examine the impact of 10 Instagram posts in English from the first Instagrammer and 10 posts in Bahasa Indonesia from the second one. Those posts will be analyzed by identifying followers' comments on each post of the celebgrams.

The descriptive qualitative approach is used to analyze the data which are formed in texts as the captions on the posts and quantitative analysis are used for identifying the data. The study employs, more or less, principles of the CLS (Critical Language Study) introduced by Norman Fairclough (Fairclough, 1989:5).

Other than the primary observation, the observers expected clarification regarding the productivity of followers' comments by interviewing several random followers. However, during the data taking period from July to September 2017, none agreed to be interviewed. Thus, the second strategy of collecting data could not be provided.

Finding and Discussion

In practice, during the period of observation started from 5th of July 2017 to 7th of August 2017 there are 2,119 comments written in English-captions and 1,064 comments in Bahasa Indonesia caption posts. Those comments are not only using English or Bahasa Indonesia, but also regional languages of Indonesia, Alay language, code-mixing, and code-switching, x languages (unidentified languages), acronyms, emoticons as well as just calling the names of the celebgrams. These data allow us to predict, via both of qualitative and quantitative analysis for identifying the data. Qualitative analysis is to examine the meaning of comments given by the followers, however simple quantitative analysis on MSExcel 2013 is used for calculating the average of total comments in English and in Bahasa Indonesia among Indonesian Instagram users and tending to

behave contrary to the first in terms of appropriate presentation of young role model. Also, the second celebgram has been consistently posting her caption entirely in Bahasa Indonesia. The descriptions and analysis of this paper are concerning to characterize which language is more powerful among Indonesian Instagram followers in giving feedback towards famous celebgrams endorsements posts. The descriptions and analyses of the findings are aimed at answering the following questions:

1. Which languages are the most favored by the two celebgrams' followers?
2. How language of the celebgrams influence followers' comments?

In line with the research problems, the following are the answers of the queries above. This section provides analysis of two celebgrams' posts and comments by their followers.



Picture 1: (@awkarin)

Source: Instagram.com/awkarin.2017



Picture 2: (@gitasav)

Source: Instagram.com/gitasav.2017

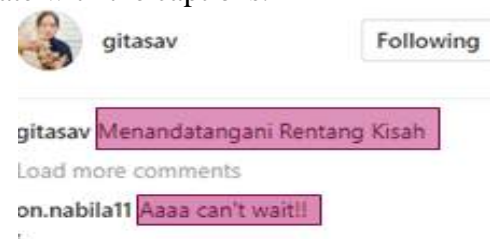
Screen capture on the pictures above are the examples of celebgrams' post on Instagram. Those two young Indonesian celebgrams are chosen because they belong to the most famous celebgrams in Indonesia. Awkarin's followers are 2,5M and Gitasav is followed by 439k people. Thus, it can be proved that they represent nowadays young Indonesian Instagrammers. In picture 1, Awkarin wears her endorsed t-shirt by pluffyschoice online shop and in picture 2, Gita wears black scarf by Ianikahijab online shop. The endorsed posts were uploaded to invite followers to give comments.



Picture 4: @awkarin's followers responses

Source: Instagram.com/awkarin.2017

According to comments above, a follower @vshaumae gives feedback also in English. Actually, she is also an Indonesian but she uses English as her preferred language to express idea instead of using Bahasa Indonesia. Her comments also related to the English caption "Can you unlove someone?", from this screen-capture, it shows an evidence that English-captioned attracts followers to deliver comments which correlate with the captions.



Picture 5: @gitasav's followers responses

Source: Instagram.com/gitasav.2017

According to this screen-capture, Bahasa Indonesia caption is replied in English. Despite the possibility that the same caption will always be replied, the fact that the reply is in English undeniably shows that English somehow is a choice made by the followers to represent ideas. However, the language uses on the followers' responses to the posts vary. It offers to the discussion that the exchange of ideas here displays some sort of "flexibility" (Fairclough, 1999). The followers on Awkarin's English-captioned posts, who are mostly Indonesians, tend to use English to comments her English post, but some of them also give feed-back in Bahasa Indonesia. The routine of replying to the marked language used in the post is reinterpreted into the freedom of choosing the medium with which they project their position in the fluidity of norm-free internet. Whilst in Gita's Bahasa Indonesia caption, most of the followers react with Bahasa Indonesia, but a few of them give responses in mixed Bahasa Indonesia-English and very few of them give comments in English. As seen on picture 5 above, there is no obvious instruction in the post as to what language is supposed to be used, this liberates one particular follower to express her idea. In this instance, with the use of "Aaaa cant wait!!" she insists on her being English-literate individual that using this projection through English she is clearly proclaiming to be "better" member of the internet citizenship. Overall, such individual struggle for English-based existence is quite minor, yet it is there. On this table below, variation of responses based on language choice is depicted.

Table 1. Distribution of language choices

No	Lang	1	2	3	4	5	6	7	8	9	10
1	Eng	31	25	36	12	20	44	95	51	6	24
2	Bind	94	61	73	80	40	110	49	80	32	85
3	Bada	4	9	0	5	3	11	6	7	3	17
4	Alay	36	24	31	6	18	22	10	11	13	17
5	Codmix	45	27	29	16	22	28	19	29	14	26
6	X	9	0	10	2	4	6	0	0	2	4
7	Acronym	3	3	1	3	1	5	0	0	0	44
8	Emot	42	27	58	43	40	72	43	45	18	36
9	Calling name	5	10	16	4	11	16	6	8	5	6
	Total Average	11.52	13.44	14.17	7	7.54	14	41.6	22	6.45	9.26

The data are taken from Awkarin's Instagram account (@awkarin) on 10 English-captioned posts she made. The comments are written in 9 different ways, i.e. in English, Bahasa Indonesia, some regional languages, alay (slang language among Indonesian youths), code-mixing, X languages (unidentified languages/languages outside English or Indonesian, e.g Arabic and Korean), acronyms, emoticons, and comments that only involve calling the name of the celebgram. Focusing on the English comments among Indonesian followers, it shows that English captions of the celebgram attract her followers to use English in giving her feed-back. From simple computation, (sum of total average: \sum post), the results of English use in Awkarin's posts are 14.6%.

Table 2. Data of comments

No	Lang	1	2	3	4	5	6	7	8	9	10
1	Eng	6	4	3	6	10	3	2	5	1	11
2	Bind	99	33	26	5	29	32	2	46	99	125
3	Bada	7	0	1	1	1	4	0	1	6	6
4	Alay	14	8	9	16	5	15	4	3	10	23
5	Codmix	27	27	18	13	15	18	1	19	17	36
6	X	13	1	2	2	0	0	0	0	4	7
7	Acronym	1	0	0	0	0	0	0	0	0	0
8	Emot	24	10	9	16	10	1	8	8	5	13
9	Calling name	12	1	1	3	2	0	2	3	2	1
	Total Average	2.95	4.76	4.34	9.67	13.89	4.1	4	5.88	0.69	4.95

In @gitasav's Bahasa Indonesia posts, English comments respectively come up in small numbers, however, Bahasa Indonesia convincingly dominates the comments. The average of English comments in Bahasa Indonesia posts is 5.5%.

Conclusions

This paper performed an analysis of some Indonesian Instagram users. English is one of

the preferred languages on their list to express ideas. The evidence has been proved by the results of data identification. English becomes the language of choice of 14.6 % comments responding to English posts and English persistently appears to be the language of choice 5.5 % to respond Indonesian posts. This gap ranging less 10% may not be convincing as a display of power o language used by the celebgrams and how much they influence the behaviour of the followers. More especially, the difference in terms of how much English poses more power to engage the followers in producing comments either relevant of not.

The significance of the result matters only to those who concern with how English becomes the language of choice to express ideas, to those who concern with the spread of English and at least to those who acknowledge the power of English in its various discourses. The more specific discourse being put to surface here is the internet as mode of communication where the society poses so intensely to the compression of time and space to the point “where relations of power can be instantaneously enacted on a global scale” (Fairclough, 2000). It remains to be seen however, how much research on Instagram, and other social medias, can further our understanding on the struggle of power of netizens in their own realm where virtual attachment become new norms.

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INSTRUCTIONAL CONVERSATION METHOD IN TEACHING READING

Nopa Yusnilita

Baturaja University

Baturaja, South Sumatra, Indonesia

Na_dieta@yahoo.com

Abstract

Instructional Conversation has been defined as the genre of productive interactive verbal strategies used by educators to engage their learners in active thinking, negotiation of meaning and consequently learning. The aims of this study to find out whether or not instructional conversation method was significantly effective to improve the students in teaching reading to the eighth grade students at SMP Negeri 7 OKU. The writer used test to collecting the data. The writer used pre-experimental design. From the population, the total number of sample in this study was 34, and it was taken by using cluster random sampling. The students' mean score in pretest was 48.38 and students' mean score in post- test was 70.00. based on the distribution of students' score in pre-test and post-test instructional conversation method was effective to teach reading descriptive text to the eighth grade students at SMP Negeri 7 OKU because the students' score in post-test was better than pre-test. The minimum score in pretest was 25 and the maximum score was 75, while the minimum score in post-test was 50 and the maximum score was 95. If the value of Sig. (2-tailed) = 0,000 more than the significance level ($\alpha = 0,05$). It means that there was significantly effective to teach reading descriptive text to the eight grade students of SMP Negeri 7 OKU by using instructional conversation method.

Keywords: Instructional Conversation Method, Teaching Reading, Descriptive text

Introduction

Reading is one of English language skills that should be mastered by learner to develop the ability to communication in their language. Based on Harmer (2007, p. 99) reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. He also stated that reading is a complex process which involves not only the read the text but also their experience to comprehend it, because of its complexity many teachers of English at junior high school find difficulties in all teaching reading and prefer teaching structure to reading. The interaction between the teacher and the students has influence to the students in comprehending the reading text, some of the reasons; it may strategy or method that used in teaching.

It can be shown from observation that writer done, some students were lazy to read a long

text if the text unfamiliar or not interesting for them. It made the difficult to get a new idea, information, and new vocabulary from reading text. When the students read a passage they just focused on saying words correctly so they were not focus on what they read. They can say the words, but unable to gain the meaning from words. They find hard to comprehend reading materials.

Aidinlou & Tabeei (2012, p. 49) stated in their journal Instructional Conversation method was most influential in helping to students to increase reading comprehension, Instructional Conversation has been defined as "the genre of productive interactive verbal strategies used by educators to engage their learners in active thinking, negotiation of meaning and consequently learning. Accordingly, rather than provide step by step instruction designed to produce right answer to correct performance, the teacher in

instructional conversation encourages expression of students own ideas, build upon information students provide and generally guides students to increasingly sophisticated levels of comprehension.

The problem of this research was formulated in the following question: was it instructional conversation method significantly effective to improve the students in teaching reading to the eight Grade Students at SMP Negeri 7 OKU?. And the objective of this study was to find out whether or not Instructional Conversation Method it was significantly effective to improve the students in teaching Reading to the eight grade students at SMP Negeri 7 OKU.

Concept of Instructional Conversation Method

Yusuf (2011, p. 58) stated the instructional conversation method should be used during the introductory and first part of the reading comprehension lesson. In using instructional conversation method, teachers should make sure that they set clear academic goals that will guide the conversation with students in class. Such use of instructional conversation would help teachers to engage their students in purposeful conversation/ dialogue. Such purposeful conversation could assist students in providing relevant information needed for the comprehension of the text.

He also stated the treatment of instructional conversation includes :

1. Arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.
2. Has a clear academic goal that guides conversation with students
3. Ensures that students talk occurs at higher rates than teacher talk.
4. Guides conversation to include student's views, judgments, and rationales using text evidence and other substantive support.

5. Ensures that all students are included in the conversation according to their preferences
6. Listens carefully to assess levels of students' understanding.
7. Assists students learning throughout the conversation by questioning, restating, praising, encouraging etc.
8. Guides the students to prepare a product that indicates the Instructional Conversation's goal was achieved.

Aidinlou & Tabeei (2012, p. 47) explained that instructional conversation is, first, interesting and engaging. It is about an idea or concept that has meaning and relevance for students it has a focus that, while it might shift as the discussion evolves, in planning for an instructional conversation around a story or a book.

Aidinlou&Tabeei (2012, p. 47) described elements of Instructional Conversational and Characteristics of Instructional Conversation include:

- 1) thematic focus:Teacher selects a theme on which to focus the discussion and has a general plan for how to "chunk" the next permit optimal exploration of the theme, teacher introduce the topic by asking some questions of the students to activate their prior knowledge.
- 2) activation and use of background knowledge and relevant schemata.Teacher either "hooks into" or provides students with pertinent background knowledge and schemata necessary for understanding a text, weaving the information into the discussion.
- 3) direct teaching. When necessary, teachers provides direct teaching of a skill or concept.
- 4) promotion of more complex language and expression.Teacher elicits more extended student contributions by using a variety of elicitation technique: Invitations to expand, questions, and pauses.

- 5) promotion of bases for statements or positions. Teacher promotes students' use of text, pictures and reasoning to support an argument or position, by gently probing: "What makes you think that?" or "Show us where it says. "or guide the students to comprehend the text by find out the good descriptive information with text.

Methodology

In this study, the writer used pre-experimental design method. It is pre test and post test one group design. The writer used cluster random sampling because the writer argue that this type was suitable with the condition of the population and also kind of pre- experimental design that used by the writer that is one- group pre-test- post-test design. In this study, writer was only needs single group to given the treatment. Experiment class 34 students VIII D which contain 18 male and 16 female.

In collecting data, the researcher used written test. As an instrument, a test is a number of questions that need the answers, or a number of statements that must be responded, to measure someone's ability or explore the certain aspect of the subject of test. In analyzing the data, the writer took some steps. Firstly, the score of the test was tabulated into pre-test and post-test. Then, the writer applied three techniques, they were: the scoring of the test, percentage, and the analyzing statistical analysis (Paired simple t-test). After getting the score of pre-test and post-test researcher began to analyze the score by using Paired simple t- test to know whether or not instructional conversation method is significantly improve the students in teaching reading by using SPSS.

Findings and Discussion

Before being taught or given treatment, the students were given pre-test using research instrument in which the reliability had been

tested previously through try out. In experimental class the minimum score was 25 and the maximum of the highest score was 75. The average score or mean was 48.38. Based on the score interval from 34 students in their pre-test, there were not students who got very good score, 5 students (14,7%) got good score, 6 students (17,6%) got average score, 6 students (17,6%) got poor score and 17 students (50%) got fail score.

In experimental class the minimum score was 50 and the maximum of the highest score was 95. The average score or mean was 70.00. Based on the score interval from 34 students in their post-test, there were 10 students (29,4%) who got very good score, 8 students (23,5%) got good score, 8 students (23,5%) got average score, 8 students (23,5%) got poor score and there were not students who got fail score.

Based on the comparison of students' score in pre-test and post-test on, the writer found that there was differences score before the writer gave the treatment and after gave the treatment on pretest and post-test. The students who passed the test were higher score in after treatment than before treatment. From 34 in their pre-test there was no students (0 %) who got very good, 5 students (14,7 %) who got good score, 6 students (17,6%) who got average score, 6 students (17,6 %) who got poor score, and 17 students (50 %) who got fail score. And in their post-test, there were 10 students (29,4%) who got very good score, 8 students (23,5%) got good score, 8 students (23,5%) got average score, 8 students (23,5%) got poor score and there were not students who got fail score.

In addition, by applying Instructional Conversation Method the students enjoyed the activities because in learning process the students could share their opinion about the text and the students could express their ideas without feel afraid to the teacher

because in Instructional conversation method the students can discuss with their team work and their teacher.

From the result of finding, there was significance difference in reading comprehension before and after the treatment. It could be seen from value of mean that gotten by students. There were increasing between mean of the pre-test and post-test, the mean score of pre-test was 48.38 and the mean of post-test was 70.00. The writer interpreted that teaching reading descriptive text through Instructional Conversation method to the eight grade students of SMP N 7 OKU enable them to get better scores.

Conclusion

From the data above, the writer concluded Instructional Conversation method was an effective strategy in teaching reading to the eight grade students of SMP N 7 OKU. It could be seen that there was a significance difference of test score before and after the teaching reading by using instructional conversation method to eight grade students of SMP N 7 OKU.

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ENGLISH TEACHER'S COMPETENCE IN CHANGE: AN EVALUATIVE ANALYSIS ON TEACHER'S COMPETENCE OF PPG SM3T PROGRAM

Novia Trisanti
English Department

Faculty of Languages and Arts,
Universitas Negeri Semarang
novia.santi76@gmail.com

Abstract

This paper aims at evaluating English teacher's competence on pedagogical and professional areas. It was conducted at English Department, Universitas Negeri Semarang. The respondents were PPG SM3T teacher's trainees in 2017 who had graduated from S1 degree of English Education program and had experiences of teaching outside and in remote areas of Indonesia. The qualitative research using quantification method was used in this study. The instruments, such as questionnaires and language proficiency tests were used to gather the data. The procedure of gathering the data were done in one semester of PPG SM3T program in 2017. The findings showed that the pedagogical areas competence gradually improved since the teacher's trainees got review and feedback from the instructors and peers related to their teaching practice derived from their lesson plan design. While, it was shown that their English language skill proficiency at their pre test results indicated that there was decreasing competence. It can be drawn that the low results on their pre test were caused by the degradation of professional competence after one year they devoted their time in educating students in the remote areas in Indonesia. After, some periods of treatments by giving them some materials related to English language skills development, the findings showed that there was slightly improvement on the scores of reading skill and grammar in use tests. It can be concluded that the teachers' competences need to be evaluated meticulously in order to get better progress on the program of PPG SM3T at English Department.

Keywords: Teacher's competence, pedagogical area, professional competence development, evaluative analysis

Introduction

Education in Indonesia has dynamic changing lately. Thus, some universities in Indonesia which have education study program have big roles in improving and maintaining the national education. Since Indonesia is located with many islands separated one another, it influences the quality of education itself. Government then tried to provide a program of PPG which stands for Pendidikan Profesi Guru, it is about program for teachers and candidate of teachers in preparing them to have certificate of teacher's profession with better qualification. The program came from the regulation of Indonesian Government No 74 in 2008 which is about Teachers in Indonesia. In the regulation, it is mentioned

that teachers should have qualification of academic, competence, teacher's certificate, health and ability to achieve the purpose of education. Then, to deal with the realization of that regulation, Government made another program of PPG, that is PPG SM3T. It is about program for the freshgraduate of teacher's trainees to be qualified teachers before they teach in the school where they work. This program requires the teacher's trainees to teach in the remote and isolated areas of some islands in Indonesia. This is challenging since they have to be able to survive in those areas teaching learners with variety of characters and family background. After they are able to teach in the areas chosen, they have to join the program of

workshop and teaching practice held by some universities with education program for a year. In the program of workshop, the teacher's trainees have to learn and able to improve some competencies like pedagogical, professional, personal and social competencies. However, the problems arise following the program of PPG SM3T. They are about whether the teacher's trainees professional competency improves or experience degradation, and how about their pedagogical and professional competencies after following the program.

Pedagogical competency refers to educational and teaching qualifications. It can be said that the teaching qualification is as the primary consideration for the program. It consists of teaching skill, theoretical knowledge and the ability to develop the quality of teaching. While, professional refers to academic qualification and competencies.

Thus, this paper aims at knowing and investigating the pedagogical and professional competences of the teacher's trainees who join the PPG SM3T program in English Department of Universitas Negeri Semarang in 2017. The results of knowing and investigating the pedagogical and professional competences of the PPG SM3T teacher's trainees later will be useful for the better program to be held by universities which have the program itself.

Methodology

The research method used in this research was qualitative descriptive method. In this qualitative research, the purposes are to explain, to examine the relationship between the phenomena and the causes as the variables to be investigated (Danim, 2002)

The subjects of the study were English Teacher's Trainees of PPG SM3T at the English Department of Universitas Negeri Semarang in 2017. There were 24 participants with the same educational

background (bachelor degree of English education program) and they had the same ages. The initial procedure of gathering the data was the researcher did the initial evaluative by giving the participants pre-tests. There were two pre tests to be given to the students, the first was online test which was administered by the university, the second test was paper based test administered by the English education study program in the university. The content of the pre test was comprised of pedagogical and professional competencies materials.

After the pre tests were given, the next step was field research by investigating the process of how the participants were able to follow the workshop program for several months and how the progress of their pedagogical and professional competencies improved.

All the data which non- tests were done informally to get more accurate data without any hesitation from the participants, for example when they had a chat with the researcher, the data were gathered carefully in order to investigate the real opinion from the participants.

The technique of analysing the data were (1) reduction of the raw data, (2) reporting the data using systematic ways, (3) data verification which means taking interpretation from the general into more specific based on the objectives of the research, and the last was (4) interpretation of all the results of data verification.

Finding and Discussion

The findings comprise of the results of pre test and post test, the result of informal guided interview and the observation description during the program of PPG SM3T in 2017 at English Department, Universitas Negeri Semarang.

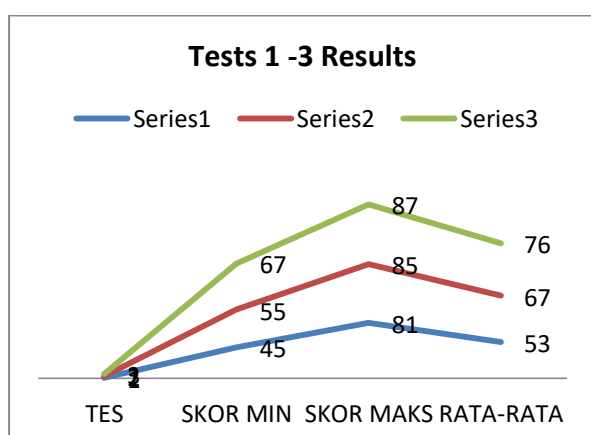
The followings are the results of pre test Table.1. Result of Pre Test Online

HASIL PRETEST PPG SM3T TAHUN 2017				
MAPEL	MIN	MAX	AVG	ST DEV
21. Pendidikan Bahasa Inggris	21,67	85,00	57,90	11,58
22. Pendidikan Akuntansi	38,00	88,00	59,23	10,82
23. Pendidikan Seni Drama, Tari dan Musik	43,33	78,33	60,20	9,25
24. Pendidikan Seni Rupa	41,67	76,67	60,54	7,82

From the table, it can be seen that the participants from English Department, Universitas Negeri Semarang had score mean of 57.90 with the minimum score of 21.67 and maximum score was 85.00. Also, the spread of the scores was quite good, that was 11.58. It can be informed from the table that the English teacher's trainees had experiences degradation on the their English proficiency after they just got back from teaching in the remote and isolated areas. From the results of first online pre test, also, it can be said that the scores got by the participants were still very low and need to be improved.

Then, the following is the results of pedagogical and professional competencies evaluation from test 1 – 3.

Table 2. Results of Test 1 – 3

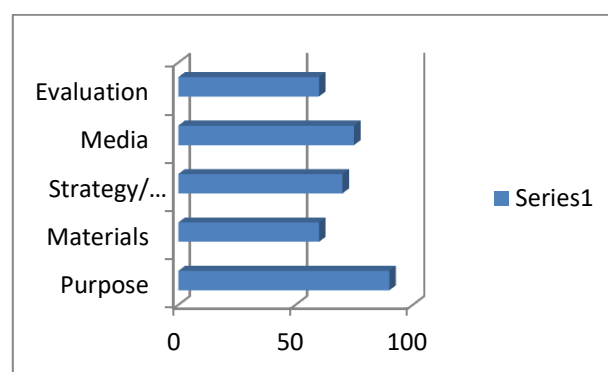


From the table above, it can be seen that the result mean of test 1 was 53, then for the test 2 was 67 and test 3 score mean was 76. Although the participants experienced the

improvement from test foramtive 1 until 3, the scores were still under the need to pass the program. So, it needs more effort to improve the competencies. The efforts were done through the workshop program being held by the English Department of Universitas Negeri Semarang under the supervision and management of Teacher's Development Division in the university.

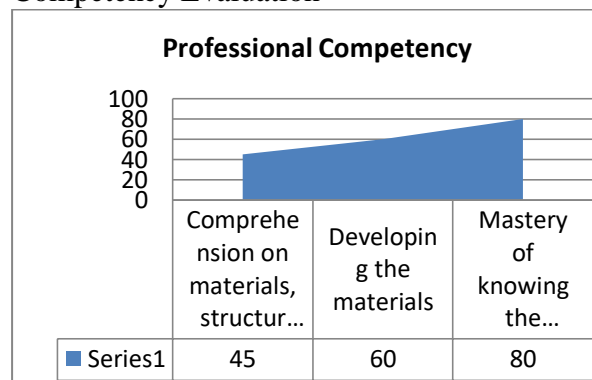
The following, then, is the result of evaluation of each competency, pedagogical and professional.

Table 3. Percentage Results of Pedagogical Competency Evaluation



From the table above, the participants got high percentage on the setting up of teaching and learning purpose, that was 90%. While, the aspect of materials and learning evaluation were need to be improved gradually since the percentage was 55% increasing. For the media of teaching, the participants were already able to develop creative and innovative ones since they have accustomed with the digital and modern programs or devices of informative technology. So, it can be concluded if it is viewed from the pedagogical competency, the teacher's trainees did not have any serious problem, just need several times to practice more in the real school of teaching. Then, the following is the results of professional competency evaluation.

Table 4. Percentage Results of Professional Competency Evaluation



From the table of percentage results on the professional competency evaluation, the participants got high percentage on the mastery of knowing the materials from the syllabus. They did not have any matter on the choosing of the materials topics based on the curriculum. However, surprisingly, they got low percentage on the comprehension of the materials since some participants had difficulties in comprehension of the aspects on vocabularies, grammar and expression used in spoken materials when they were developing the materials in their lesson plan. Thus, the aspect of developing materials shows 60% which inform us that the participants already understood the chosen materials but they did not comprehend well with the content of the materials.

From the informal interview, it was informed that the participants realized their pedagogical proficiency increases since they have experiences of teaching with various characters of EFL learners in remote and isolated areas. Then, when they join the program of workshop subject specific pedagogy, they also get more knowledge and gradual practices which make them more getting accustomed with the developing of lesson plan either theory and practices.

However, from the results of informal interview, almost all participants realized that they never used English in their instructional language in the classroom when they were teaching in the remote and isolated schools in

some island in Indonesia. It is due to the difficulties of communication between students and teachers and to the comprehension of the materials. This fact brings the researcher to the opinion that the lack of English usage in the teacher's trainees instructional language in the classroom would make the experience degradation on the professional competency. While, to comprehend the materials of English taught in the classroom, teachers need to improve their proficiency of English. It is no doubt that the effect of teaching in the remote and isolated areas influences the teacher's trainees on their professional competency.

When the participants then were faced with the items of some tests related to the professional competency, they had some difficulties. They had difficulties on the reading skills and grammar in use since some items of the tests were related to those skill and aspect.

Conclusions

In summary, from the results of online pre test, then paper based formative tests 1 – 3, the teacher's trainees got improvement for the whole program of PPG SM3T at the English department, Universitas Negeri Semarang.

However, there are some points that can be derived from the conclusion. The first point is that the online pre test showed us the mean of the score was 57.90. Then during the program of workshop subject specific pedagogy materials, the score of formative tests from 1 to 3 was increasing, but not too significant. The mean of the scores were 53 (test 1), 67 (test 2), and 76 (test 3).

Then for the percentage of pedagogical competency evaluation, the teacher's trainees of PPG SM3T at English Department had high score on considering and setting up the instructional purposes and the use of media using the IT devices. It can be said that the

participants do not have any problems in the pedagogical competency.

Although, there was no much problem in the pedagogical competency, the teacher's trainees had problems in the professional competence related to the reading skill and grammar usage when they were faced with English proficiency tests, while actually it is very beneficial in comprehension the materials given to the learners.

All in all, from the results of all tests given to the participants and administered by the university, the program of PPG SM3T at English department should be conducted better by looking at these results.

First, the program should be conducted by giving much English materials of professional competency in higher portion than the pedagogical competency. It can be done by giving much practices and time to participants to learn English proficiency in their workshop program. It can be given in the middle of the workshop of subject specific pedagogy. Second, these results of research can be as reference for further research or for better improvement of PPG SM3T Program at English Department, Universitas Negeri Semarang.

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STUDENTS' PREPARATION AND THEIR ANXIETIES IN PERFORMING THESIS PRESENTATION IN ENGLISH

Nur Rini, Rr Ririn Budi Utami, Taviyastuti, Luqman Khakim

Business Administration Department,

Politeknik Negeri Semarang,

Semarang, Indonesia

nurrinigg@gmail.com

Abstract

The study reports the students' preparation and their anxieties performing the presentation. Questionnaires arranged based on Hamilton Anxiety Rating Scale (HARS) were given to 50 students who finished their presentations to find out how they prepared for the presentation and what they felt facing the D day. Eighteen oral presentations were video recorded to observe the students facial expression, body-language and attitude. It is found that all students experienced anxieties in different degrees. Surprisingly most students, both male and female underwent severe anxiety, even some female suffered from very severe. The students' preparation varied so did the length of the time they spent. Most received help from others to do preparation and practices. Two third of the students faced the screen rather than the examiners while they were presenting their thesis. They expected the examiners to be friendlier and all of presentation devices i.e. LCD, computer, pointer, board markers should be well-prepared in the examining room beforehand. Collaborative alternative solutions are elaborated in this paper.

Keywords: student's anxiety, student's preparation, thesis oral presentation

Introduction

At the end of four-year term of Business Administration study programs of an Indonesian polytechnic the students have to present their thesis in English in front of a team of five examiners for about 10 to 15 minutes. The department has set the syllabus with a course of English for specific purpose in which presentation skill is included to promote. However, among the components of oral thesis examination scorings, the thesis oral presentation score is the lowest. Therefore, observing the students' preparation and whether they experience the anxiety that obstructs their language performance and language proficiency may help them find alternative ways to perform better.

When students are nervous and shaky, the audience hardly ever notices (Wright, 1995). People will notice if students start behaving unnaturally. Unfortunately, some nervous mannerism do get recognized by audiences, students may perform physiological reactions, a sense of inadequacy, anxiety, or

depression, impaired psychological functioning (e.g. inability to concentrate, to work effectively, to solve problems) or aberrant needs or behavior (e.g. intense aggressiveness, compulsive acts). Anxiety which is described as "an abnormal and overwhelming sense of apprehension and fear often marked by physical signs (such as tension, sweating, and increased pulse rate), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it" (Merriam Webster Dictionary, 2017) is deeply rooted in the psychological history of the individual. Social stress can result in physiological symptoms which in turn yield to psychological interventions (e.g. gastric ulcers). It has been remarked as psychosomatic conditions.

A wide range of physiological responses people generally show when they are anxious; pulse is quickened, breathing is faster, galvanic skin response is accentuated. However groups differ not only in the extent

and pattern of these responses but also in their subjective counterparts. Women more commonly report cold hands or feet, while men more often mention heart palpitations or breathing difficulties when asked to describe a typical anxiety response (Korchin, 1976). Previous studies on students' speaking anxiety on the basis of FLCAS (Foreign language classroom anxiety) developed by Horwitz, et. al. (1986) have been done by Mahmoodzadeh (2012), Baran-Łucarz (2014) and Deyuan He (2013). They found that anxiety can obstruct the learning process and is associated negatively with language performance and language proficiency.

Iranian female learners were found to be more prone to experiencing Foreign Language (FL) speaking inter-language system. With respect to level differences, the results demonstrated that gaining more FL knowledge may not necessarily lead to a substantial reduction in experiencing FL speaking anxiety, since more proficient participants were more subject to the anxiety-provoking factors within their inter-language system than less proficient participants (Mahmoodzadeh, 2012). Baran-Łucarz (2014) finds that high-pronunciation anxiety learners have statistically lower degrees of willingness to communicate than their low pronunciation anxiety classmates. Deyuan He (2013) argues that exploration of the reasons will provide an empirical basis for seeking for effective strategies to deal with foreign language speaking anxiety in China's universities.

There are three research questions promoted in this study:

- RQ 1: How did the students prepare their presentation?
- RQ 2: What are their anxieties like measured with Hamilton Anxiety Rating Scale (HAM-A)?
- RQ 3: What do the students expect the department to help them?

Methodology

This qualitative study uses questionnaire and interview to collect data, to find out the students' activities in preparing their English oral presentation of their undergraduate thesis and their anxieties. The Hamilton Anxiety Rating Scale (HARS) is applied to measure the anxieties. There are 50 students participated in this study, 28% males and 72% females, aged 20 to 23. They majored in Business Administration study program of an Indonesian polytechnic, which English is their foreign language. The students were asked to fill the questionnaire which was written in Indonesian after they finished experiencing their thesis oral examination.

Data analyzing procedures

1. Analyzing students' preparation

The activities to prepare for the presentation were identified. All of the students' answers were listed and categorized.

2. Analyzing students' anxieties

There are 14 conditions reflecting anxieties observed in this study. They are anxious mood, tension, fears, insomnia, intellectual, depressed mood, somatic muscular, somatic (sensory), cardiovascular symptoms, respiratory symptoms, gastrointestinal symptoms, genitourinary symptoms, autonomic symptoms and behavior at interview. The respondents were asked to rate by finding the answer which best described the extent to which he/she had those condition. They had to select one of the five responses for each of the fourteen questions. Each item was scored on the scale of 0 (not present), 1 (mild), 2 (moderate), 3 (severe), 4 (very severe), with the total range of 0-56. If a participant gets fewer than or the score of 17, he or she is indicated suffers from mild severity; 18-24 mild to moderate severity and 25-30 moderate to severe and 30-56 severe to very severe.

3. Analyzing students' non-verbal communication

The 18 recordings of the students performing the thesis oral presentation were analyzed to discover the students' non-verbal communication. They have signed the letter of informed consent and agreed their oral presentations were video recorded.

Finding and Discussion

RQ 1: How did the students prepare their presentation?

The activities to prepare for the presentation include the practices and preparing the power points. There are four kinds of activities students did to prepare their oral presentation:

- Memorizing
- Practicing oral presentation with others' help
- Audio recording their oral presentation text and listening to it and put himself as a listener
- Video recording their oral presentation practice and watching it and putting himself as an examiner.

Table 1. How Students Prepare Their Presentation

	Done alone	Done with other's help	Done by other
Preparing oral presentation	27 (54%)	21 (42%)	2 (4%)
Preparing PPT	32 (64%)	18 (36%)	0

The activities to prepare for the presentation include the practices and preparing the power points. The study found that most students prepared them alone and the rest received their peers' help, only 4% students enjoyed others' total help. The students spent different time lengths of preparing their oral presentation. It was ranged one to four days.

Table 2. student's Preparing Time Length

Time Length	Frequency	%
One day	18	36
Two days	14	28
Three days	13	26
More than three days	5	10
	50	100

Commonly, female students worked alone in preparing their oral presentations, power points of their presentations and also their abstracts; they did them by themselves without others' help and spent more time than male students. Meanwhile, male students received their peers' help. From this point, females were more autonomous than males in managing their work.

1) Students' anxieties

Arnold and Brown (1999 in Mak, 2011) believe that anxiety in Language learning may possibly be the most pervasive obstruction to the learning process. All 50 participants experienced anxieties at different levels as it is seen at Figure 1. More than 50% participants were in severe anxieties; a quarter underwent moderate anxieties; and only few students endured mild anxieties. It means that 68% students need help.

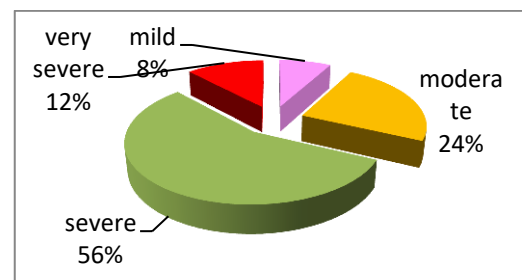


Figure 1: Students' anxieties

In general female students felt more anxieties than males in preparing and carrying out their thesis presentation in English. None male participants suffered from very severe anxieties. However, 72% males suffered from severe anxieties.

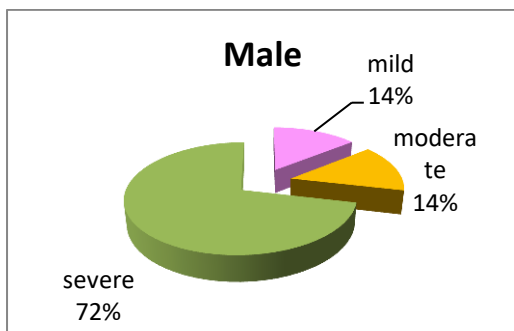


Figure 2: Male students' anxieties

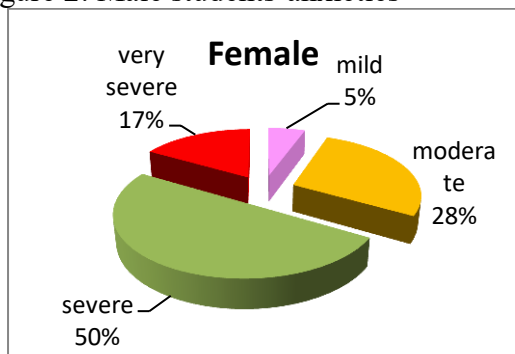


Figure 1: Female students' anxieties

It is found that generally the participants report psychosomatic symptoms such as worries, feelings of tension, somatic (muscular), respiratory, gastrointestinal and autonomic symptoms. Females suffer more difficulty in falling asleep, broken sleep, unsatisfying sleep and nightmares than males. It is also reported that females experience difficulty in concentration more than males. It goes with Imane's findings (2016) that anxiety makes language learners nervous and afraid which may lead to poor speaking skill. If learners cope with their anxiety they will enhance their speaking skill. Anxious students may have difficulty in learning, difficulty in using knowledge and difficulty in expressing themselves.

2) Students' non-verbal communication

After observing 18 video recordings of students' presentations it is found that 50% students did not make eye contact to the examiners. Mostly they looked at the screen of the projectors. More than one third students stood stiff, they looked so tense, and they did not move their hands to support their presentation. Almost a quarter of them could

not smile during the presentation and few students needed to speak louder. Those reflected the symptoms of anxieties.

There are three functions of non-verbal communication. The first function is to help convey the message clearer or to strengthen it. For example when someone is using his or her fore finger pointing to a person with forward rapid movements while he is yielding, it means that he or she is really angry. Second function is to represent the verbal communication; for example, someone is nodding instead of saying 'yes.' Third function is performing the feeling or picturing emotion like nervousness, which usually is marked by no eye contact, shaking voice and trembling hands. This study identifies that the participants experience anxieties. They are seen from the absent of their eye contacts, stiff facial expression and low voice tone.

3) Students' expectation

From the returned questionnaires it was uncovered that the students expect their examiners to be able to attend the thesis court room on time and not too often leave out and get into the room. They said that opening and closing examination door distracts their focus while they are presenting and answering questions. Even there were lecturers knocked on the door, got into the room and have noisy conversations with the examiners.

The participants stated that the department should conduct a socialization and give guidance on how to carry out the presentation. Although there are some topics on how to do an oral presentation in some courses (i.e. business communication and business English), they expect that additional guidance may promote their confidence in doing the presentation.

To minimize their anxieties they also write that the department ought to earlier announce the date of the oral presentation. They found that the announcement was just given one to three days before the examining date. Such

short time is not enough to do appropriate preparation. They also think that a decorated presentation room completed with lap-top, LCD projector, screen and laser pointer being ready to use will support their confidence. Moreover, they presume that the examiners who are friendlier in delivering the questions, not intimidating, may settle more relaxed situation. Furthermore, some participants recommend the examination time should be shorter and the school library should be completed with more up-to-date books and references.

Implication

Finding out that most students suffer from severe anxieties related to the oral English presentation and the preparation, the school needs to encourage all the supporting units to attend the problem collaboratively. The study implies that many components at the school should work together. First, trainings for students on how to deliver thesis oral presentation can be an appropriate activity to promote the students' confidence in delivering their presentation in English. The trainings for small classes (a maximum of six participants per class) can be conducted by the language center of the school for four six meetings of 90 minutes. The optional course may include the making of the effective presentation in power point, drafting the oral presentation and practicing on how to deliver the oral presentation and answering questions. The practices must dominate the course materials. When the students get their confidence they will feel little anxiety, as it is stated by Kogerer (2016): "To decrease anxiety, the teachers believed ample oral practice in small groups in a supportive environment to be part of the solution."

Second, giving more portions on practicing oral presentation at the present related courses such as Business Communication and Business English is possible to take place. The students who major in business Administration undergo those courses in

semesters 3, 4 and 5. There are topics that provide students with opportunities to practice oral presentation such as introducing new products, describing graphs, delivering reports. To give the students opportunities to experience more being in front of public means to get the students used to speak at the present of audience. When someone gets used to do something he or she will not feel nervous.

Third, providing the video recordings of good examples of delivering oral thesis presentations is an excellent effort to endorse students to do self-directed learning. Agustinus, Rini and Hardiningsih (2016) in their study found that there is much improvement in their speaking skills experienced by polytechnic students who watched videos of business transactions provided by the lecturers. The videos which are easily accessed via YouTube help them avoid the procedure mistakes in handling the transactions. Knowing what to do upholds their self-confidence.

Conclusions

In preparing and oral presenting their thesis female students experienced anxieties at all levels - mild, moderate, severe and very severe anxieties. Meanwhile, males suffered from severe anxieties are more than females. Females did their preparation on their own and consumed less time than males. Males needed others' help in doing their preparation and spent longer time. Males worried about answering questions after presentation session and waiting for the announcement on their oral examination result and females only concerned on how to answer questions.

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INTERCULTURAL ASPECTS WITHIN BSE FOR SENIOR HIGH SCHOOL

Nuris Lailatul Jannah, Ulfiana Vilia Wiyanto

Universitas Negeri Malang,

Faculty of Letters, Departement of English

Malang, Indonesia

nurislj2@gmail.com

Abstract

Intercultural is an established and built relationship among different ethnics groups that occurs dynamically (Davchef & Leshkovska, 2013). Interculture is needed in many aspects, for example communication and education. In this paper, the focus is in education term since intercultural education is one of many aspects that needs to be implemented by teachers at school. Students need to know the information about culture because they will meet other cultures while studying, especially studying language and teachers will lead them to learn how to deal with such differences. The teacher can transfer the intercultural education through BSE (Buku Sekolah Elektronik). The study is conducted to investigate the representation of culture-related contents in BSE English textbooks from intercultural perspectives. A content analysis of these textbooks was conducted, using three broad aspects of culture, the 'cultural dimensions', 'cultural categories', and 'cultural themes', as the evaluation framework. The design for this reseach will be qualitative. Also, we are going to interview some teachers to know their opinions about the books and the importance of intercultural aspects for students of High School. So, by looking at the content of BSE and the opinions of the teachers, it can be concluded that BSE for Senior High School should contain intercultural aspects in order to introduce students with the understanding about the diversity of the culture.

Keywords: Intercultural, BSE, Students of High School

Introduction

We cannot deny that we live side by side with people from varied ethnic groups or we call it Interculture. Intercultural is an established and built relationship among different ethnics groups that occurs dynamically (Davchef & Leshkovska, 2013). Thus, we build relationship with them. In this case, language plays an important role, especially English. That is why, English is taught to students in many countries from the early level. Students who learn English need to be exposed by a variety of cultures of English-speaking countries in order to develop their Intercultural education and understanding towards the diversified culture. Moreover, Intercultural content is one of the contents that needs to be taught since it is considered as the basic knowledge in learning a language. Recently, cultural

content is rare to find in the textbook whereas it is important for the students since it eases the teacher in shaping the way learners view other cultures (Kim & Paek, 2015).

Thus, intercultural education is aimed at improving students' communicative competence in culture. One way that teachers or school institution could do to introduce Intercultural Education to students is through the use of Coursebooks for students. Grant (1987) mentioned that coursebooks try to solve the problem by creating opportunities for learners to use the target language in the classroom, as a sort of "halfway house" before using it in real life. One of the coursebooks that has been used by many school institution in Indonesia is BSE or Buku Sekolah Elektronik which is written

and published by Indonesia Ministry of Education and Culture. We will use three broad aspects of culture proposed by (Moran, 2001) the 'cultural dimension', (Chao, 2011) 'cultural categories', and 'cultural themes', as the evaluation guideline. More specifically, the cultural dimension are included five factors (i.e., culture as products, practices, perspective, communities, and persons). Additionally, the cultural categories (o.e., source culture (SC), target culture (TC), international culture (IC), intercultural interaction (ICI) and universality across culture (UC). Moreover, culture themes, the way the objective culture (products' and practices) are incorporated into textbook are examined.

Methodology

The research involved analyzing 3 aspects, such as Cultural dimensions, Cultural Categories, and Cultural theme. This study analyzed the content of English BSE for Senior High School in terms of Intercultural Aspects and the result of interview with some English teachers in MAN 3 Malang towards their opinion about the importance of Intercultural Aspects within English BSEs for Senior High School. The study was limited on observing English BSE Grade X. The study involved qualitative research methods. The purpose of the study was to examine whether or not Intercultural aspects were explicitly or implicitly presented in English BSE for Senior High School and to know about the teachers' opinion towards intercultural aspects within English BSE for Grade X. The analysis was done analyzing the illustrations and reading passages in each chapter.

Finding and Discussion

Cultural Dimensions

Places

Buildings

Building plays important role in culture identity. Different cultures have different type of buildings. Thus, the representation of

Building in coursebook have a great impact in improving students' cultural awareness, since Buildings are considered as cultural heritage (Franchi, 2017). In terms of this coursebook, there are Taj Mahal, Niagara Falls, Mad of the Mist Boa Tour, Niagara Adventure Theatre, Niagara Science Museum, Niagara's Wax Museum of History, Rainbow Air Tours, Singapore Indoor Stadium which represent various culture from all over countries.

Cities

Cities can be assumed as a place for any innovative thing in these urban times. In developing an urban, networking and sharing knowledge are the things that need to walk in balance and they have important roles. (Banerjee, Dool, Eerd, & Ruijsink, 2011). From the explanation, cities hold a crucial role in this urban world. In terms of this coursebook, there are Minnesota, Kuala Lumpur, Canada, Aachen, Oberforstbach, and Hamburg.

Institutions

Beliefs

Every ethnic group/country has its own beliefs. Beliefs defined as a mental attitude or state of mind which person thinks something to be case, with or without empirical evidence to prove that the case is true. In the case of English BSE for grade 10, it is found that the coursebook provides an example of Japanese people belief.

Politics

The terms politics in this coursebook is presented in the form of flag. Graeff (2017) stated that flags show that we belong to a community, organisation or nation and that we share beliefs, goals, rules and regulations. In addition, it teaches students to understand and appreciate history since flags might portray particular country's history.

Practices

Lives

Practices in this case are patterns of social interactions, behaviors. Practices involve the use of products. They represent the knowledge of “what to do when and where” and how to interact within a particular culture. Thus, it helps us how to behave if we perhaps travel to other countries which obviously have different culture with us. In terms of this coursebook, it is found that bullying still exist among societies from many cultures.

Communities

Customs

Sonnenberg (2015) said that traditions defined as our past, shapes who we are today and who we are likely to become. In this English BSE for grade X, it is found that the illustration of certain chapter represents Western tradition which is having party.

Persons

Cultural aspects, persons are considered to be important since these represent the different cultures of particular countries. In this English BSE for grade X, it is found that there are some well known persons, such as ‘Siti Nurhaliza’ which represents the culture of Malaysia and JK. Rowling which represents the culture of England.

Cultural Categories

Source Culture (SC)

The Source Culture in this book is analyzed from the passages and the pictures provided. Since the book that is being analyzed is Indonesian textbook, so the source culture is Indonesian culture. The result of the analysis showed that in this BSE includes Indonesian culture. Most of the passages and the figures are talking about Indonesia, such as B.J. Habibie, Cut Nyak Dien, and Malin Kundang. These three aspects are considered as the supporting aspect in the source target. In other words, this book was published to support students in learning English together with understanding their own culture.

Target Culture (TC)

Target Culture in this context is English-speaking country since the subject of this book is English. The country that we got from the book is USA. This kind of text is helpful for the students to gain deeper knowledge about English speaking country.

International Culture (IC)

The next aspect is International culture (IC) existed in the book. The way we looked at international culture was actually the same as in Target culture. What makes it different is in International culture, the focus is not only on the English speaking countries, but in any countries that are being mentioned in the book. The countries which is mentioned in the book are German, Netherland, India, and Japan. These countries can support students in broadening their understanding about other non-english speaking countries.

Intercultural Interaction

Intercultural Interaction (ICI) in this coursebook is under-represented since the contents do not discuss about Intercultural Interaction and Universality Culture.

Universality Culture (UC)

In Universality Culture, there are illustrations which have no spesific information about which culture that the illustrations belong to. It is aimed to train students’ critical thinking.

The source culture materials were quite well distributed over the three other cultural categories (TC, IC, and UC), but materials which talk about ICI was under-represented in all chapters of English BSE for grade ten. Yet, we believe that Intercultural Interaction (ICI) should be presented in BSE to help students appreciate their own culture. Finally, we found that the source culture (SC) is represented the most in the coursebook related in the form of illustration, passages, buildings, etc.

Cultural Themes

Two different aspects of cultural themes can be described as Big C and Little c (Brody, 2003). Big C represents the formal aspects of culture, such as a set of facts and statistics relating to the arts, history, geography, business, education, festivals and customs of a target speech society. On the other hand, 'little c' represents aspects of life, comprised of a way of life. In this part we also examined the differences among three cultural categories (i.e., SC, TC, and IC) in representing objective culture in English BSE for grade ten. The findings showed that the patterns of the representation of Big c and small c differed across three cultural categories, as shown in table.

Cultural Categories	Big C	Small c
Source culture (SC)	7	1
Target culture (TC)	4	0
International culture (IC)	2	1

Regarding the result presented on the table above, it revealed that the content related to the SC (Indonesian culture) was most frequently presented in the English BSE for grade ten, as compared with two others cultural categories. In addition, when it comes to the pattern of Big C and little c, the English BSE for grade ten has more materials on 'Big C' than on little c.

This finding indicates that the content on Indonesian culture tends to put more value on the cultural products such as arts, geography, business, history, and custom. The representation of Indonesian culture showed an obvious imbalance since English BSE for grade ten has relatively less content on little c which was connects with culture.

The teachers believe that a coursebook should provide students with Intercultural context. It is aimed to help students in building their cultural awareness.

Conclusions

Intercultural is the relationship which happens across different society or ethnic. The analysis of BSE for grade 10 in this research is focused on that intercultural

aspect provided in the book. The deeper analysis was based on three main aspects. They are cultural dimensions, cultural categories, and cultural themes. In cultural dimensions, there are several things that can be analyzed, such as products, practices, communities, perspectives, and persons. Then, in cultural categories, the analysis is about the source culture, target culture, international culture, intercultural culture, and universality across culture. Then, in cultural themes, the focus is in little C and big C. From the result of the analysis, most represented content in cultural dimension is persons. In the book, there are nine persons mentioned which represent various countries (31%). Then, in source culture, Target culture, International culture, and Universality culture become the mostly seen comparing to others (54%). Furthermore, big C is more dominant, based on the source culture, rather than little C (87%). After analyzing the book, there are opinions of the teachers regarding to the content of BSE. The teachers believe that Intercultural aspects need to be taught to the students through BSE.

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TRANSLATION QUALITY OF SEXIST LANGUAGE IN THE NOVEL LITTLE WOMEN BY LOISA MAY ALCOTT

Nurochman, M.R. Nababan, Riyadi Santosa, Diah Kristina

Doctoral Student of Universitas Sebelas maret Suarakarta Indonesia

nurochman10@gmail.com

Abstract

The study is designed to find out the quality of translation from novel *Little Women* and its translations in Indonesian translated by man and woman (different gender). The reason why the researcher chose the topic is that there are differences of translation techniques applied by translators (different gender) in translating sexist language and it can affect the quality of translation. The aims of the study are (1) to find out the types of sexist language in the novel *Little Women*, (2) to find out the techniques of translation, (3) to analyze the quality of translation based on gender of translator. The study uses a descriptive qualitative method. In this case, the researcher collects, classifies, and describes the data using the method. To get the data, the writer read the English and the Indonesian novel carefully and identified the kinds of sexist language. The researcher got 170 data. After finding out the data from the English and Indonesian versions, the data were verified by the expert and the translations were analyzed by raters related to the quality of translation. The result of the analysis shows that there are 12 man as Standard, 116 women are different, 8 Non Human Terms, 20 Negative Words, and 20 Sex Role Descriptor. It's found different techniques of translation applied by translators as well as the quality of translation.

Keywords: sexist language, gender, translator, technique of translation, quality of translation

Introduction

Sexism is usually connected to women and focused on the inequality that women obtain in social life. Sexist language is a term used to denote a wide range of very different element, from the use of such items as generic pronouns, such as 'he' (when used to refer to both males and females); word ending '-ette' e.g., usherette; nouns referring to men and women, e.g., waiter and waitress which seem to have different range of meaning, (Mills, 2008: 10). Sexist language is often express by people in society, e.g., women are always talkative, men never cry, men must be bread winners, etc. sexist does not only against women but also men. If it is connected to translation, it will be an interesting topic to discuss. Moreover, if there are two translators with different gender translating sexist language, it will be very meaningful to analyze the quality of translation. Related to translation, sexist language can be a very interesting topic to study, moreover the translators are in

different gender that can be influenced by the gender itself. If the sexist words or phrases against a man, can he retain the original words to translate or he will try to change into another expression that will affect the quality of translation. Conversely, if the words or phrases against woman, can she still retain the original meaning, or she is influenced by the gender then she paraphrases the words, or may be she will change and divert the meaning. They are the phenomena that will be analyzed.

The study has the following aims: 1) to find out the kinds of sexist language in the novel *Little Women*, 2) to find out the techniques of translation applied by translators (man and woman) in translating sexist language, 3) to analyze the quality of translation for sexist language from the accuracy, acceptability, and readability translated by different gender.

Theoretical Background

Concept of Translation

Catford (1978: 20) stated that translation is the replacement of textual material in another language. Larson (1984: 3) also explained that translation consists of transferring meaning of the source language into the receptor language which is done by going from the form of the first language to the form of second language in semantic structure. According to Nida and Taber (1982: 12), translating consists of reproducing in the receptor language the closest natural equivalent of the source language, the first terms of meaning and secondly in terms of style. From the three definition above the researcher concludes that translation is transferring meaning, messages, ideas from the source language into target language. The process of translation consists of three phases, they are (1) analysis of the text in the source language, (2) transferring the message, and (3) restructuring. (Nida and Taber, 1982: 33).

Technique of Translation

Molina and Albir (202: 509) defined that translation technique as procedures to analyze and classify how translation equivalence works. It has some basic characteristics, they are 1) affecting the result of translation, 2) it is classified by comparing with the original text, 3) affecting micro-units of the text, 4) it is by nature discursive and contextual, and 5) it is functional.

Molina and Albir (2002) explained that there are eighteen translation techniques, they are adaption, amplification, borrowing, calque, compensation, description, discursive creation, established equivalent, generalization, linguistic amplification, linguistic compression, literal translation, particularization, reduction, substitution, transposition, and variation.

Quality of translation

To analyze the quality of translation, related to the accuracy, acceptability and readability, the researcher used the instrument of translation quality assessment from Nababan et,Al.,(2012.)

Kinds of Sexist language

Rybacki & Rybacki (1991: 142) stated that there are five kinds of sexist language, they are: 1) Man as Standard, 2) Women Are Different, 3) Non-Human Terms, 4) Negative Words, and the last, 5) Sex-Role Descriptors.

Gender and Translation

Translation is transferring the meaning from source language into target language. Source language belongs to men and women as well the target language. The essence of translation is a process of taking decision when transferring the meaning. When translating, it can be affected by some factors such as gender of translator, the understanding of translation theory, culture, and others. Feminist translators make creative intervention to their translation in order to minimize gender discrimination especially to women.(Yang, 2014).

Methodology

The study used qualitative method. Sutopo (2006: 93) stated that the data used in qualitative research are in the form of utterance, words, clauses, and discourse. Creswell (2014: 232) also explained qualitative research relies on text and image data, have unique steps in data analysis, and draw on diverse design. In addition, qualitative researches collect data themselves through examining documents, observations, focus on learning the data, review all the data, make sense of it and organize it into categories that cut across all of the data source.

The source of the data is an English novel *Little Women* and two Indonesian translations translated by two translators

(different gender). The researcher collected, classified, described, and analyzed the data. The researcher got 170 data of sexist language in English version. After being collected, the English and Indonesian versions of the data were verified by the expert and the translations were analyzed and assessed by raters related to the quality of translation through Focus Group of Discussion (FGD). The researcher gave questioners related to the kind of sexist language, technique of translation and quality of translation from the accuracy, acceptability and readability.

Result

Table 1. Findings Kinds of Sexist language in The Novel Little Women

No	Kinds of Sexist language	Quantity	Percentage
1	Men as Standard	12	07 %
2	Women Are Different	124	73 %
3	Non-Human Terms	8	05 %
4	Negative Words	12	07 %
5	Sex-Role Descriptors	14	08 %
Total		170	100 %

Table 2. Findings Techniques of Translation Applied by Male Translator

No	Techniques of Translation	Quantity	Percentage
1	Pure borrowing	86	48 %
2	Established equivalence	33	19 %
3	Generalization	27	15 %
4	Deletion	9	5 %
5	Discursive creation	4	2 %
6	Modulation	3	2 %
7	Reduction	2	1 %
8	Adaptation	5	5 %
9	Addition	1	0,6 %
10	Implicit	1	0,6 %
11	Description	2	1 %
12	Particularization	2	1 %
13	Explicit	3	2 %
Total		178	100%

Table 3. Findings Techniques of Translation Applied by Female Translator

No	Techniques of Translation	Quantity	Percentage
1	Established equivalence	48	25 %
2	Generalization	28	15 %
3	Pure borrowing	91	49 %
4	Adaptation	3	2 %
5	Explicit	5	3 %
6	Modulation	7	3,5 %
7	Reduction	1	0,5 %
8	Transposition	1	0,5 %
9	Discursive creation	3	2 %
10	Description	1	0,5 %
Total		188	100

Table 4. Findings The Comparison of The Quality of Translation for Sexist Language Translated by Male and Female in The Novel Little Women

Novel	Translators	Average of Translation quality		
		Accuracy	Acceptability	Readability
Little Women	Man	2,570	2,546	2,762
	Woman	2,660	2,674	2,830

Discussion

Kind of sexist language is used to classify the sexist language in the novel Little Women. Women are different is the mostly used, and then sex-role descriptors. The next kind of sexist language is man as standard and negative words, have the same quantity and the last is non-human terms. The usage of Mrs. and Miss is very dominant. All of negative words in this novel against women, e.g., mistress, spinster, niminy-piminy chits, feeble old lady, and so forth. Most of the sexist language in the novel against women. The setting of the novel is in America as well as the writer of the novel, where the society still holds the patriarchal. The inequality of gender really occurs there.

The techniques of translation that are mostly applied, by both translators (man and woman) are the same, i.e., pure borrowing, established equivalence, and generalization. Pure borrowing and established equivalence have high accuracy, while generalization is less accurate, e.g., the word maid is translated into pelayan not pelayan wanita/perempuan. Woman translator only applied ten techniques, and did not apply deletion, implicit, and addition, whereas another one applied thirteen techniques and applied nine techniques of deletion, implicit, and addition.

From table 3 and 4, it can be identified that the usage of techniques can affect the quality of translation. Technique of deletion (total reduction) can reduce the quality of translation as well as the accuracy, acceptability and readability. From table 4, it can be concluded that woman translator has higher quality of translation concerning with sexist language in the novel Little women. The woman translator is not influenced by the gender itself even some sexist languages against women.

Conclusion

The result of the study indicates that the kinds of sexist language in novel Little Women are Man as Standard (12), women are different (124), non-human terms (8), negative words (612), and sex-role descriptors (14). The techniques applied are male translator applied 13 techniques of translation, while female translator applied 10 techniques of translation. The male translators applied deletion, implicit, and addition while female translator did not apply them. From the result, it can be concluded that female translator has higher quality of translation from the accuracy (2,660: 2,570), acceptability (2,670: 2,546), and readability (2,830: 2,762). The Total quality of

translation between female and male translators is 2,698 : 2,594. It can be concluded that female translator has higher quality of translation than male translator in translating sexist language from novel Little Women.

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USING MONU – MONU GAME AS FUN ACTIVITY TO TEACH VOCABULARY IN WRITING PROCEDURE TEXT

Pratama Irwin Talenta

Akademi Teknik Perkapalan (ATP) Veteran Semarang

Semarang, Indonesia

pratama.talenta@gmail.com

Abstract

The aims of this study are to: (1) evaluate using MONU – MONU game as fun activity to teach vocabulary in writing procedure text, seen from content, visual identity, and teaching method. (2) Problems faced by students and teachers in using the game through computer and mobile phone. The researcher used descriptive evaluative, that is by examining ex-post program evaluation to determine whether a game based on information technology in accordance with the wishes of the user. Furthermore, this research proposes operationally in the form of action as an effort to improve and develop the process of further activities. From the results of this study can be concluded that a game based on ICT need to develop more in supporting teaching and learning, especially for young learners.

Keywords: MONU – MONU game, Fun Activity, Teaching Vocabulary, Procedure Text

Introduction

In learning English, the students usually have problems of vocabulary, grammar, pronunciation, etc. even they learn the kind of texts both written and spoken. It has some genres such as narrative, recount, descriptive, procedure, etc. One of them is procedure text; it has some difficulties verbs to be learnt. Another condition of procedure text is to explain how something works through a sequence of actions or steps and also deals with human behavior. Procedure text is a piece of text that gives us instructions in doing something according to Anderson (1997: 50). The purpose is to explain how something can be done. Other statement, a procedural text is a text which gives instructions on how to do something Larson (1984: 366). Anderson focused on a text has some instructions to do something and can be done. Whereas, Larson focused on how to do something, so procedure text is a text that show a process in order and has some instructions to be done.

The problems in teaching procedure, the teachers still have problems in understanding

the students' understanding of vocabulary. The students need to understand vocabulary to write clearly. They also consider vocabulary in four skills: listening, speaking, reading, and writing. Listening vocabulary is to understand the words students hear. Speaking vocabulary is to use the words students speak. Reading vocabulary is to understand students read. Writing vocabulary is to use the words in writing. Procedure text also has a unique problem, it is about verbs. As Mc Carten (2007) stated as follows:

So it seems that these verbs are an important part of the vocabulary of this structure. [See Carter and McCarthy (1995), which describes this as one aspect of the grammar of speech.] Shouldn't we then teach this vocabulary with this structure if we want students to learn the kind of usage they will hear from expert users and native speakers?

Methodology

The researcher used descriptive evaluative, that is by examining ex-post program evaluation to determine whether a game based on information technology in

accordance with the wishes of the user. Descriptive evaluative research is the collection of data describing some phenomenon that is may or may not be quantifiable such as close-ended scales, open-ended survey questions, observation, and interviews (Hubbart, 2016). The purpose of the research is to evaluate or measure the results against some known or hypothesized standards.

The writer tried the game in conducting at five school with ten English teachers and five classess, quantitative data on teacher performance before and after using the game were collected. The results of the data collection was evaluated and if possible comparison groups. He still focused on the development of game perfectly. The writer used some instruments for collecting data. The instruments were observation sheet and deeply interview with some teachers and also students. First, he took a pre-questionnaire to collect information on the teachers' experience on teaching procedure text by using the game. He also asked about whether a game could be an alternative media to learn vocabulary in writing procedure text.

Finding and Discussion

Furthermore, this research proposes operationally in the form of action as an effort to improve and develop the process of further activities. The data were analyzed in the following ways; A pre-questionnaire to collect information on the teachers' experience on teaching procedure text by using MONU – MONU game. The writer checked teachers' responses before and after the implementation of procedure text. The pre-questionnaire related to information about the teachers' experience on teaching procedure text and their perception about the media in teaching procedure text. A post-questionnaire to record teachers' responses to the application of the MONU - MONU game in procedure text. The post questionnaire recorded the students and

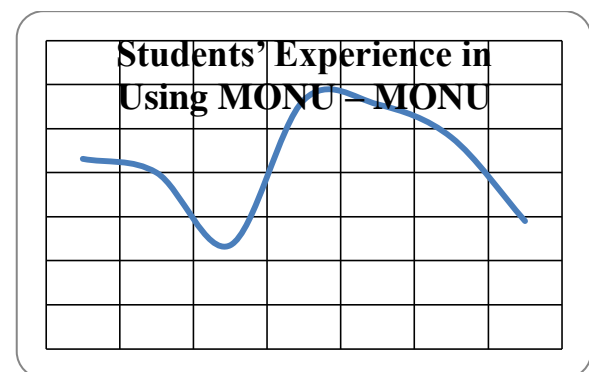
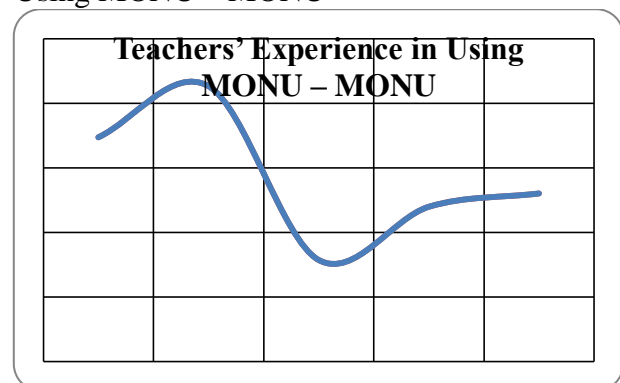
teachers' opinion to the game. Results of interview was analyzed. The data was analyzed by using mixed method, qualitative and quantitative. Triangulations used to check out the consistency of findings generated by different data collection. The data obtained from interviews, questionnaires, observations, expert judgment and Focus Group Discussion was elaborated using triangulation method before conclusions are made.

Chart 1. Data of Teachers' Experience in Using MONU – MONU

Information:

1. Comprehension
2. Fun activity
3. Using MONU – MONU in mobile phone/ computer
4. Number of vocabulary
5. Content, visual identity, and teaching method

Chart 1. Data of Students' Experience in Using MONU – MONU



Information:

1. Comprehension
2. Fun activity
3. Using MONU – MONU in mobile phone/ computer
4. Number of vocabulary
5. Supporting writing a procedure text
6. Students' progress
7. Content, visual identity, and teaching method

Procedure text looks easy; it has short sentences and numbered steps. It seems like has no problem in learning. The teachers tried to teach procedure text by following the game (instructions clearly), but they still had some problems when helped the students to understand procedure text was not always easy. It is not surprising when the students have tried to follow a set of instructions to remember in learning procedure text, they need to put the effort to understand each step. However, they know that reading procedure text without knowing the verbs of the text is really confusing. In the classroom for example, it means the teacher needs to give the students more time to read and understand the instructions in procedure text. After the students have good interpretations give of the instruction and understanding to follow it, the teacher can move their understanding to do the MONU – MONU game (instructions clearly).

Conclusions

Vocabulary has an important role in the reading process, contributes greatly to a writer's comprehension. A student writes without knowing what most of the words mean, he does not continue the writing. They

also would have difficulty in the form of essay tests to make the procedure text. It is becoming a big problem of the future. Teachers must find ideal teaching methods to help them solve the problem and in the end of lessons by using a game in fun activity way, the teacher needs to give essays test to know students' progress. Test need to be constructed as main devices to reinforce learning and as a means of assessing the student's performance. From the results of this study can be concluded that a game based on ICT need to develop more in supporting teaching and learning, especially for young learners.

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DIVISION OF LABOR IN COOPERATIVE LEARNING'S INDIVIDUAL ACCOUNTABILITY ACTIVITIES: PROCESS AND BENEFITS FOR EFL LEARNERS

Puji Astuti

Universitas Negeri Semarang

Semarang, Indonesia

puji.astuti.ssu@mail.unnes.ac.id

Abstract

Research revealing the positive effects of cooperative learning (CL) on EFL learning is vast and well-documented, yet little is known about the processes occurring within the use of CL in EFL classrooms. This qualitative case study fills the gap in the literature by exploring the role of individual accountability—a principle of and one of the activities in CL—in enhancing EFL learning. The study was conducted in Indonesian middle and high schools' EFL classrooms. Document analysis, classroom observations (involving two secondary school teachers and 77 students), and in-depth interviews (involving the two teachers and four focal students) were utilized as data collection methods. The gathered data were analyzed using constructivist grounded theory. One of the findings—identified by looking at the relation between the EFL learners as individual accountability performers and the division of labor—substantiated that reciprocity and exchange of information took place in the observed CL groups. Specifically, the division of labor arranged by the procedures of the selected CL structures (including individual accountability activities, i.e., performances and peer interaction) made the EFL learners specialize on a certain part of the learning materials—thus creating information gap—and learn from their peers' presentations of expertise (i.e., the previously thought about, discussed, and learned information).

Keywords: division of labor, cooperative learning, individual accountability activities

Introduction

A number of studies demonstrate that the use of cooperative learning (CL) develops ESL/EFL learners' mastery of language skills and components (e.g., Alghamdi, 2014; Almuslimi, 2016; Bejarano, 1987; Ghaith, 2003; Liang, 2002; Sachs, Candlin, & Rose, 2003; Wei & Tang, 2015). Nevertheless, research that portrays processes occurring within the use of CL in ESL/EFL classrooms is particularly scarce. Studies in this area can actually offer insight into how to implement CL effectively. To fill this gap in the literature, I conducted a study on the implementation of CL in Indonesian EFL classrooms with the focus on the enactment of individual accountability, which is one of CL principles. This principle was chosen as the study's unit of analysis because it is a key principle of CL (see Johnson & Johnson, 1999; Olsen & Kagan, 1992; Kagan, 1989;

Slavin, 1996) and little research has been done on this principle.

With the purpose of exploring the role of individual accountability in enhancing EFL learning, the present study sought to answer the following question: What is the role of individual accountability in CL implementation in Indonesian secondary school EFL classrooms? In this paper, I report parts of the study's findings and in doing so I argue that individual accountability in CL endorses reciprocity and exchange of information takes place in CL groups. These activities are attributed to the division of labor arranged by the procedures of CL techniques or structures (the latter term will be used henceforth). The division of labor make the EFL learners specialize on a certain part of the learning materials—thus creating information gap—and learn from

their peers' presentations of expertise (i.e., the previously thought about, discussed, and learned information). Thus, I also argue that reciprocity and exchange of information are supportive of second language acquisition and learning.

Methodology

To address the research question, I employed qualitative case study and gathered the data using three strategies: participant observations, in-depth interviews, and document analysis (from March 2015 to September 2015). Two cases were analyzed during the study, i.e., individual accountability in CL implementation in a middle school and a high school EFL classroom. I involved one teacher from each school (respectively: Andini and Putri, pseudonyms) and students in the observed classrooms (77 students in total). They were selected through purposeful and convenience sampling. I also utilized convenience sampling strategy to recruit students for the in-depth interviews. They were (pseudonyms): Midya, Budi (eighth graders), Natya and Joko (tenth graders).

I gathered the following data: 10 field notes totaling approximately 70 pages (from the participant observations), 110 pages of interview transcription (from 19 interviews), and analytic memos and journal entries for each data source (field notes, interview transcriptions, and relevant documents). To guide my data analysis, I employed constructivist grounded theory (Charmaz, 2014) and used concepts from my theoretical frameworks (cultural historical activity theory—CHAT and Interaction Hypothesis, described in greater detail in this section) to look at the research participants' meaning making, including when I was doing line-by-line coding (including in-vivo coding), focused coding, and axial coding. Themes emerged from the data through the process of coding and analytic memo writing.

CHAT (Engeström, 2000; Leont'ev, 1978; Jonassen & Rohrer-Murphy, 1999; Yamagata-Lynch, 2003, 2007, 2010) was used to make sense of how individual accountability as an activity in CL served as a medium of conscious learning in the EFL classrooms. This theory sees an activity as part of a system and a system as comprise of the following components: subjects, tools, object/goal, rules, community, and division of labor. Two activity systems analyzed in the present study were the implementation of CL in the middle school and the high school's EFL classrooms. Interaction Hypothesis (Long, 1996) was utilized to understand how individual accountability in CL promoted second language acquisition and development since this theory encompasses the concepts of comprehensible input, comprehensible output, interaction, and negotiation for meaning. These elements, as literature suggests, are important for promoting second language acquisition and learning. In short, I employed the two theories (CHAT and Interaction Hypothesis) to understand the role of individual accountability in CL in enhancing EFL learning in the studied classrooms, including how it helped the EFL learners learn the target language.

It is also appropriate to consider a number of limitations to the present study: the short period of investigation, especially with regard to participant observation data, i.e., one month (resulting in 10 field notes and 10 analytic memos), and my being "the researcher as translator" (Temple & Young, 2004, p. 168). The following were the translation works that I did: a) translating quotes from the interviews—especially those used to support my arguments—and relevant curriculum and instructional documents from Indonesian to English, b) translating key words and phrases from the transcriptions and document analysis data, and c) carrying out member checking in Indonesian. Notwithstanding, I believe this work has

important contributions to make for EFL instruction.

Findings and Discussion

In light of the definitions of CL in the literature, in the present study CL is defined as a group learning activity in which individual students contribute to the learning through performance or presentation, which is beneficial not only for their own learning but also for their peers' learning. Individual accountability is defined in the study as an activity (presentation or performance) that individual students do in front of their CL group members which is required to complete a learning task. My data analysis showed four levels of individual accountability in CL: 1) individual accountability in pairs, 2) individual accountability in home groups, 3) individual accountability in other groups, and 4) individual accountability to the whole class. A lower level of individual accountability (e.g., individual accountability in pairs) was usually followed by peer interaction that helped the EFL learners to prepare for a higher level of individual accountability (e.g., individual accountability in other groups). In this section, I will describe the process of individual accountability activities in CL and explain how they give benefits to the EFL learners, i.e., promoting reciprocity and exchange of information.

Through individual accountability in CL in their EFL classrooms, the EFL learners presented the previously thought about, discussed, and learned information to their peers in spoken English. This role of individual accountability in CL was identified with the help of the relation between the subjects—the EFL learners—with the division of labor in the activity systems, which refers to how the tasks are shared among the community (Yamagata-Lynch, 2010). An account from each research site that depicted the use of one CL structure was presented as the following.

When the EFL learners in the middle school were learning through Think-Pair-Share, each student participant read a notice—the focused text genre, learned about it through the given questions, and in spoken English presented their answers to their partner (individual accountability in pairs). After that, they had a discussion with their partner about their presentation and gave each other feedback. Finally, they presented their revised answers to the whole class (individual accountability to the whole class) (Field Notes, 20150331, 20150404). In other words, through the two levels of individual accountability in Think-Pair-Share, the EFL learners shared with their peers the notice they had previously learned. They were exposed to a variety of notices because each of their peers had a different notice, and all of them performed their individual accountability. This process showcases task-sharing or division of labor in the classroom community that likely broadened the EFL learners' knowledge of notices as opposed to the learners' learning a number of notices on their own.

When asked to reflect on his experience of learning about notices through Think-Pair-Share, Budi said:

"Jadi kita menyampaikan, kita bisa menyampaikan, apa ya namanya, istilahnya, kayak ilmu yang kita punya kepada temen-temen."

"So we present, we can present, what's so called, what's the term, sort of the knowledge we have to our peers." (Second Interview, 20150630)

Budi emphasized that through individual accountability in CL he shared the information ("knowledge") he had about the notice he read to his peers.

As in the case of the EFL learners in the middle school, through their individual accountability performances in CL, the high

school's EFL learners presented the previously thought about, discussed, and learned information to their peers in spoken English. This role of individual accountability was evident when they were learning about news items through One Stray in the first and second observed lesson, one of which is described as follows. One Stray was employed to introduce the learners to news items, which was a new text genre for them. Specifically, the high school students were asked to list as many news-related words as possible with their home group members. Then, they shared the list they generated to the other groups (individual accountability in other groups). The word list shared or presented was the result of the student participants' thinking, discussion, and learning with their peers, which helped them accumulate vocabulary of news items (Field Notes, 20150318).

Recalling the use of One Stray in her classroom, Natya believed that she learned from her classmates' individual accountability performances:

"Pengetahuannya jadi nambah, dikit-dikit gitu. Maksudnya kan, misalkan pasif terus, di kelompok terus, ngga maju ke depan atau ngga mau komunikasi dengan yang lain kan ngga tau informasi dari kelompok lain, dari kelompok sendiri bahkan."

"My knowledge gets increased, bit-by-bit. I mean, if I don't participate, sticking around in the group, not presenting in front of the class or not communicating with the others, I would not know any information from the other groups, or even from my own group." (Second Interview, 20150629)

Natya stresses the importance of presenting the information she had and communicating with the other groups' members for increasing her understanding ("knowledge")

of the learning materials. Implied in her account was her awareness of the division of labor and the information gap it created for her and her peers to learn from each other ("I mean, if I don't participate, sticking around in the group, not presenting in front of the class or not communicating with the others, I would not know any information from the other groups").

Andini confirmed that the individual accountability in CL that her students performed when they were learning through Think-Pair-Share was a medium for them to present the previously thought about, discussed, and learned information to their peers in spoken English. She observed that in order for her students to perform their individual accountability, they should know what they should do and "carry out the assigned task" when working in CL group, which means that they should know the division of labor and follow it accordingly. She said

"Masing masing individu harus berusaha untuk memahami dan melaksanakan tugas yang diberikan saat kerja di kelompok CL karena nanti dia mempunyai tanggung jawab pribadi."

"Individual students should try to understand and carry out the given task when learning in CL group because they will be held accountable for this." (Second Interview, 20150408)

Andini further explained that when students knew the task assigned to them, they would try to understand and master what they should present in their individual accountability performances. In other words, knowing the division of labor was part of students' preparation to present the learning materials (information) to their partner, group members, or to a wider context of audience, such as in other groups or to the whole class. Put it differently, her students'

understanding of the division of labor in Think-Pair-Share helped them to present the information they previously thought about, discussed, and learned (Second Interview, 20150408).

As Andini did, Putri confirmed that her students' individual accountability performances when they were learning through One Stray were for them to present the previously thought about, discussed, and learned information to their peers in spoken English. She highlighted that the presentations were especially beneficial for the students because the learning materials were new for them (news items) and her emphasis was on their mastery of the knowledge of this text genre (Follow-up Interview, 20150604). Additionally, she was with Andini in that when learning through CL, each student should know the task assigned to them, highlighting that she should work on this issue in her CL implementation especially in her tenth grade classrooms because she believed that they were new to CL (First Interview, 20150318). In sum, the two teacher participants believed that students' knowing the division of labor would help realize their presentation of the previously thought about, discussed, and learned information to their peers in spoken English (individual accountability performances). This finding is consistent with the propositions found in the literature that teachers need to train their students—especially those unfamiliar with CL—on how it works (e.g., Byrd, 2009).

Conclusions

Looking at the relation between the secondary school students as the performers of individual accountability in CL and the division of labor or how the learning tasks were shared, my analysis demonstrated that individual accountability prescribed by the procedure of the CL structures used in the EFL classrooms served as the medium for the learners to present the previously thought

about, discussed, and learned information to their peers in spoken English. The division of labor made individual students carry out the presentations; their individual accountability performances were required. Reciprocity and information exchange followed the presentations. This signifies the close connection between the subjects and the division of labor and between these two components and the community in the activity systems, especially because the student participants shared the same learning objectives and they were the audience of their peers' presentations. Seen from an Interaction Hypothesis lens, reciprocity and information exchange, which are attributed to the chain of activities in individual accountability in CL, help enhance EFL learning because EFL learners have more opportunities to use the target language to present what they learn and interact with their peers. These activities make elements important for second language acquisition and learning—comprehensible input, comprehensible output, and negotiation for meaning—available in EFL classrooms.

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IMPROVING CHILDREN'S SPEECH SKILLS USE MEDIA-ASSISTED STORY TELLING WITH STORY APRONS AND HAND PUPPETS

Radeni Sukma Indra Dewi

Early Childhood Education Program

IKIP Veteran Semarang

Indonesia

radenisukmaindradewi@gmail.com

Abstract

Problem in this study regarding the lack of language proficiency, especially in speaking skills. This study aims to determine the speaking skills improvement after application of media-aided Story Aprons and Hand Puppets in the second semester of children in group B3 in kindergarten Pertiwi 45 academic year 2016/2017. This research is a classroom action research conducted in two cycles. The subjects were 31 children in group B3 in the second semester of kindergarten Pertiwi 45 in academic year 2016/2017, which consists of 16 girl and 15 boys. Data collected research on speaking skill with observation form sheet format. Data were analyzed using descriptive statistical analysis and quantitative descriptive analysis method. The result showed that an increase speaking skill by applying the method of storytelling assisted hand puppet media in the first cycle of 63,31% which is at the low category had experienced an increase in the second cycle into 80,81% were classified in the high category. Based on the results of the research and the analysis increased ability to speak at 17,50% of children in group B3 kindergarten Pertiwi 45 Semarang.

Keywords : speaking skills, story aprons, hand puppet, story telling method

Introduction

Early childhood education plays a very important role and is a history of the next child development. Potential development of children at an early age will have an impact on their future lives. This period is the right time to develop the potential and intelligence of children. Early Childhood Education is a counseling effort aimed at from birth up to the age of six, which is done by providing educational stimulation to assist physical and spiritual growth and development in order to be ready to enter further education (Law No. 20 of 2003 Article 1 Verse 14).

Based on Minister of National Education Regulation No. 58 of 2009 on early childhood education standard states that the purpose of kindergarten education is to help students develop various potential both psychic and physical which includes religious and moral values, physical / motor, art, cognitive, social emotional, and language. Language skills are one of the most important parts of a person's life, no human language will be able to communicate

with others, convey ideas, thoughts, and feelings to other people in both formal and non-formal situations.

According to Bromley (Dhieni, et al., 2011: 1.19), language development for early childhood focuses on the four aspects of language: listening, speaking, reading and writing. By using language to communicate with others, children will get a lot of vocabulary at the same time can also express themselves. In terms of communication, listening and speaking is an oral communication. As the child learns to listen and speak, the child will practice controlling himself and his environment, connect selectively with others, obtain and store more information. While with activities with respect to sensitivity in written language, the child tries to understand the purpose of a writing and to acquire alphabetic knowledge, and to write letters and words. In kindergarten education, for children (4-6 years), the most common and effective language skills are the ability to speak. This is consistent with the general characteristics of a child's

language skills at that age. These characteristics include the ability of the child to speak well, to perform the three oral commands in a sequence correctly, to listen and retell a simple story in a sequence that is easy to understand, to name, gender and age, using conjunctions such as: and, because, but ; using question words such as how, what, why, when, comparing two things, understanding the concept of reciprocity, composing a sentence, and reciting more than three sentences.

Based on Permendiknas 58 (2009: 10) there are several aspects that are considered in children's speaking skills, among others, are as follows: 1) Repeating the sentence he has heard) 2) Can answer what questions, why, where, how, how, etc. 3) Dare to ask simply and 4) Listen and retell the story in sequence.

The school that became the research place is TK Pertiwi 45 Semarang. Meanwhile, based on interview results on the date January 6, 2017, to the principal and teachers of Pertiwi 45 kindergarten, they proposed that this study be conducted in class B3 because it seen from the learning outcomes in B3 group children in TK Pertiwi 45, showed the lack of language development of kindergarten children especially in speaking skills.

This is also an evident from the results of observations made on January 7, 2017. In the story telling activities children seem difficult in retelling the contents of the story that has been submitted in a simple by the teacher. The child appears to have difficulties in answering what questions, who, why, where, how and so, in the story told by the teacher. Children are less able to connect because the child has not been able to express opinions and children also seem difficult to repeat sentences that have been heard. This is evident from the learning outcomes of B3 group children who showed that, out of 31 children, there were 8 children who got one star (not yet developed), 23 children got two stars (started developing). Though hope completeness get four stars (developing very good).

As an educator in kindergarten, teacher should have a way to solve problems in learning then used appropriate learning methods to generate innovative learning activities. As a children

educators, the selection of media is tailored to the child's abilities and attention to the principles of education for early childhood.

According to Moeslichatoen (2004: 157), the storytelling method is one way of providing learning experiences for kindergarten children by bringing the story to the child orally. Stories brought by teachers should be interesting, inviting the attention of children and not separated from the educational goals for kindergarten children. For that, in giving stories to children the teacher must provide experiences that can motivate the child in accordance with the goals to be achieved for his speaking skills.

Then according to Dhieni, et al (2007: 6.6), The storytelling method is the way of delivering or presenting the learning materials orally in the form of stories from the teacher to the children of kindergarten. The storytelling method can be used to help the child's language development in communicating effectively and efficiently so that the conversation process becomes communicative. In order for the story-telling method can be applied more effectively then it needs an interesting media to help the learning activities.

As for the steps of story telling activity, according to Moeslichatoen (2004: 179) namely: (1) Communicating the goals and themes in the activities of story telling, (2) Arrange the child seat. For example, children sit on the floor and are given mats or carpets, or sit in a semi-circle formation, (3) Opening of storytelling activities, where teachers explore children's experiences in relation to the theme of the story, (4) Development of the story told by the teacher. The teacher presents the facts around the child's life related to the theme of the story, (5) Telling the story content with pronunciation, intonation and facial expressions that describe the atmosphere of the story, (6) Closing the story by asking questions related to the story content.

Talking with media help will be able to interest the child in listening to the story. According to Sadiman (2005: 6), Media is an intermediary or messenger and according to Tresnawati (2013: 17), the media is a tool that can be used as a message channel to achieve the purpose of teaching. Media can be divided into three types

namely audio media, visual media and audio visual media. Handmade media can be classified into visual media.

Hand puppets are artificial objects of human or animal forms played with one hand with a unique color, according to Daryanto (in Muttaqin: 2013), hand puppets are artificial objects of human or animal forms played with one hand. Hand puppets can be used as educational media, puppets can be played in the form of puppet theatrics. According to Ahira (in Muttaqin: 2013) is called a hand puppet, because the way it plays with one hand plays a doll, and the doll is made up of a head and two hands. Parts of the body and legs only a shirt that covers the arm of the person who plays it.

According to Siswanti (2011), argued that: the benefits of hand puppets include: (a) not much place in the implementation, (b) does not require complex skills for those who will, (c) play it, (d) can develop children's imagination, heighten children's activity and joy, (e) Develop language aspects.

Based on the description, the research that aims to find out the improvement of speech skills after applying the method of hand-held media storytelling using story aprons and hand puppets to the B3 group children in the second semester of TK Pertiwi 45 Semarang.

Methodology

The type of research is Classroom Action Research with cycle model (cycle). CAR is a reflective form of research by taking certain actions to improve and / or improve classroom teaching practices more professionally (Kanca, 2010: 108). This study aims to develop teachers' skills based on the learning problems faced by teachers in their own class, rather than aim for the achievement of general knowledge in education.

According to Ojan (in Kanca, 2010: 115), there are four forms of CAR there are: (1) Teacher As a Researcher, (2) Collaborative Action Research, this means that teachers and researchers cooperate in conducting research, (3) Integrated Simultaneous, (4) Experimental Social Administration. In this study, the form of classroom action research that will be used is the

teacher as a researcher, the teacher in this case plays a role in the CAR.

In the form of CAR's teacher as a researcher, has important characteristics, that is very role of the teacher itself in CAR process. Researchers look for their own problems to solve through classroom action research, while the involvement of outsiders is only consultative (Kanca, 2010: 115). So it can be concluded that classroom action research is as a reflective form of research by taking certain actions in order to improve and improve classroom learning practices more professionally.

This research was conducted at TK Pertiwi 45 in second semester of academic year 2016/2017 in children of B3 group. Subjects were 31 children. The focus of the research is the speaking skill through the application of story aprons and hand puppets in media-handed storytelling method to the children of B3 TK Pertiwi 45 Semarang.

Research of this class action research implemented in two cycles each cycle consists of four stages: action planning, action implementation, observation / evaluation and reflection. In this study this cycle is likely to be carried out next cycle, if the previous cycle does not meet the criteria.

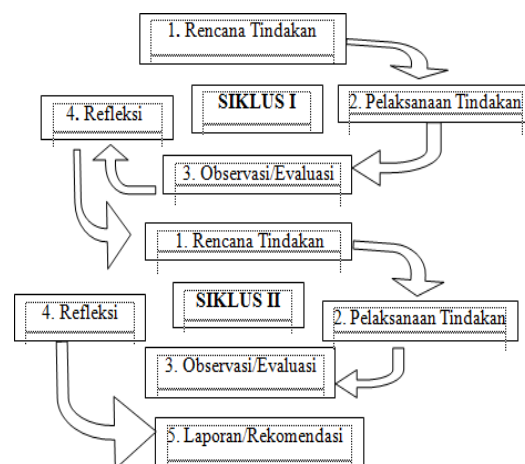


Figure 1. Classroom Action Research Plan (Kanca, 2010: 129)

The First is Planning, at this stage will be prepared various things that will be used in classroom action research that is: Weekly Activity Plan (RKM), Daily Action Plan (RKH), preparing instructional media, format of speech

assessment. At this stage classroom teachers and principals have an important role to play in assisting in planning.

The Second is Action, this stage will be implemented learning as specified in RKM and RKH by using hand puppet media. The learning steps undertaken by teachers are as follows: teachers invite students to chat first before starting learning, teachers explain activities in children, teachers explain the media puppets hands, how to use it and teachers try it while talking to children, Master gave opportunity for children to tell stories using story aprons and hand puppets, teachers observe and evaluate children's activities and lastly teachers provide guidance to children who need guidance.

The Third is Observation or Evaluation, this stage of teacher teachers to observe the learning activities of students and make notes if there are special things both done teachers and as planned every student was asked to perform speech skills. Assessment of the performance of students using guidelines for the assessment of speech skills that have been prepared. Individual learning completeness is achieved if the speaking ability of students have been assessed three stars. Observations are also assisted by classroom teachers and principals, in order to obtain more accurate observations.

The Fourth is Reflection, At this stage, data will be analyzed about the process, results and obstacles encountered in learning, then researchers with teachers can make improvements in learning deficiencies. The activities undertaken in the design of this reflection are to review and reflect on the results of the assessment of the implementation of the action with the intention that any obstacle will be sought to solve the problem for the planned action in the next cycle.

The design of class II cycle action research in general, the implementation of cycle II is the same as cycle I which is held in several meetings for the learning process and the evaluation is done at the end of the meeting. Cycle II is done based on reflection cycle I. First, Planning, in this stage the researchers plan all activities / actions performed on cycle II for some meetings. The planned activities include the improvements that

will be made at the planning stage, among others (1) to discuss with the teachers about the shortcomings / weaknesses and constraints experienced in the first cycle how to solve them, (2) prepare the Activity Plan Daily (RKH) for several meetings adapted to planned improvements, (3) preparing hand puppet media and research instrument of student observation sheet.

Finding and Discussion

The research was conducted on the second group of B3 second semester TK Pertiwi 45 Semarang in the academic year 2016/2017. The subjects of this study were children of B3 TK Pertiwi 45 group, which were 31 children, consisting of 16 girls and 15 boys. This study was conducted in two cycles, each cycle consisting of 12 meetings, 11 meetings to carry out the action and one meeting to carry out the evaluation. The data collected is about talking skills by applying story-telling methods with story aprons and hand puppets.

Data on children's speaking skills are presented in the form of frequency distribution tables, calculating mode (Mo), median (Me), mean (M), polygon graph and comparing mean or mean with five-level PAP model. The results of the observations made during the application of the method of telling the story with hand puppet media using four indicators are: (1) Repeating the sentence he has heard, (2) Can answer what questions, why, where, how, how, etc., (3) Dare to ask simply (4) Listening and retelling the story in sequence and each indicator that appears in the learning will be given a score, that is three stars (capable without help), two stars (capable with help), and one star (not yet able).

In the first cycle is implemented from 7 April to 22 April 2017. To get a clear picture of the distribution of speaking skills in cycle I of children of B3 group of second semester at TK Pertiwi 45 Semarang.

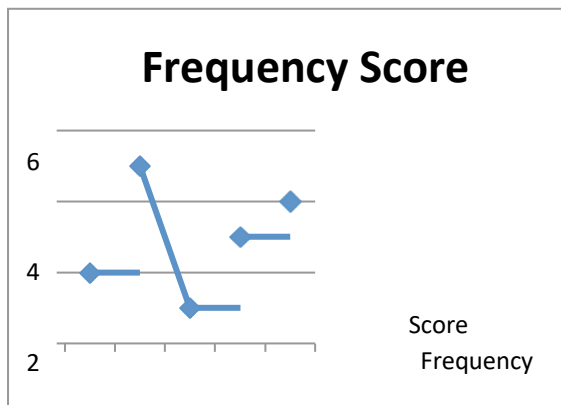


Figure 2: Graph of speech skill data in B3 group children at TK Pertiwi 45 on Cycle I

Based on the above polygon calculations and graphs, it appears that $Mo < Me < M$ ($9.00 < 10.00 < 10.13$), so it can be concluded that the speaking skill data in cycle I show positive cross-eyed curves. Thus it can be interpreted that the score of speech skills on the B3 TK Pertiwi 45 group tend to be low. Based on the percentage average, the value of $M\% = 63.31\%$ converted into five-level PAP, as seen in the LAP table is at the 55-64% mastery level which means that children's speaking skills are at low criteria.

At Cycle II is also conducted in the same manner as in cycle I which is held in 12 meetings, 11 meetings to carry out the action and one meeting to conduct evaluation of children's speaking skill assessment conducted from April 23 to May 12, 2017, this is done to measure children's speaking ability. The data of language ability, especially the ability to speak in the second cycle research, is presented in the form of frequency distribution table calculating Modus (Mo), Median (Me) and Mean (M), polygon graph and compare mean or Mean with PAP scale model.

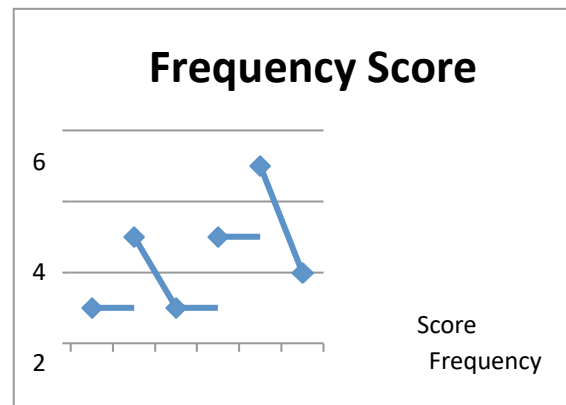


Figure 3: Graph of speech data skill in B3 group children in TK Pertiwi 45 on Cycle II

Based on the above calculations and polygon graphs, we see $Mo > Me > M$ ($14.00 > 13.00 > 12.93$), so it can be concluded that speech skill data in cycle II show negative crossover curves. Thus it can be interpreted that the score of speech skills in children of B3 TK Pertiwi 45 tends to be High. Based on the percentage average, the value of $M\% = 80.81\%$ converted into five-level PAP, as seen in the LAP table is at 80-89% mastery level which means that children's speaking skills are at high criteria.

The result of descriptive statistical analysis and quantitative descriptive analysis obtained the average percentage of speaking skill in B3 second semester group children in TK Pertiwi 45 on the first cycle of 63.31% and the average percentage of speaking skill in B3 group children of second semester in TK Pertiwi 45 on the second cycle of 80.81%, this shows an increase in the average of the children from cycle I to cycle II of 17.50%.

The occurrence of improved speech skills in children when the application of hand-held media-assisted storytelling methods in classroom action research (CAR) is due to teachers being able to manage the class well and provide stories that are easily understood by children so that children have the courage to retell the stories that have been communicated using the media story aprons and hand puppets and growing steadily until the child is able to achieve the expected goal. Teacher chooses a story close to the child's environment and the story the teacher prepares is an interesting, humorous, humorous story, popular stories, stories that are educational and acceptable to the child.

Conclusions

Based on the result of the research, it can be concluded that the application of hand-held media-handed storytelling method with story aprons and hand puppets can improve the speaking skill of B3 group children in second semester of academic year 2016/2017 at TK Pertiwi 45. This can be seen from the improvement of speech skills in each cycle. Based on the implementation of learning cycle I, it can be seen the achievement of speaking skills of 63.31% which is in the low category to 80.81% which is in the high category. This shows an increase in the average percentage of speech skills in children from cycle I to cycle II of 17.50%.

While Mo, Me and M in cycle I seen in the polygon graph indicate that $Mo < Me < M$ ($9.00 < 10.00 < 10.13$), so it can be concluded that the skills data speak in cycle I shows positive cross-eyed curve. Thus it can be interpreted that the score of speech skills on the B3 TK Pertiwi 45 group tend to be low.

When resumed in cycle II there is an increase in the polygon graph seen $Mo > Me > M$ ($14.00 > 13.00 > 12.93$), so it can be concluded that speech-skill data in cycle II show negative crossover curves. Thus it can be interpreted that the score of speech skills in children of B3 TK Pertiwi 45 group tends to be High.

Based on the discussion can be concluded the following suggestions: (1) To the teacher is expected that the child in the learning process is always directly involved in learning by experiencing and finding their own and can explore their own knowledge so that children are able to independently perform activities both in the classroom and outside the classroom. (2) The school is expected to always support the learning and teaching process by applying hand-held media-assisted storytelling methods by providing the tools used in the lesson and informing the teacher to use other innovative learning methods. (3) Research is expected to be a recommendation and refinement in subsequent research that also examines the application of story-telling method with the aid of story aprons

and hand puppet media so that it can achieve the goal as expected.

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THE INFLUENCE OF MIND-MAPPING STRATEGY ON STUDENTS' VOCABULARY MASTERY

Rahmatika Dewi

Electronics Engineering Department

Harapan Bersama Polytechnic of Tegal

Indonesia

rahmatikadw02@gmail.com

Abstract

This paper is a quasi-experimental research. It was aimed to investigate the significant difference on vocabulary achievement between two groups who were taught by using Mind Mapping strategy and those who were taught by using Making Notes strategy. The subjects of this study were the students in class 5B and 5D of An-Nissa Islamic Bilingual Elementary School of Semarang. 5B was the experimental group and 5D was the control group. In this research, I gave them a pre-test, treatments, and a post-test. I used the same instrument in the pre-test for both groups. They were asked to answer some questions of vocabulary test. The treatments were given in three meetings. The treatment used in the experimental group was Mind Mapping strategy, while the treatment in the control group was Making Notes strategy. The post-test in both groups were conducted after the treatments by using the same instrument as the pre-test but the position of question numbers were reshuffled. The result of the test was analyzed by using t-test formula to know the difference of the students' achievement in vocabulary between two groups. The analysis of the test result showed that the experimental group got better score than the control group. That calculation revealed that the hypothesis 1 (H_a) was accepted and the hypothesis 2 (H_o) was rejected. Based on the proven hypotheses, I concluded that Mind Mapping strategy is more effective to be implemented in teaching vocabulary than Making Notes strategy.

Keywords: Mind Mapping Strategy, Making Notes Strategy, Students' Vocabulary Mastery

Introduction

Vocabulary is an interesting topic to be discussed. It is the most important aspect which has to be learnt continually by students in learning English. It is important because it becomes a basic weapon in written and verbal communication for students. If they have an adequate amount of vocabulary, they can follow an English learning process easily. Considering the importance of vocabulary in English learning process, students are recommended to learn vocabulary from Elementary level. As stated by Cameron (2001:72) that 'building up a useful vocabulary is central to the learning of a foreign language at primary level.' However, there are some problems in teaching and learning vocabulary especially at Elementary School. One of the problems is the strategy used by teacher in teaching vocabulary. Then, some times ago before conducting this research, I had read a book. The book was entitled "The Ultimate Book of Mind Maps" written by Tony Buzan. In that

book, Buzan (2005: 5) stated that 'Mind Mapping strategy is more effective and reliable to remember and recall information than by using traditional note-taking.' Therefore, I was interested in proving that theory by implementing Mind Mapping as a strategy in teaching vocabulary for the fifth grade students in Elementary School. I wanted to compare the result of the students' achievement in learning vocabulary that was taught by using Mind Mapping and using Making Notes strategy. Considering that background, I wanted to find out the answer of this question: "is there any significant difference between vocabulary achievement of the students taught by using Mind Mapping strategy and that of the students taught by using Making Notes strategy?". The study was expected to be able to give some advantages for students, teachers, lecturers, and other researchers. First, hopefully students get a solution as how to organize and memorize vocabulary in an interesting way. Mind Mapping

strategy actually can be applied either in the classroom or in the students' respective home. It also can be used to help students in learning other subjects. Second, for teachers and lecturers, this study is expected will be useful for them to improve their teaching strategy especially in teaching English vocabulary. The last, I hope this study can give an inspiration for other researchers to do a further reasearch about Mind Mapping strategy.

Methodology

This study is a quasi-experimental research since I used non-equivalent control group design since I did not break up the classes to get the subjects of the study. I only took two classes randomly. The design can be described as follows:

R 01	X	02: The experimental group

R 03		04: The control group

in which,

R : respondents,

01: pre-test for the experimental group,

02: post-test for the experimental group,

03: pre-test for the control group,

04: post-test for control group, and

X : treatment by using Mind Mapping

(Tuckman, 1978: 131-132).

In this study, the experimental group received a pre-test (01). Then it was given a treatment by using Mind Mapping (X). Finally, it was given a post-test (02) to measure group's improvement after the treatment was given. In line with the experimental group, the control group also received a pre-test (03). However, this group did not get a new treatment. It was taught by using traditional strategy (Making Notes). Finally, it was given a post-test (04). The subjects of this study were the fifth grade students of An-Nisa Islamic Bilingual Elementary School of Semarang. They were the students of class 5B and 5D. The number of the students in each class was 18. In this study, the independent variable was the Mind Mapping strategy and the dependent variable was the students' English vocabulary mastery. The instrument used in this study was a vocabulary test. The students would be given a pre-test and

a post-test. Before that, the test instrument would be tried out to get its validity, reliability, item facility, and item discrimination. The try-out was held in another class beyond the classes under investigation. There were 40 test items which were used in the try-out test. Based on the analysis of validity, reliability, item discrimination, and difficulty level of the items in the test instrument, it was found that 32 items were applicable for this study. However, I only used 30 items either in the pre-test or post-test. I thought that it would be easy to give score if the test item was only 30. Therefore, the procedures of collecting the data were doing a try-out, giving a pre-test, and giving a post-test. The pre-test had the purpose to know the initial students' vocabulary mastery. It was given at the first time before both the control and experimental groups were given a treatment. For the pre-test, I would give the students a vocabulary test in the form of writing words and sentences. The post-test which was held here had the purpose to know the students' ability and their achievement after getting a treatment. In this research, the same questions as the pre-test were used but the positions of question numbers were reshuffled. After collecting the data, I processed them statistically. The first is computing the students' score. Then, checking the normality and homogeneity. And the last is calculating the t-test.

Finding and Discussion

The following chart presented the mean scores of the vocabulary pre-test and post-test from the two groups:

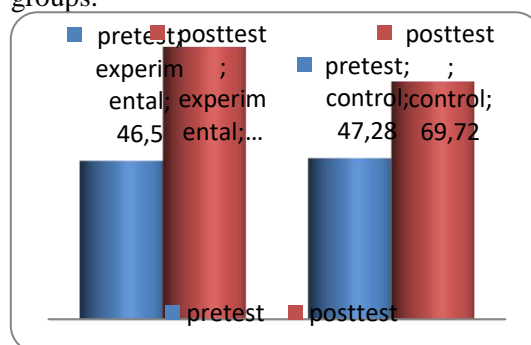


Figure 4.3 the Average of Vocabulary Achievement of Pre-test and Post-test on the Experimental and Control Group

The chart above showed that the mean of the pre-test achieved by the students in the experimental group was 46.50. Meanwhile, the mean of the post-test was 79.89. The percentage of the students' improvement of this group was 32.39%. In a rather simpler observation, this data concluded that there was a significant improvement between the pre-test and the post-test scores achieved by the students of the experimental group.

The mean scores of the control group also showed an improvement. It was 47.28 in the pre-test and 69.72 in the post-test. There was less improvement in this group than the experimental group. The improvement was 22.44%. The clear comparison of average scores between two groups can be seen in the following table:

Table 4.9 Average Scores Comparison

Group	Pre-test	Post-test
Experimental	46.50	79.89
Control	47.28	69.72

The table above also demonstrated that there were improvements in both groups. However, the progress of the experimental group was greater than the control group. To prove the significant improvement of both groups, but the results need to be tested by using t-test.

T-Test Statistical Analysis

The result of the t-test became the quantitative proof whether the difference of the pre-test and post-test means of both groups was significant. However, the standard deviation was computed before counting the t-test. The computation is as follows:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

in which,

s : standard deviation,

s² : variance,

n₁ : the number of students/subject participating in the test in experimental group, and

n₂ : the number of students/subject participating in the test in control group.

Therefore,

$$s = \sqrt{\frac{(18 - 1) 251.3105 + (18 - 1) 134.9673}{18 + 18 - 2}} = 13.8974.$$

Then, to find the t-value, I computed the data as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}};$$

in which,

t : t-value,

X₁ : the average score of experimental group,

X₂ : the average score of control group,

s : standard deviation of the experimental group,

n₁ : the number of students/ subject participating in the test in experimental group, and

n₂ : the number of students/ subject participating in the test in control group (Arikunto, 2006: 295).

Therefore,

$$t = \frac{33.39 - 22.44}{13.8974 \sqrt{\frac{1}{18} + \frac{1}{18}}};$$

$$t = 2.363.$$

The value of the t-table with dk = 18+18 - 2 = 34 and significance level (α) = 5% was 1.69. Based on the computation of t-value above, it can be seen that t-value > t-table (2.363 > 1.69). The result concluded that there is a significant difference between the experimental and control group.

Conclusions

This study can be eventually concluded that:

- 1) Mind Mapping strategy makes a significant difference in vocabulary achievement of the fifth grade students of SD Islam Bilingual An-Nissa Semarang in the academic year of 2012/2013.
- 2) Mind Mapping is effective as a strategy in teaching vocabulary to the fifth grade students of SD Islam Bilingual An-Nissa Semarang in the academic year of 2012/2013. Based on the research, this strategy is more effective than Making

Notes strategy to increase the students' active vocabulary in the part of developing vocabulary. This strategy can be applied either in the classroom or in the students' respective home. It can also be used to help the students in learning, organizing, or memorizing other subjects.

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GENDER EMANCIPATION IN MALE-DOMINATED JOBS IN OKKY MADASARI'S THE YEARS OF THE VOICELESS

Ratna Asmarani

Faculty of Humanities, Diponegoro University

Indonesia

ratna_asmarani@yahoo.com

Abstract

The focus of this paper is on the life of the female protagonist who is a poor illiterate Javanese. She is willing to do a backbreaking job and many unconventional jobs for females. The aim of this paper is to analyze the gender emancipation fought for by the Javanese female protagonist in the male-dominated jobs. Besides analyzing the why and how she survives in the male-dominated jobs, this paper also analyzes the kinds of backlash that she finally cannot overcome leading to her losing her mind. Considering that the protagonist is a female, the frame of analysis used is feminist literary criticism. This qualitative analysis is a contextual one. The intrinsic aspects used to base the analysis are character, conflict, and setting. The extrinsic aspects used to support the analysis are the concept of the traditional norms for the Javanese females—stereotypes, roles, jobs—and the concept of backlash. The result shows that the male-dominated jobs are social construction that can be deconstructed by a strong-willed female. However, her success must end because of the social-political backlash that cuts off the thriving early life of her only daughter.

Keywords: gender emancipation, Javanese female, male-dominated jobs, feminist literary criticism, backlash

Introduction

Okky Madasari's *The Years of the Voiceless* is a translation of her novel entitled *Entrok* which focusses on the life of an illiterate, Javanese woman who raises herself from the poorest person in the village to become the richest one. It is worth to analyze how in her social struggle she practices gender emancipation ignoring the boundary of traditional Javanese gender-based jobs. It is also interesting to discuss the many forms of social-cultural backlash directed to her that she encounters successfully although she finally has to surrender to the social-cultural backlash destroying the blooming life of her only child, her only hope in life.

Methodology

Javanese culture, like any other culture, has its own norms and rules including gender stereotypes, gender roles, gender attitudes, and gender jobs. As a patriarchal culture, Javanese culture has certain normative boundaries for women's existence as follows.

Javanese women's roles are masak (cooking), macak (beautifying themselves), and manak (giving birth) (Umam, 2015: 100). These three words define women's domestic place to serve men or family. These three words also imply that Javanese women are not the breadwinner or struggling in the public domain. The label of *konco wingking* (Umam, 2015: 102) for the Javanese women indicates the second position of women. This label also implies that Javanese women are not expected to be self-determining supported by cleverness or intellectuality. Another label, *swargo nunut*, *neroko katut* (Umam, 2015: 103), also emphasizes the inferior conditioning of Javanese women implying their inability to have their own life. Apart from that, in general Javanese culture also has its own way to prohibit its subjects from committing wrongness, summarized in two words *aja* (do not) and *ora ilok* (not proper) (Endraswara, 2003: 39).

Since focussing on the female protagonist, the frame of analysis used is feminist literary criticism which “reads writing and examines its ideology and culture with a woman-centred perspective” (Humm, 1995: 51). In analyzing the life struggle of the Javanese female protagonist, MacNamara’s feminist idea that “women can live a full, self-determined life” (1982: 6, dalam Kramarae and Treichler, 1985: 159) and Fawcett’s idea of women with “the opportunity of becoming the best that her natural faculties make her capable of” (1878: 357 dalam Kramarae and Treichler, 1985: 158) become the points of reference. For the backlash interfering the social struggle of the Javanese female protagonist, Faludi’s opinion of backlash as “an attempt to retract the handful of small and hard-won victories that the feminist movement did manage to win for women” (Faludi, 1992: 12) is borrowed.

The analysis is a qualitative one based on library research. The method chosen is a contextual analysis focusing on the character, conflict, and setting supported by the concept of Javanese women, Javanese prohibition, and backlash. This contextual analysis is in line with Beard’s opinion “Literature and interpretation ... Context refers to what goes with a text, rather than what is in it” (2001: 4-6).

Finding and Discussion

The discussion is focused on Marni. She is the poor, illiterate Javanese female who wants to realize her dream considered absurd by her mother and relatives. The basic dream of desiring to have a bra triggered her to take unconventional job leading to other unconventional jobs.

Becoming a Market Porter

A market porter, a person who carries the vendors or buyers’ goods, is stereotypically considered as a male job because it needs strong physical power. They get paid with money but the female workers like Marni and

her mother who peel the cassavas are paid “in food” (p. 27). Since a bra must be bought with money, Marni who is used to working hard and carrying heavy things at home decides to join the group of market porters. She gets no resistance from other porters but Simbok, her mother, says: “It’s a question of being improper or not” (p. 31). Thus, by entering the domain of male job Marni starts her gender emancipation although she has to break through the Javanese norms of propriety for women in order to bring her dream of having bra into reality.

For Marni, having a bra is a symbol of having personal property that will secure her existence. Literally a bra will secure her growing breasts, however after she can buy a bra from the payment as a porter it turns out that “The bra I’ve just bought no longer made me happy” (p. 37). She is not satisfied with one bra, in her dream she wants other beautiful and expensive bras that make her envied by other females and sexually admired by the surrounding males (pp. 36-37). Thus, bra is just a stepping stone for Marni to enter the world of material possession, personal acknowledgment, and public struggle.

Becoming a Travelling Vendor

Still having enough money after buying a pair of bra, Marni does not want to keep the job as a market porter anymore. She plans to be a travelling vendor selling housewife’s daily needs such as “vegetables, chicken, soybean cake and spices” p. (40). She goes from house to house to offer her merchandise and soon she gets regular customers whose cooking needs are fulfilled without having to go to the traditional market. Marni’s decision is triggered by her creative mind that can detect an opportunity. She is the first travelling vendor in Ngranget village and the combination of creativity plus calculated speculation indicates her emancipation in constructing her own life. She dares to be different in the public area while a male like

Teja keeps becoming a market porter like his father that makes Marni “In some way I despised him. I hated that he was so patient and accepting of his fate. I hated that he chose to be powerless in changing his life” (pp. 40-41), although Marni begins to be sexually attracted to him. Thus, Marni bravely enters the public world of the males.

Following the parents’ arrangement, Marni marries Teja. Still Marni becomes a travelling vendor but now Teja helps her by carrying a big sack following Marni who carries a basket and now Marni can sell more and can go farther (p. 45). Marni is the leader while Teja is more or less like Marni’s porter. Marni develops while Teja remains the same. Marni is the brain while Teja is the muscle “For Teja, all that mattered was that he could buy a cigarette each day” (p. 45). This couple is the opposite of the stereotype of Javanese couple because the decision maker and the breadwinner is Marni. At this stage Marni’s success has no meaningful opposition from the society.

Becoming a Money Lender

Besides continuing her job as a travelling vendor, Marni starts a new profession as a money lender. This new profession is inspired by her neighbor’s need of money to take her sick child to the hospital (p. 64). Considering that the new kind of profession is more profitable than selling merchandise because she does not need to go out of her house to get profit, Marni keep this path of getting more money. However, money is stereotypically related to males because with it there are power, calculation, and intellectuality associated to male’s characteristics. In other words, Marni takes the male’s domain of job.

Marni soon has many clients who want to borrow money from her including the Ngranget market vendors, her neighbors, even the respected people of the Singget village such as the religion teacher of the

elementary school. However, they are hypocrite people. They borrow the money but at the back they call Marni as “the leech, the strangler, the shakedown artist” (p. 78). Even the religion teacher furiously calls Marni as “a loan shark, a bloodsucker” (p. 83) when Marni does not grant his desire to borrow another sum of money on top of his previous big debt. Those are the social backlashes in the form of verbal accusation that Marni gets from those who borrow money from her. Marni also experiences social backlash in the form of threat from the military officers and several men of the village which end up asking money whether for security payment or for election campaign (p. 72-74). The cultural backlash that Marni has to face is the label that she has *tuyul* (a spirit in the form of a child that steal money for its owner) (p. 91), which indicates the social jealousy of the community on Marni’s success. These backlashes shake Marni psychologically, emotionally, socially, and financially, but Marni remains tough.

Becoming a Sugarcane Plantation Owner

With the profit from selling merchandise and lending money, Marni expands her business by buying land which then planted with sugarcane. She has many male workers and on the harvesting day she supervises the transaction with Purwadadi Sugar Company. Later “The workers sat around me, pouring tea into cups. I stood there among all those men, about to pay them. Simbok, look at your daughter now ... standing proud and paying these men” (p. 96). Marni, the daughter of a cassava peeler, who is poor and illiterate, now becomes one of the richest people in Singget village, Madiun. She is now an employer with several male workers depending on her. This is an unusual position for a woman at that time and this is one of Marni’s forms of gender emancipation in male dominated jobs.

Marni’s effort to maintain this position is not without any obstacle. To support her business

and to get more money, Marni buys a truck for rents. However, the truck that she has just bought is borrowed without any possibility to refuse for the political convoy. The truck crashes, killing the driver and injures all the passengers. As the truck owner, Marni who is illiterate is shaken down by the corrupt officer to pay a big sum of money if she does not want to go to jail (p. 112). Not only that, the mother of Bejo, the dead driver also accuses Marni: "Bejo was an offering. An offering for a pesugihan (a ritual to seek wealth)" (p. 114). In other words, the corrupt officer exercises a social backlash while Bejo's mother exercises a cultural backlash. Both have certain impact on Marni's existence, however, Marni still tries to stay strong.

The Devastating Backlashes

Marni, the strong-willed social climber, has experienced many forms of backlash in her life. She is hurt and shocked for a while but then she keeps struggling in her own way often considered unconventional by her surroundings. Her existence is admired, needed, but also envied, hated, and feared. She can be considered as a phenomenal female figure in the patriarchal Singget village, Madiun.

Although all those backlashes directed to her cannot deter her strong will to keep going up, there are backlashes that make her life destroyed gradually. These backlashes are from and to her only daughter, Rahayu. Rahayu is Marni only hope and pride in life. Marni sends Rahayu to school so that she is not illiterate as her mother. However, school teaches her about Islamic religion which makes her criticizes her mother's traditional belief. Conflicts arise concerning Marni's regular offering to ancestors and Marni's job as money lender (p. 54). As a result the mother-daughter's relationship is not harmonious and Marni is so sad deep down in her heart.

Other backlashes from Rahayu is when she is expelled from her campus in Yogya because of her involvement in politics (p. 153) and her sudden coming home with a man used to be her lecturer who is also fired from his job. They get married "in a Muslim ceremony" (p. 158) because the man is already married. Marni as a mother is so disappointed and ashamed that she does not care when this new couple leave her house. Feeling failed as a mother, Marni focusses on her job of getting money which also makes her face several forms of backlash as discussed previously.

The devastating backlash in Marni's life is when she gets the shocking news that Rahayu is jailed in Semarang and her husband is shot dead by the army (pp. 247-248). Using all means, she is able to bring Rahayu home although she cannot erase the PKI label. Marni tries to be stronger for the sake of the broken-spirited Rahayu. Hoping to overcome the backlash that crashes her only daughter's life, Marni tries to marry off her daughter again in the hope that Rahayu will be able to reconstruct a new domestic life. This plan is falling to pieces. The poor family who will become Marni's in laws who previously feels honored suddenly cancels the arrangement after knowing Rahayu's PKI status. This poor family who feels cheated then humiliates Marni on the day of the wedding in front of the guests: "Your daughter is clearly PKI and yet you didn't tell us. Or maybe you wanted to make my son into some kind of sacrifice for a wealth ritual?" (p. 264). Marni who does not know the PKI status of her daughter is shocked and this kind of backlash cannot be endured by Marni because it crushes all her hope in life. Marni, the strong-willed Marni who has stood against all kinds of backlash, finally collapses and loses her mind. She cannot bear the harsh reality and backlashes not only directed to her but especially to her beloved and only daughter, Rahayu. However, with the crushing down of Marni's existence,

Rahayu awakens from her own devastating condition to take care of her devastating mother who has done everything in her power to make her daughter has a new start in life.

Conclusions

Being a woman in a Javanese patriarchal society means she is under the Javanese norms and stereotypes. Traditionally, she has the prescribed domain and the acceptable jobs or roles for her. Reconstructing her own life is out of a question. Everything is already traditionally organized according to genders. In such a gendered surroundings, a woman like Marni who practices gender emancipation in male dominated job surely will reap many reactions mostly disapproving or obstructing. These backlashing reactions may come from the family or from the other people. The social and cultural backlashes may take many forms producing different levels of impact. Marni who is strong-willed faces these backlashes toughly for years. However, her resilience is greatly challenged in dire situation related to her only daughter who is her hope, her pride, and her life. The imprisonment and the PKI label that must be endured by her beloved daughter culminating in the public humiliation on the day of the wedding turn out to be too much for Marni. She loses her mind, unable to face the harsh reality befallen to her daughter.

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UTOPISTIC JOURNEY OF POETRY AGAINST HEGEMONIC CORRUPTION

A study on the cultural movement of Indonesian poets
resisting against corruption through poetry

RB. Edi Pramono

University of Technology Yogyakarta

pramboenz@gmail.com

Abstract

Hundreds of Indonesian poets have declared a cultural movement to resist against hegemonic corruption through poetry. Poetry is believed to be powerful and thus must have didactic, moral, and utilitarian functions to change society. As Horace said “dulce and utile”, literature is supposed to enlighten people and persuade society for a better life. This paper is intended to present the struggle of Puisi Menolak Korupsi (PMK) cultural movement during this 4-year journey and what it has gained. 6 anthologies have been published. 47 road shows have run in the entire country to both disseminate the idea and persuade more people to rebuff corruption, and it is still counting. Gauri Viswanathan explained hegemonic control by showing how the humanistic functions traditionally associated with the study of literature can be vital in the process of sociopolitical control. Indonesia was ranked 90 in corruption index 2016 among 176 surveyed countries in the world. Corruption seems to be a hegemonic control to this country, from the top until the bottom level. Corruption becomes hegemonic since it has power and is powerful. The massiveness of hegemonic corruption tends to make this cultural movement of resistance autopoietic journey. Faith and spirit are the keys to keep persisting the movement.

Keywords: poetry against corruption, cultural movement, utopistic journey, hegemony of corruption, resistance

Introduction

Literary works especially poetry are not merely a matter of beauty but also a matter of function. This can be for personal interest or social interest depending on the intention of the poets composing their poetry. When the interest comes up with a group of poets in similar concern, common experiences, and solidarity, a collective identity emerges (Owen Whooley, 2007). Hundreds of Indonesian poets declared this collective identity with the name Puisi Menolak Korupsi or Poetry Against Corruption to marshal a moral and cultural movement to educate people to arouse their awareness against corruption. In his inauguration speech, John F Kennedy said,

“When power leads man towards arrogance, poetry reminds him of his limitations. When power narrows the areas of man’s concern, poetry reminds him of the richness and diversity of his

existence. When power corrupts, poetry cleanses.

...art is not a form of propaganda; it is a form of truth”

Kennedy, the former president of USA, believed in the power of poetry since poetry is a form of truth. Sosiawan Leak, the leader of the movement, wrote in the foreword of the fourth anthology saying “Lewat perspektif kebudayaan hal itu juga merupakan ekspresi sosial yang merepresentasikan kebenaran moral untuk merebut kembali rasa keadilan rakyat dalam wujud laku kreatif yang bermuatan data, etika, dan estetika” (Puisi Menolak Korupsi 4, 2015) ‘through the perspective of culture, poetry is a social expression representing the moral truth to regain the folk justice through creative works underlying data, ethics, and aesthetics.’

What Kennedy says through his clause “poetry cleanses” indeed is not understood as the way of a disease instantly cured by medical treatment afterwards, rather, this may start from the very early age of education as Leak also says, “Agar secara filosofis dan edukatif turut mewaspadai munculnya mental korupsi sejak dini, serta mencegah perilaku korup yang lebih akut” (suaramerdeka.com, 2014) ‘that philosophically contributes to educating people to be as early alerted as possible towards the emergence of corruptive mentality, and to preventing a worse corruptive behavior.’ Road shows become one of the ways to sound this movement to the entire country. Today, this moral and cultural movement has run for four years since initiated by a poet lecturer Heru Mugiarto, with 6 (six) poetry anthologies produced and 47 road shows organized in a whole country.

Corruption has already been legally declared as an extraordinary crime for it does not only harm the state finances, but has also been a violation of the social and economic rights of the community. The status extraordinary crime attached to corruption shows clearly that this sort of action can be considered as hegemonic domination. In high level corruption, the corruptors may not only be persuasive but also be oppressive to other parties. This occurs because power is in their hands. Jose Ugaz, Chair of Transparency International, even says that “in too many countries, people are deprived of their most basic needs and go to bed hungry every night because of corruption, while the powerful enjoy lavish lifestyles with impunity” (Transparency International Secretariat, 2017). Again hegemony appears here obviously.

The government has run many policies and issued many regulations to eradicate or at least lessen the octopus of corruption, and PMK (Poetry Against Corruption) through its

moral and cultural movement takes part to support the policies and regulation. Anyhow, poets have nothing but words. Only through words and writing do poets give contribution in the battlefield against corruption, says Hilda Rumambi (Kompasiana, 2014). Sosiawan Leak further accentuates that

“Gerakan Puisi Menolak Korupsi berbasis moral dan bergerak dalam ranah kebudayaan. Sebagaimana namanya, gerakan ini melakukan aktivitasnya dengan puisi (anak kandung kebudayaan) sebagai sumber ekspresinya. Maka, ia tak akan pernah bisa lepas dengan hal-hal yang terkait dengan puisi (menulis puisi, membaca puisi, mencetak puisi, menerbitkan puisi, mementaskan puisi, merayakan puisi, mendiskusikan puisi dll) selama puisi-puisi tersebut mengolah tema korupsi”. (Hilda R, 2014)

The Poetry Against Corruption movement is based on morality and runs in the realm of culture. As the name says, this movement marches with poetry (the biological descendant of culture) as the source of expression. Thus, it cannot be separated from the realm of poetry (writing poems, reading poems, printing poems, publishing poems, performing poems, celebrating poems, discussing poems, and many others) as long as the poems explore corruption.

Realizing that poetry is not as strong as other devices to eradicate corruption, the poets even feel encouraged to rally the road shows for the sake of planting the values of anti corruption among public beings. Enthusiastic passion to give effects through the movement overwhelms the atmosphere of the poets. Social change, especially upon the awareness of society towards corruption, can be said as the ultimate goal of this movement. “Uncommitted observers may regard these goals as illusions, but to the members hopes

that are quite capable of realization,” says RH. Turner and Neil J. Smelser. (www.britannica.com/topic/social-movement, 1998) An illusion or a utopia thus seems not to be a great deal for this movement.

Methodology

Gauri Viswanathan explained hegemonic control by showing how the humanistic functions traditionally associated with the study of literature – for example, the shaping of character or the development of aesthetic sense or the disciplines of ethical thinking – can be vital in the process of sociopolitical control. (Nasrullah Mambrol, 2017) According to Gramsci hegemony means “the supremacy of one group or class over other classes or groups; it is established by means other than reliance on violence or coercion” (Fontana, 1993). To engage in a complex understanding of power applied in hegemony, “there must also be a focus on resistance, and to see how this operates we must elaborate the nexus of subalternity and common sense to now include power” (Howson, 2003).

The collective identity of the poets in Puisi Menolak Korupsi (PMK) or Poetry Against Corruption is in its progress of cultural movement to resist the hegemonic corruption. In its resisting actions, the bond gets stronger, the togetherness among the poets gets closer, and the similar passion and goal among the poets get more harmonious. This collective behavior is no longer a liquid gathering; rather this goes into a solid one. Collective behaviour in crowds, ... are of brief duration or episodic and are guided largely by impulse. When short-lived impulses give way to long-term aims, and when sustained association takes the place of situational groupings of people, the result is a social movement, (www.britannica.com, 1998), and in this framework, PMK or PAC marshal a social movement against perpetuated hegemonic corruption.

PMK realizes that marching alone against massive hegemonic corruption will come to nothing. It holds common people, the folk, to engage into the movement as what has been said by Gaury previously i.e. “the shaping of character or the development of aesthetic sense or the disciplines of ethical thinking”. Thus, PMK may become the embodiment of common folk values in thinking of corruption. Corruption is worth reducing because it demoralizes the human spirit and it wastes opportunity, energy, and resources. (Roberta, 2004) Since corruption is hegemonic to mass folk in a negative side, PMK or PAC shall also be hegemonic to mass folk but in the opposite way, the positive side.

Finding and Discussion

Journey

The journey of PMK or PAC to resist corruption is very hard, winding, and windy as well. Four years have passed since its emergence in 2013 along with its first poetry anthology publication. During this 4-year journey of fighting against massive corruption in Indonesia, PMK has run 47 road shows in the whole country. As the movement aims to fight against corruption, all the road shows must be absolutely clean from any corruptive elements. Budget or fund is one of the obstacles drive the movement into one big action of all the poets in one time. This does not mean that it is difficult to get funds from various institutions, but it is more a cautious behavior to stay away from any aroma of corruption within the money. Even in one of the places holding the road shows, the budget for the event came out only from the event coordinator. He says in his report, “Seluruh biaya penyelenggaraan road show seperti konsumsi, penginapan, spanduk, dan lain sebagainya saya tanggung secara pribadi. Karena itu saya tidak mencatat secara rinci apa saja jenis dan jumlah pengeluaran. Tidak ada sponsorship dari pihak manapun.” (in Leak, 2017) ‘All the expenses for holding the

road show such as refreshments, inn, banners, and others were my money. Therefore I did not make any notes on the detailed expenses. Sponsors were none.'

A coordinator of another road show wrote in his report that the budget was completely gained from personal donation, books selling, and registration fee for poetry reading competition. (Wage Tegoeh Wijono et.al., in Leak, 2017)

Commonly, poetry does not give wealth to the life of the poets. Thus, a lot of poets cannot afford to catch up all the road shows especially the ones in islands other than Java. Therefore, even though there are hundreds of poets gathered in this movement, none of the road sows can collect all the PMK poets at the same time. Hence, it is a hard journey for the party, but spirit and faith of the poets are still over the hardness of the journey.

In some regions, the authority of the local government came to show their support on this movement. Some of them even read poems from the anthology. In one side, this burnt the spirit and the passion of the poets in upholding the faith on the movement. However, recently there has been news spreading that a regent who once read PMK poem, is now custody of KPK (Komisi Pemberantasan Korupsi / Corruption Eradication Commission) because of committing corruption.

Here are some notes on corruption in Indonesia. Indonesia was ranked 90 in the corruption index 2016 among 176 surveyed countries in the world (www.transparency.org). There are already 266 cases with 587 suspects during the first 6 months within 2017. The note on previous year shows that 755 cases were halted during 2016, much higher than the 453 corruption cases in trial in the same year. In 2015, according to Indonesian Corruption Watch (ICW), there were 550 corruption cases in

trial with 1.124 suspects, however, the police admitted that there were 927 cases. The phenomenon of iceberg may be applied to this matter so that the record actually shows only the tip of the corruption iceberg. This then accentuates the questions proposed by Sunaryo Broto, one of PMK poets, "Apakah puisi bisa memberantas korupsi? Apakah puisi bisa melawan korupsi? (in Leak, 2017) 'Can poetry eradicate corruption? Can poetry fight against corruption?'"

PMK is a moral movement carried out by Indonesian poets to disseminate anti corruption attitudes to societies through poetry anthology publishing, poetry reading contest, poetry-in-music contest, films play, discussions, seminar, cultural oration, and poetry reading performances in which those rely on the theme of anti corruption. (Sunaryo Broto, in Leak, 2017) No matter how hard is the journey, in this point of view, Horace was then right saying that poetry shall also be "utile", useful for others. Art is for a betterment of society.

Hegemonic Corruption

However, hegemony overwhelms the elites of this country, especially indeed, hegemony of corruption. "Hegemony means supremacy of a group over other groups through force, persuasion, and even oppression." (Pramono, 2009) The malignant hegemons apply "the translation of hegemonic ideology into everyday practice so that it infiltrates the habitual spaces of ordinary experience" (Herzfeld in Tzanelli 109). Hegemony can thus be in any kind of forms. It can be in the form of attitudes, rules, values, and other material things to coerce the ruled people to obey or conduct established norms.

The elite people in society have power, through which they have knowledge and through their power and knowledge they create the dominant culture. When holding such a dominant power embodied within a culture, these elite people try to maintain this

privilege of authority. Thus, hegemony and domination are linked to each other and inseparable in which they, thus, create a new culture for the ruled ones to carry out. Hence it makes sense that Gramsci stressed in particular “the role of culture is central to hegemony” (Webster, 1996). Raymond Williams furthermore said that hegemony is “a saturation of the whole process of living; it is a lived system of meanings and values” (Webster, 1996). In term of corruption, the above explanation and quotations accentuate the proposal of this discussion in that corruption is hegemonic since it also has power or at least closely linked to power. Moreover, corruption seems to be a culture, a strong culture that instead of getting rid of it, people embrace it as a new norm running commonly among societal and governmental operations, “a systemic and sophisticated behaviors of corruption” according to Leak (2017). Thus, it is a hegemonic corruption.

Utopia

Utopia, or the idea of the ideal society, is an integral part of political theory. It is concerned with the critique of existing society and its improvement. (Ivor Sarakemsky, 1993) Meanwhile, Claeys says that utopian theory is essentially concerned with conceptualizing the ‘ideal commonwealth’, which inherently expresses a ‘psychological aspiration of hope for a better state of existence in this life or elsewhere, notably in the form of the quest for “community”’ (in Ruitinga, 2011). A fight against corruption is timeless, a worldwide issue, and involves all elements either within society or government. Leak also states that PMK cultural movement is to complement other elements’ movements against corruption. (2017) Penuell Maduna, the South African minister of justice and constitutional development, boldly declared to a global audience, “It is now widely agreed that corruption, wherever in the world it is occurring, is one of the greatest challenges societies face as we enter the third

millennium” (qtd in Roberta, 2004). Realizing the massive and vast battle field that PMK’s soldiers have to jump into, and the global reactions towards corruption, skepticism sometimes plays in mind as what is said in the previous page quotation, “Can poetry eradicate corruption?”

It is essential to see the reality that the law enforcement is still far from most people’s expectation. Injustice reveals itself so plainly that even dumb people may obviously see and have similar judgment as do smart people. TV channels, online media, social media, radio, and other offline media pour the people’s mind with bunches of various cases concerning corruption. Thus, where is the place of PMK among the jungle of corruption? 4 years have passed. 6 poetry anthologies have been published. 48 road shows have run and are counting. Hundreds of discussions concerning resistances to corruption, even in collaboration with KPK/CEC, have been fulfilled. Corruption goes on and increases from time to time, still. Corruption does not get lesser.

Another reality proves that literary works, especially poetry, is not up to the present time the concern of the government or especially state officers to be their one of sources to significantly consider. Thus they are not yet touched by poetry and driven to get rid of corruption. Various kinds of news from various sources mostly disseminate information that the sentences are too low for the corruption convicts. Even in some trials, the real convicts are free while the subordinated innocent ranks receive verdicts of what they do not even taste. A road show in Wirogunan prison, Yogyakarta disclosed some indefinite helpful information for the poets to learn more especially in framing the movement. Yet, the echo of almost every road show did not last long.

However, despite the uncertain future of the movement and its significant effect, poets are

passionate and thus tough enough to hold up their struggle even with sacrificing their life in time. Rendra says through his poem entitled Rajawali 'The Eagle': sebuah sangkar besi/ tidak bisa mengubah rajawali/ menjadi seekor burung nuri... 'an iron cage/ cannot change an eagle/ to be a parrot...' Rajawali terbang tinggi/ membela langit dengan setia/ dan ia akan mematuk kedua matamu/ wahai, kamu, pencemar langit yang durhaka. 'The eagle flies high/ faithfully shields the sky/ and he will peck your both eyes/ alas! Ye the rebellious traitors of the sky.

Conclusion

With limited resources except the human inner potencies in PMK (Poetry Against Corruption) and social, political, and personal hindrances, PMK is a miracle for being able to survive up to this present time. Yet, the journey is still long and hard while the future is neither bright nor dark except the faith and spirit that enliven the march of PMK troops. What the realities present and what the poets dream and hope are metaphorical to uniting water and oil. Time will determine who the winner is: the utopia of the poets or the hegemonic corruption.

*Di sisi jalan si kecil lelap
Menelan debu dan asap knalpot
Menjadi penghias taman taman kota
Yang ditata miliaran rupiah
Berhias slogan calon kepala daerah
(RD Kedum – Lubuklinggau)*

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TITLE TRANSLATION: CHANGES OF STORY TITLE FROM JAVANESE INTO INDONESIAN

Retno Wulandari Setyaningsih
English Literature Department, Faculty of Humanities
Universitas Airlangga, Surabaya, Indonesia
retno.setyaningsih@fib.unair.ac.id

Abstract

Javanese language magazines circulating in the community have a column that contains supernatural stories because they always managed to attract the attention of readers. One of the factors that contribute to the popularity of this kind of story is its unique title. Therefore, when the Javanese language stories are translated into Indonesian, it is interesting to analyze the changes in the titles in a bid to attract new target readers. This article analyzes the translation of titles in a collection of short stories titled *Kamigilan Angkernya Kedung Blangah* and *Kisah Misteri* written and translated by Sutardi MS Dihadjo. The theory of title translation from Doyle and Jacobson theory of language function are applied to analyze the changes happen in the translated title and its effects on the appeal of the stories to prospective readers. In conclusion, the translated titles analyzed fulfil at least three functions of language and is quite successful in providing commercially attractive Indonesian titles.

Keywords: Javanese short stories, Indonesian, language function, meaning shift, title translation

Introduction

A title is one important part in a text and it is created to attract potential readers' attention. It is a paramount importance that a title should be catchy and attractive. Since finding or inventing a title is crucial, translating it into another language is also very important. Considering the target readers of the translated stories are very likely different from the original, the translation of a title should adhere to principles of good title so that the translated title can still attract the target readers. According to Briffa and Caruana (2009, p. 4) title is not simply an ornament or a mere indication. They believe that the choice of a title can reflect the author's mind and very often it serves as an introduction to the work.

Regarding title analysis, Genette (1997, p. 55) states that title raises problems of definition and requires careful analysis. In addition, Lodge (1992, p. 193) mentions that title is part of the text encountered and therefore has considerable power to attract and condition the reader's attention. Thus, it

is clear that a title is an important part of a text and pose problems for the translators.

According to Bobadilla-Perez (2007, p. 118) there are certain trends on the title making during the 19th and 20th centuries. In the modern western history of the novel, the "nominal" title is slowly replaced by the thematic or symbolic. Genette gave examples of thematic titles which bear the subject matter of the text such as *Pride and Prejudice*, *War and Peace* or *The Awakening*. While in the nominal titles, which is usually a name or the like, the author's expressiveness is limited which resulted in the authors to resort to thematic or symbolic titles to reveal something of their underlying intent.

In other word, in the traditional novel, the author customarily directed the reader in a rather overt way through an authorial narrator that the reader could trust. The modern author, on the other hand, resorts to narrators whose limited and untrustworthy points of view make difficult the

comprehension of the text. Therefore, modern writers often rely upon rhetorical devices that come from outside the narrative proper, such as the title or epigraph, to communicate ‘authoritatively’ with the reader.

This study analyses the translated title of ghost stories from Javanese into Indonesian written by Sutardi MS Dihadjo which was published under the title *Kamigilan, Angkernya Kedung Blangah*. This collection contains 15 stories that previously published in *Panjebar Semangat* and *Djaka Lodang* magazines. The most interesting thing is that the stories are written and translated by Dihadjo himself so that the factor of misinterpretation, which is often experienced by a translator, can be eliminated.

In fact, there are quite a few research on title translation, whether it is a movie, film or novel titles (Melodia, 2011; Briffa & Caruana, 2009; Schaper, 2013; Sidiskite & Tamulatie, 2013). All research tries to compare and contrast the original titles and the translations which are done by different persons or in collaboration between the translator and the author. Yet, this article attempted to observe and analyse the translation of ghosts story titles from Javanese into Indonesian conducted by the writer cum translator and the ones published.

Methodology

This case study research uses a qualitative approach. According to Poerwandari (1998) qualitative research is a research that produces and processes descriptive data, such as interview transcripts, field notes, pictures, photos and other video recording. In this research will be analyzed data library in the form of short stories in Java and translation in Indonesian, including transcription of interviews with the author as well as translation of short stories and publishers. As said by Nawawi & Martini (1991) observation is a systematic observation and

recording of the elements that appear in a symptom or symptoms in the object of research. Added by Patton (in Poerwandari 1998) the purpose of observation is to describe the settings studied, the activities that take place, the people involved in the activity, and the meaning of the events seen from their perspective seen in the observed event.

Therefore, to be able to describe the process of translating the title of the story from the Java language into the Indonesian language, the researcher will make an in-depth observation of the titles of the story summarized in a collection of *Kamigilan* short stories, *Angung Kedung Blangah* and the *Mystery Story*. The list of observed and mapped titles and changes were analyzed using language function theory and shifting meanings, then the findings would be grouped with other related elements (Blaxter, Hughes, Thight, 2001: 317).

By collecting, observing and comparing the title of the story in Bsu and Bsa, it is desirable to know and describe the process of translation performed by the author / translator. Further analysis and interpretation of the data will be done by looking at the parts that experience changes in function and meaning from the point of view of the theory of translation and translator.

Finding and Discussion

Javanese is a language that belongs to Austronesia and the mother tongue of more than 40% of Indonesians living in almost all corners of the country (2014). Javanese is also widely used in a number of countries, namely Malaysia, Singapore, Suriname, New Caledonia, and the Netherlands.

In the era before the 1980s, there were popular magazines in Javanese such as *Kajawen*, *Panjebar Semangat*, *Jaya Baya*, *Swara Tama*, *Djaka Lodhang*, *Pusaka Surakarta*, *Parikesit* (Astuti, 2013). However, since Indonesian is the national language and

it is used as the official language in education and other sectors, the users of Javanese are decreasing substantially. In addition, the influence of globalization has driven younger generation to learn international languages such as English and Mandarin rather than regional languages such as Javanese. As a consequence, Javanese publications have less and less readers and many of them disappeared from the market.

Of the many Java language magazines ever published in Indonesia, only three magazines that still survive until present days, Panjekar Semangat, Jaya Baya and Djaka Lodhang. One of the columns that always attracts readers' attention is short stories relates to the supernatural beings. In the Panjekar Semangat the column is titled Alaming Lelembut, Jaya Baya has Cerita Misteri and Djaka Lodhang presents Jagading Lelembut. Those columns publish stories, mostly personal experiences, related to entities, spirits, ghosts and the like.

In a bid to reach wider readerships a collection of ghosts stories written by Sutardi MS Dihardjo was published under the title Kamigilan, Angkernya Kedung Blangah. This collection contains 15 stories that previously published in Panjekar Semangat and Djaka Lodang magazines. The stories are translated by the writer himself from Javanese into Indonesian. Therefore, interesting titles are necessary to attract potential readers.

From the 15 original titles or SL, nine titles are in full sentences, both active and passive ones. While the other six takes form of phrases. It can be said that Dihardjo belongs to traditional writers who prefer 'authoritative voice' in writing titles for his stories. He tends to summarize the story in the title so that the readers could already guess the content of the story. It is because the target readers are mostly Javanese and having Javanese culture background. This is

contrary to Bobadilla-Pérez statement that the primary function of a title is to lure unsuspecting readers, or viewers, into the story presented by the author. In these Javanese ghost stories, titles are precise and self explaining.

Translating title is a part of the study of literary translation and generated much debate. According to Doyle in Bobadilla-Perez (2007) there are three ways to translate titles, which are literal translation that tend to retain the original title; then the near-literal translation which is word by word translation with a slight change or addition to clarify the meaning, and the last is a liberal, free translation which includes replacement words or phrases in the absence of correspondences and differences in language functions. Some experts prefer a literal translation (Catford, 1969, p.43, Newmak 2003, p.82). On the other hand, Hatim and Munday (2004) tend to agree more with free translation, given the context in SL and TL can be very different.

Table 1. Method of Title Translation

Translation Method				
Literat	Near Literal	Free	Other	Total
0	11	3	1	15

Table 1 regarding the method of title translation illustrates literal and near literal translations as the preferred ways of translating titles from Javanese into Indonesian. There is no Javanese title retained in the Indonesian but almost all titles, 73.3%, are translated using word by word translation with necessary changes. For example Lelembut Penguin Nonton Layar Tancep is translated into Lelembut Ingin Nonton Layar Tancap which is clearly word by word translation with necessary orthographic changes such as penguin into ingin and tancep into tancap. Another example is Digondhol Wewe which is translated into Digondol Wewe Rumpun Bambu Ori. In this example, in addition to

orthographic change, there is an additional phrase Rumpun Bambu Ori (Ori Bamboo Clump) to provide the setting of the story for the readers.

Near literal translation or word by word translation is possible because the sentence structure of both languages are not far too different. Thus, changing the words without changing the structure does not affect the meaning of the titles translated. For example, *Direwangi Mancing Sing Tunggu Rawa* is translated into *Dibantu Memancing oleh Penunggu Rawa Jombor*. The SL is in passive and the TL is also in passive, marked with a prefix *di* + verb. The meaning of both titles are exact being helped by the swamp ghost. Another example is *Bakmine Diborong Lelembut* which is translated into *Mie-nya Diborong Lelembut*. An obvious example of word by word translation with a slight change of structure. In Javanese the possessive is shown by suffix *-ne* while in Indonesian the possessive is shown by suffix *-nya*. The meaning of both SL and TL are the same, the noodles bought by ghosts.

On the other hand, there are three titles freely translated in the data. *Ula Siluman* is changed into *Kamigilan Angkernya Kedung Blangah*, while *Sate Gagak* is turned into *Berjualan di Sarang Genderuwo*, and *Utusane Ratu Kidul* becomes *Nyai Pandan Wangi Mencari Pengikut*. Yet, the translated titles evoke readers curiosity by providing familiar settings such as *angker* (horrific), *Genderuwo* (Giant Black Hairy Spirit), and *Nyai* (An address term for a woman with a certain power or knowledge). Thus, the readers may build expectation before reading the story that means it is commercially interesting.

Regardless of the pros and cons on how to translate the title, the most important thing to consider is the main function of the title of a story, which is a focal point for potential readers. Genette in Schaper (2013, p.107)

states that eventually, it comes down to economical interest against art. In this respect, the title plays a significant role since people remember the title of the story better than the whole text. One of the crucial functions of the title therefore is to advertise the text.

Jacobson in his work *On Linguistic Aspects of Translation* identifies three different kinds of translation: (1) Intralingual translation or rewording that is an interpretation of verbal signs by means of other signs of the same language. (2) Interlingual translation or translation proper which is an interpretation of verbal signs by means of some other language. (3) intersemiotic translation or transmutation that is an interpretation of verbal signs using different or non-verbal sign systems. Since the data come from two languages, Javanese and Indonesian, it belongs to interlingual translation.

Jacobson further elaborates six language functions in which an effective act of communication can be achieved. In relation to translating a title it is necessary to consider the functions that it performs in the original and apply them to the target language translation. Bobadilla-Perez (2007) elaborated that at least three functions out of six should be fulfilled in order to be able to come up with a good title translation. Those functions are as the following.

Distinctive function: Each title has to be distinct with regard to the culture-specific title corpus it belongs to. In order to achieve this function in the translation, a title must be a unique name unmistakably identifying, the co-text, i.e. the target text. For example, the story title *Pesugihan Buto Ijo* was translated as *Buto Ijo*. The term *Buto Ijo* (Green Evil Spirit) in Javanese refers to an entity that may help people to steal wealth from others to enrich themselves. Almost all translated titles in the data include names of entities such as *Ratu Kidul* (South Sea Queen), *Peri* (elf), *Siluman* (ghoul).

Phatic: Each title should be able to attract the attention of its culture-specific audience and, if necessary, to be remembered over a certain period of time. It establishes an initial contact with the audience. The translation of story title *Ula Siluman* into *Kamigilan Angkernya Kedung Blangah* that becomes the cover title of the collection based on the assumption that the adjective *angker* (horrific) make target readers relate the story to ghosts, and other entities.

Metatextual. Each title has to conform to the genre conventions of the culture it belongs to. It is already mentioned that the data were taken from supernatural stories so that the translated titles include terms or nominal that closely related to the genre conventions.

Descriptive or referential. Any piece of information intended to be transmitted by the title needs to be understood by the target readers with their culture-specific world knowledge. This function is relevant for translation because the cultural background of the target language audience may differ from the source language culture. Therefore, by translating *Dikanca Lelembut Merga Dianggep Loma* with *Berteman dengan Hantu*, the direct explanation to the cause of one side relationship with a ghost is lost. The original title overtly explains why the ghost like the character, because of the habit of never finish her meal. While the translation offers only the theme. In this translation, therefore, the descriptive function is not fulfilled.

Expressive: Any evaluations or emotions expressed in the title have to be judged in relation to the value system of the culture in question. A title fulfilling this function communicates the reader/audience an opinion or evaluation about an explicit aspect. There is one case in which this implicit expressivity is not included in the translation, for example, the title *Dikrubut Poongan* is translated as *Dikelilingi Pocong*.

The verb *dikrubut* has a closer meaning to be enclosed so as to cut off communication or retreat or similar to the verb *invest*. While the translation is *dikelilingi* which means surrounded by without any aggressive aspect of the act. On the other hand, the story was about a man who was swarmed and invested by a group of *pocong* (Indonesian white clad traditional ghost) so that he could not see his way and his car hit a tree.

Appellative or operative: Any appellative intention has to take into account the culture-specific susceptibility and expectations of the prospective readers. The intention is to call the attention of the audience. Since this function must be reflected in both SL and TL, the translator must look for something that is going to be commercially successful. Unfortunately, in the data there was no appellative intention present so that there was no analysis conducted.

Conclusions

The translation of Javanese ghost stories into Indonesian by the author cum translator has successfully fulfill the three most important language functions; distinctive, phatic and metatextual. It means that the titles are communicative and that the target readers are aware that they read ghost stories with Javanese background. The translated titles are also exposing the genre of the story rather than summarizing the story as the original titles which effect is commercially interesting.

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PROJECT BASED TASK TO IMPROVE THE ENGLISH DEPARTMENT STUDENTS' MASTERY IN CRITICAL WRITING

Ribut Surjowati
surjowati88@gmail.com

Bekti Wirawati
bewira_nicolas@yahoo.com

Wijaya Kusuma Surabaya University
Surabaya, Indonesia

Abstract

The paper is aimed at describing the students' writing improvement in the EFL classroom after the implementation of Project Based Task (PBT) was done in writing class of the fourth semester students in FBS-UWKS. For them, writing is difficult and complicated subject, they almost had no idea of what and how to write, which were caused by their lack of motivation and information of how and what they are writing. This research is classroom action research (CAR) and the fourth semester students of UWKS were the subjects. Before PBT was implemented, 25% students got 70. It was due to their lack of motivation and enthusiasm so that they had no idea of how to write the essay correctly. However, after PBT was implemented, the students' enthusiasm was increasing in writing. It is because they were involved in the learning process and designing their own challenging task. There were two cycles implemented and the students' writing score was improving significantly in the first cycle and in the second cycle, 81% students' passed success indicator. In conclusion, this PBT is a teaching technique which can improve the students' writing mastery

Keywords: Project Based task, Argumentative, Essay, classroom action research

Introduction

Writing plays an important role which speaking cannot do in fulfilling our communicative needs. Halliday (1985) says that writing culture serves these following functions: for action, for social contact, for information and for entertainment. It means that writing is a crucial skill to complete for the students. They learn how to write in order to be able to communicate.

For students of EFL, writing is useful to strengthen thinking skills because to write clearly, a person must think logically and apply rules of focus, development, and organization to his or her ideas. Therefore, it is become one of the considerations to include writing subject in the English Department curriculum.

However, it is not a simple task to practice students to write well because firstly, their interest to this language skill is minimal, as Rainney (2003) says that many students may have an idea that they need the writing skill less than they need other language skills, secondly, they are lack of generating and organizing ideas, translating these ideas into a readable text because writing involves a number of activities such as setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing (Hedge, 2000: 302). Additionally, Richard and Renadya (2002: 303) say that writing in a foreign language is the most difficult skill compared to other skills. Many students may have an idea that they need the writing skill less than they need other language skills.

As it was observed in the fourth semester students of the English Department in UWKS that most of them had difficulties in constructing an essay for their lack of an idea of what and how to write and had no interest and motivation to write. The effect of these problems are they do not pass the passing grade. Only 25% students got passing grade. This triggers the lecturers to create an interesting technique of teaching writing.

One important thing the lecturer should do first is building students' motivation. It is naturally has to do with students' desire to participate in the learning process. Students who are motivated to engaged in school initiate action when given the opportunity and exert intense effort and concentration in the implementation of learning task; they show generally positive emotions during an ongoing action; including enthusiasm, optimism, curiosity, and interest. Less motivated or disengaged students, on the other hand, are passive, do not try hard, and give up easily in the face of challenges (www.nwrel.org/request/octoo/motivated.html)

Therefore to build motivation, the students must be involved during the teaching learning process, to design challenging task that presents with the opportunities for communication and direction. In this case students do not just listen, write and do some assignment. Nunan in Ur (1996) added that when the lecturer develop language lesson based on the students needs and interest, they would respond it positively.

Project-based task (PBT) creates such condition. A classroom project is one way to motivate students to write because it offers the opportunity to match with topics that are relevant to the students' needs. Besides, it represents much more than group work but viewed as a versatile vehicle for fully integrated language and content learning. Stoller in Richards and Renandya (2002),

Arrends (2011)) furthermore says that PBT has some characteristics to indicate the pluses of PBT in the EFL classroom, such as it 1) focuses on content learning rather than on specific language targets, this will trigger the students' curiosity towards the task they are doing, 2) is student centered, though the lecturer plays a major role in offering support and guidance throughout the process, 3) is cooperative rather than competitive. Students can work on their own, in small groups, or as a class to complete a project, sharing resources, ideas and expertise along the way, 4) leads to the authentic integration of skills and processing of information from varied sources, mirroring real-life tasks, 5) culminates in an end product (e.g., an oral presentation, a poster session, a report, or a stage performance) that can be shared with others, giving the project a real purpose. The values of the project, however, lie not just in the final product but also in the process of working towards the end point. Thus Project-based task has both a process and product orientation, and provides students with opportunities to focus on fluency and accuracy at different project-work stages, 6) therefore, PBT is potentially motivating, stimulating, empowering and challenging it usually result in building students' confidence, self-esteem, and autonomy as well as improving students' language skill, content learning, and cognitive abilities.

Research Methods

This Classroom Action Research used the Fourth semester English Department students of FBS UWKS who took critical writing subject especially argumentative essay. There were 16 students used as the research subjects. Based on the test as the research instrument, given to the students, this CAR was done in two cycles because of unsuccessful achievement in the first cycle, referring to the success indicators determined that less than 70% of total students got 70. The process of doing the first and the second

cycles was the same except in the classroom activities.

Finding and Discussion

There were two cycles done in this research due to the result in the first cycle could not reach the succes indicator, as seen in the following table:

Table 1: Table of Scores for Pre Cycle, Cycle 1, and Cycle 2

Name	P. cyl	Cyl 1	Cyl2
1. EA	50	60	75
2. HR	80	80	85
3. DT	65	70	80
4. HF	70	40	70
5. GP	55	60	75
6. MD	60	75	80
7. BP	80	60	80
8. SJ	40	60	65
9. NK	55	60	80
10. FM	40	60	65
11. SA	65	70	75
12. AM	55	70	75
13. AR	40	60	65
14. SD	65	80	85
15. CN	60	70	85
16. KY	80	80	85
	25%	70%	81%

The table shows that the first cycle, the students' writing were improved compared to their score in pre cycle stage. Most of the students improved their writing but their score could not pass the success indicator determined. Their was only 50% of students got 70. From the observation done, the causes of those failure were that the students were not serious in doing the project; they did not have couriosity to find some data from some books which means that their motivation to read was still low, their competence in comprehending the component of argumentative essay was still low such as in composing thesis statement and elaborating body paragraph, they did not have good sense of doing the project together in which their cooperation with their friends in groups was still low, and the last problem found was that writing conference did not work well in this class. One of important

activities in the writing process is writing conference, Reid (1995) defines writing conference as a face to face conversation between the lecturer and the student, usually outside the boundaries of the classroom. The importance of writing conference lies in its nature, which is an event where both parties sit together, and through a dialogue, they discuss the students' individual problems in essay writing. It is should become a place to encourage the students to be responsible for their writing. However, such a plan did not always work well in my writing class, however, in this class writing conference is that it did not become a place where the lecturer and the student discussed and exchange point of view. When gathering in a writing conference, the students were not ready with the problem that both the lecturer and the students could discuss.

Due to those results, the second cycle was needed. In this cycle, the lecturer modified the classroom activities in more interesting and challenging ways. Firstly, the groups were created based on the students' level of competence in which the high level students were mixed in one group with low level students as recommended in cooperative learning principle. Secondly, the students had freedom to choose the topic provided by the lecturer based on their interest and knowledge. Thirdly, the lecturer helped students by providing some books and mass media, journals which the students could use as data source. Fourthly, the classroom conference were done anytime within two weeks, therefore, the students could discuss their problems with the lecturer anytime and in or outside the classroom. This gave the students sense of relax and they did not feel shy of being mocked by their friends.

Those classroom activities modification influenced two things; firstly, the students' motivation in their writing, they were beginning to be anthusiatic in classroom activities. This could be seen from the way

they make draft of their body paragraphs in which they could explain topic sentence in each body paragraph well. This is the reflection that they had read some references related to the topic they chose and that they had done some observations and interviews in the field. Secondly, the presentage of students score was improving from 50% to 81% success criteria. It means that the success indicator is achieved.

Conclusion

Integrating Project-based task with the EFL academic writing lets the lecturer integrate some elements that are to stimulate the students to express their idea on a piece of paper. This Project-based task can be used to minimize the students' difficulties in writing an essay that from the very beginning activities has offered some problems such as how to, write thesis statements, do writing conference. With Project-based task, students, not only learn English but also the subject they are writing. Some students were happy because they could express what they have found in the field and in the books they read on a piece of paper, therefore, applying Project-based task in the classroom especially writing class, the students found positive effect to their achievement and examining the implication of PBT in critical writing classroom and the improving score of each cycles in this research. It can be

concluded that this technique can improve the students' argumentative writing mastery.

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LEARNING MODEL OF SCHOOL-BASED ANTI BULLYING INTERVENTION IN EAP (ENGLISH FOR ACADEMIC PURPOSES) SETTINGS

Ririn Ambarini

Universitas PGRI Semarang

Semarang, Indonesia

ririnambarini@upgris.ac.id

Abstract

Bilingual learning can be integrated in any subjects in school. One of the subject is Guidance and Counseling subject that provides opportunities for students to develop their social skills and communication. Today, the phenomenon of bullying often occurs in every aspect of life, and one of them is in educational institutions such as schools. School should be a place to establish a positive attitude and character, but the fact the school becomes the scene of bullying practices. The research question is how the bilingual learning of school-based anti bullying intervention integrated with Guidance and Counseling materials by using English for Academic Purposes settings is. This qualitative study used descriptive qualitative method that aims to understand the process and the outcome of bilingual learning process from the viewpoint or perspective of the participants. This research takes the view that since people are instruments, the objects of the research together with the researcher herself, their active involvement in the process is the key to any sustainable efforts. This research is also supposed to identify the students' understanding of the school-based anti bullying materials that are implemented in EAP settings. The impact of thus program implementation is certainly expected as the strategies to minimize the impacts that will occur in bullying behavior by the integration of anti-bullying bilingual learning model through guidance and counseling materials.

Keywords: Bilingual, Bullying, Integration, Counseling, EAP Settings

Introduction

Violence is defined as any behavior that can cause the state of feeling or body (physical) to be uncomfortable. This uncomfortable feeling can be anxiety, fear, sadness, irritation, aggravation, or anger. Uncomfortable physical condition can be abrasions, cuts, bruises, fractures, and so on. In short, according to Heddy Shri Ahimsa-Putra, violence is things that are considered painful or uncomfortable (MG Endang Sumiarni, 2009). Acts of violence are defined as any behavior of a person that can cause the feelings or body (physical) of others become uncomfortable. Bullying terminology refers to the use of power to harm a person or group so that victims feel depressed, traumatized, and helpless.

Bullying is a verbal behavior or physical behavior that is intended to disturb other weaker people. Bullying can be distinguished into verbal bullying and physical bullying (Darney et.al., 2013). Bullying is a form of child abuse by a peer to a more "low" or weaker person for a certain benefit or gratification. Usually bullying happens repeatedly. There is even something done systematically. While child abuse according to the World Health Organization, all forms of ill-treatment, whether physical, emotional and / or sexual, neglect or negligent treatment or exploitation of children.

The term "bullying" is used because it gives effect to good or bad considered more representative and more complete (Baldacci, 2006). Often bullying is also synonymous

with conflict-related problems over the centuries of "harassment". Violence in education arises as a result of violations accompanied by punishment, especially corporal punishment. Furthermore, violence in education is influenced by the public environment and mass media impressions. In addition, violence is a reflection of the development of the life of people who experience a fast shift so that it requires the attitude of instant solutions and shortcuts. And the last is that violence is influenced by the socio-economic factors of the perpetrator (Assegaf, 2002).

Violence in education is behavior beyond the code of ethics and rules in education, both in the form of physical and harassment of one's right (Assegaf, 2003: 37). The perpetrators can be anyone, such as: school leaders, teachers, staff, students, parents or guardians, even the community. If violent behavior extends beyond the authority of the institution, the code of ethics of teachers and school rules, it may lead to violations of human rights, and even criminal offenses.

Methodology

This research belongs to qualitative-explorative research conducted on students, teachers, and staff of SMP Al Fikri Semarang. This means that this study describes or describes the school-based anti-bullying learning in the subject of Guidance and Counseling qualitatively and based on qualitative data.

The main instrument in this study is the researcher himself and equipped with instruments about the proof and interview guide (Moleong, 2007). The instrument of proof is a set of bullying comprehension tests and their intervention forms of proof, while interview guides are used to guide the process of intervening the implementation steps of anti-bullying learning.

Finding and Discussion

The impact of violence on children who are victims of bullying can easily engage in disruptive behavior that can cause problems with classmates, even expelled from school. If not stopped, they can develop bullying patterns to elementary, junior and senior high schools and so on.

Children who are victims of bullying need to develop social skills, such as cooperation and empathy. Children who engage in cooperative behavior are more likely to include other children in their activities. Empowering children to understand that bullying is a painful act will make them more likely to help disturbed children. Interventions from parents or teachers will prevent ongoing and increasing violence behavior. Intervention also allows children to know that bullying is an act that is not allowed and will not be tolerated.

In the lesson plan, students will learn how to identify that bullying behavior differs from the problems that arise in the playground in general. Students will also learn how to differentiate between complaining and asking for help to adults. Students will also practice how to predict what a child feels when he gets bullied from his friend. Furthermore, students will also practice telling the bullying situations in schools that may occur that they are aware of or not. Then students also practice how to demonstrate the firm responses to bullying attempts in role-play situations. And the next, students are also trained to be able to request the help of adults when they need it.

Further, in the lesson plan, counseling teachers are also expected to be able to provide activities that develop students' understanding and skills on how to imagine about schools that are free of bullying. Students can also be trained to discuss the impact of bullying on other classmates or students at school. Students are also invited

to understand school statements and statements about how to manage, deal with, and prevent bullying. Students are also introduced to identify and be trained to apply the rules of how to treat others in school and find ways in which members of the school community can help students who are bullied. Teachers also provide activities where students are trained to contribute in the form of artwork or other projects that can underscore the importance of school plans related to bullying interventions that can be displayed in the classroom or in school wall magazines.

In addition, learning activities in the guidance and counseling classes also provide activities where students can actively learn and practice how to give a firm response to the behavior of bullying. Students can also understand when and how to seek help from adults when witnessing or getting bullying behavior. And the last is students are trained how they determine bullying behavior in schools and describes how students can protect themselves and others from bullying in schools.

Chart 1

Template Lesson Plan

SAMPLE TEMPLATE—Keep it simple for editing.

(Times New Roman 12-font; may use front and back of one sheet)

Time: _____ Minutes

Recommended Level:

Bully-Prevention Activity Name:

Common Core Standard(s):

Purpose(s):

Discussion:

Activity:

Follow-Up Activities/Discussion:

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Chart 1 is a lesson plan template that can be modified by counseling teachers. Because learning with bullying topics is delivered bilingually, counseling teachers can work

with English teachers or to experts (lecturers of English education).

Chart 2

Example of Lesson Plan

Matching Bullying Behavior and Its Action

Bully-Prevention Activity—2 pages

Time: _____ 30 Minutes

Recommended Level:

Name of Activity: Match the Bully with the Act

Common Core Standard(s): E/La reading, categorizing, identifying and summarizing topics

Purpose(s):

Help students identify types of bullies so they will recognize what is happening when they feel threatened. Knowledge is power, and it is important for all children to understand the behaviors that are making them upset.

Discussion:

Have a short discussion about the types of bullies: verbal, physical, reactive, relational, and cyber. Verbal bullies say mean things to upset someone.

Physical bullies are the easiest to catch because they create a ruckus by kicking, hitting, punching, and pulling out chairs from under people.

Reactive bullies are bullied and then to bully because they are mad about being bullied.

Relational bullies leave kids out of playing, eating together, and parties to make the targeted child feel bad. They may set up other kids to be embarrassed.

Cyber-bullies use electronic/social media to humiliate and embarrass others.

Activity:

Use the worksheet on the other side as a pre-activity to discussion or after-activity to sum up the discussion.

Follow-Up Activities/Discussion:

Reinforce the information in this lesson in future discussions. A discussion about the types of bullies can be very insightful

and deep. When students report an incident, help them put it in one of the categories so they can begin to recognize what they are seeing and experiencing. Solutions to the incidents can be discussed thoroughly once the students have learned to observe and categorize the types of bullying. Most of the “Match the Bully with the Act” paper needs follow-up discussion as students’ opinions will differ.

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MATCH THE BULLY WITH THE ACT

Put the correct number of the type of bullying happening in each situation.

Not	Verbal	Physical
Reactive	Relational	Cyber-

_____ Every time Jason goes up to sharpen his pencil during math class, Darin puts his foot out just in time to cause Jason to stumble. Jason gets mad one day and stabs Darin’s arm with the sharpened pencil.

_____ Tenisha is in resource classes for a reading disability. At least two or three times per week when she is on her way to check in with her teacher, Davion calls her “stupid.” He knows she gets upset at this. It makes her feel bad the rest of the day.

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The lesson plan in chart 2 is to match the bullying behavior with its actions. The core standards of this lesson plan are reading, categorizing, identifying, and summarizing topics.

The purpose of this lesson plan is to help students identify the kinds of bullying so that they can recognize what is happening when they are threatened. Knowledge is power, and it is very important for all children to understand the different types of behavior that can upset them.

The topic of discussion in the lesson plan in chart 2 is a short discussion of bullying such as: verbal, physical, reactive, relational, and cyber. Verbal bullying is saying something that hurts someone. While physical bullying is the most easily observed bullying type because the bully commits acts of commotion such as kicking, punching, pulling a chair occupied by someone. While reactive bullying is someone who in bully then do the act back because he is very angry with the bully actions. Furthermore, relational bullying is removing the child from the game, or while eating together, a party with the aim that the child feels disappointed and alone. And the last is cyberbullying is the act of bullying by using electronic media or social media to embarrass another child.

According to the first example of Match the Bully with the Act in the first point, the sentence says that every time Jason goes to the pencil sharpener during Mathematics, Darin always crossed his legs on the road so Jason stumbles. One day, Jason was very angry and pierced Darin's arm with a pointed pencil. Then the student will write number 3 for the Reactive Bully category on the situation in point two.

The next point of the example of Match the Bully with the Act is Tenisha who is in the enrichment class because she is less able to read. At least two or three times a week when she was on her way to meet her teacher in the enrichment class, Davion called him 'stupid'. He knows Tenisha will feel sad because of it. It will make her sad all day. Then the student will write number 3 for the Verbal Bully category on the situation in point three.

Table 1
Frequency of Student's Level of Ability in Interventions of School-Based Bullying Interventions Model through Counseling Guidance Material: Match the Bully with the Act

Category/ Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts	0%	33.3%	50%	16.7%
Communication or omissions; of required knowledge	0%	33.3%	41.7%	25%

Table 1 shows the frequency of the ability of SMP AL Fikri Semarang students who measure the level of understanding of the concept and the ability to communicate the material being discussed that is Match the Bully with the Act by using level 1 to level 4.

Table 2
Results of Student Skills in Interventions of School-Based Bullying Interventions through Counseling Guidance Material: Match the Bully with the Act

ode	Outcome of Speaking Skills (OSS)	Outcome of Writing Skills (OWS)	The Average of Language Skill Outcome (OSS+OWS:2 = 100)
S-1	63	70	66.5
S-2	65	64	64.5
S-3	68	70	72
S-4	70	76	73
S-5	65	64	64.5
S-6	71	70	70.5
S-7	74	72	73
S-8	70	74	72
S-9	72	72	72
S-10	70	70	70
S-11	71	70	70.5
S-12	72	70	71
Rata-rata Kelas			839.5:12=69.95

In table 2 it is known that the average language skills of students of Al Fikri Semarang class 8 is 69.95 for speech and writing skills related to the ability to comprehend the activity exercises in the learning process of school-based bullying intervention through counseling material on Match the Bully with the Act.

In table 2 it is known that the average language skills of students of Al Fikri

Semarang class 8 is 69.95 for speech and writing skills related to the ability to comprehend the activity exercises in the learning process of school-based bullying intervention through counseling material on Match the Bully with the Act.

Discussion

Many efforts can be made to cope with bullying in schools. One of them is by applying the learning model of anti-bullying intervention integrated with counseling guidance lesson. To improve students' communication skills and to improve English proficiency in English subjects, this bullying school-based intervention instruction was delivered bilingually in counseling tutoring lessons. To improve the successful convey of bilingual learning process, counseling teachers can work with English teachers or consult with experts, one of them with a lecturer majoring in English language education.

The lesson plan 'Match the Bully with the Act' will situate students to be assisted and also trained to identify the types of bullying so that they are able to recognize what really happens when they feel threatened and know what to do. Knowledge of the various types and actions of bullying is power and it is very important for children to understand all forms of behavior that make them disappointed, sad, and also feel threatened.

The study also recommends some examples or alternatives from student worksheets that can be developed or implemented in learning activities that can develop children's social skills so that more children have knowledge that can be used to deal with bullying behaviors. The benefits of this additional worksheet are also aimed at creating a school environment that is free of bullying behavior.

Based on the bullying rubric that measures students' ability in understanding the learning process of the school-based anti-bullying

model, the ability is measured by category or criteria in terms of understanding the concept of bullying and the ability to communicate all problems and solutions related to bullying with gaps measured from level 1 to level 4. Related to understanding the concept of bullying, students are categorized into level 1 if only able to show a little understanding of the concept of bullying and in level 2 if able to show some concepts of bullying. Students will be included in level 3 if able to show understanding almost all concepts about bullying and level 4 if able to show understanding of concept about bullying

Conclusion

The learning model of school-based anti bullying interventions in counseling materials helps students develop social skills by helping and training students to identify and identify how bullying and where bullying can occur and how to deal with or anticipate bullying. Students can practice expressing what they feel and what they see, and sharing experiences and problem solving on issues related to various possibilities about bullying.

This learning model adds students' insight into the various types of bullying so that students can develop discussions about the types of bullying and solutions associated with certain types of bullying behaviors. Students will also be trained to recognize the difference between bullying behavior and impolite or abusive behavior and can recognize and anticipate what to do when dealing with such behaviors. In addition, students will practice a lot to better recognize, identify, understand, and anticipate all forms of bullying behavior and how to develop social skills so that students are more confident and able to maximize

better potential to better achievement and work.

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AN ANALYSIS OF STUDENT'S DESCRIPTIVE TEXT: SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVES

Rizka Maulina Wulandari

English Education Department, School of Postgraduates Studies

Indonesia University of Education

Bandung, Indonesia

rizka.maulina10@student.upi.edu

Abstract

In Indonesia where different languages co-exist, and where English is used as a foreign language, the learners' capabilities in writing toward English plays an important role in formulating effective learning method. This descriptive qualitative research aimed to investigate the student's errors in writing descriptive text in SFL perspectives. A secondary, yet important, objective of this research is also to design the appropriate pedagogical plans that can be used for junior high school students in Indonesian education based on the result of the research. The results indicated that the student has good control about the schematic structure of descriptive text although many of his idea still uses Indonesian context which make the reader can be confused in understanding his meaning. It can be concluded that there is intervention from L1, that is Indonesian language, while he wrote his descriptive text.. Hence, the study highlighted that cooperative learning could be an option as an appropriate learning method to solve the students problem on writing descriptive text.

Keywords: Cooperative Learning, Descriptive text, Experiential Metafunction, Interpersonal Metafunction, Systemic Functional Linguistics, Textual Metafunction

Introduction

Language becomes one of tools to interact and communicate with other people because it will help us to transform the information that we want to tell to the listener. We tell other people things for a purpose: we may want to influence their attitudes or behavior, to provide information that we know they do not have, to explain our own attitudes or behavior, or to get them to provide us with information, and so on. Language in Halliday's view is a tangled network of complex semiotic system that consists of five levels top-down textural, semantic, lexico-grammar, phonetic and phonological. In this model, the speaker forms the meaning in texture by selecting available choices at each level. Halliday focuses on semantics, by putting emphasis on absence of any bound between grammar and meaning. Now it is obvious why this theory is called Systematic Functional Grammar. This theory is functional, for it based on the meaning; it is a grammar, therefore the outcome is semantic

interpretation of language forms or the very grammar. And finally it is systematic because it is a tangled network of grammar and semantic choices (Halliday and Matthiessen, 2004).

Moreover, writing, like speaking, is such a common part of our everyday lives that we take for granted the writing we do on a daily basis. It can be a most frustrating task for anyone, particularly when circumstances interfere with it. Smalley et al. (2001) states that sometimes we are frustrated because we cannot think of anything to say about a topic. In line with this idea it can be stated that writing becomes one of the four language skills that play a vital role in this global community but many people still hate to do writing activities. They assume that writing is the difficult skill because they cannot develop their ideas into a good writing.

Furthermore, Leo et al. (2007) states that writing as a process of expressing ideas or

thoughts in words should be done at our leisure. Writing can be very enjoyable as long as we have the ideas and the means to achieve it. From that explanation, we can conclude that people can be enjoyable to make a good writing by finding ideas and write it into good sentences and arrange those to be paragraph which has main idea and supporting sentences. It will make the reader easier to understand what the main topic / main idea is about.

Text and genre also have important role in Systemic Functional Linguistics. Descriptive text becomes one of genre that is learned by junior high school students. In this paper, it will be explained more in the term of the three metafunctions.

Thus, the main aim of this study is to investigate the student's errors in writing descriptive text. A secondary, yet important, objective of this research is also to design the appropriate pedagogical plan that can be used for junior high school students in Indonesian education based on the result of the research. Hence, this article is simply a starting point in the much-needed research into the role and status of English in the Indonesia.

Methodology

This research used descriptive qualitative research which was aimed to analyze the student's writing in descriptive text. It is conducted in the actual setting of the phenomenon (Hamied, 2017). Concerning on the focus of this study, the researcher used descriptive qualitative research because the data did not have any statistical procedure like those found in quantitative research. It was also an inductive approach and its goal was to gain a deeper understanding of a person's or group's experience.

Moreover, this research used research subject rather than sample - population because the research findings would not be generalized to the other students. Every student had their

own style to organize their ideas and write it into a good order in writing a descriptive text about particular thing or person. Particularly, purposive sampling is used because it helps the researcher in finding out intended finding so this study as Creswell (2012) suggests that in a descriptive qualitative study, the sampling refers to the researcher's intention to select participants and sites to understand the central phenomena. The rationale of the site selection is because the easy accessibility to get the information. In order that, researcher chose the seventh grade students of class B in the second semester at SMPN 40 Pekanbaru Riau. They became the research subject because the data could be accessed in this class. In other words, the accessibility of the data could be guaranteed when conducted in class B.

The main data of this research were the descriptive text writings or compositions which had already been done by all of the seventh grade students of class B of the second semester at SMPN 40 Pekanbaru Riau. Moreover, the data was mainly taken from the result of documentation (students' composition text in writing descriptive text). The documents that were used by the researcher in this study was the descriptive text writing composition test which had already done by all of the seventh grade students of B class of the second semester at SMPN 40 Pekanbaru Riau.

In addition, there were some steps applied by the researcher in collecting the data. The steps of collecting of this study were as follows: (1) obtaining the result of the students' descriptive text from the teacher, (2) copying the students' composition from the teacher, (3) analyzing the students' composition related to the three metafunctions in Systemic Functional Linguistics (SFL), those are experiential, interpersonal and textual, and (4) designing the appropriate pedagogical plans to solve the students' problem based on the finding.

The data gained were analyzed qualitatively by employing the data analysis technique proposed by Miles and Huberman (1994) who set the analysis through three procedures: data reduction, data display, and conclusion drawing/verification.

1. Data reduction,

The researcher sorted the data related to the students' writing errors based on the three metafunctions in SFL.

2. Data display,

The researcher displayed, verified, and interpreted the data into descriptive analysis and discussion.

3. Conclusion drawing.

The researcher designed an appropriate pedagogical plan to be applied in the class based on the students' problem found in their descriptive text.

Finding and Discussion

Based on Emilia and Christie (2013), descriptive text has social function, schematic structure and language features. Social function of descriptive text is to describe a particular person, place or thing. In addition, there are two points in schematic structure; identification and description.

Identification will identify a phenomenon, person, place or thing to be described and it introduces what is being described in the beginning of the text. Description part will describe parts, qualities, characteristics of the phenomenon, person, thing or place introduced in the first element. Moreover, language features include: (1) focus on specific participant e.g. my friend, Bandung, (2) Use of being and identifying verbs e.g. my friend **is** a nice person; Bandung **is** the capital city of West Java, (3) Frequent use of nominal groups to describe e.g. a nice person, a beautiful city, and (4) Use of simple present tense e.g. he is a quiet person. Knapp and Watkins (2005) stated other grammatical features of describing text: (1) Use relational verbs when classifying and describing appearance/qualities and parts/functions of phenomenon (is, are, has, have), (2) Use action verbs when describing behaviours/uses, (3) Use mental verbs when describing feelings in literary descriptions, (4) Use adjectives to add extra information to nouns and may be technical, everyday or literary, depending on the next, and (5) Use adverbs to add extra information to verbs to provide more detailed description.

Table 1. Data of Student's Descriptive Text

Schematic Structure	Text	Language Features
Title	My Father	A clear noun group
Identification	This is my father. He is about forty-two years old. My father's tall is about 160 cm. My father has tick hair and pointed nose.	Specific participant helps create the opening of the whole text. (He is about forty-two years old, he refers to my father.) Simple Present Tense. Use of having and being verbs to help identity items. (My father has tick hair and pointed nose)
Description	My father likes badminton and playing football. My father champion in play the guitar and my father to gymnastics. My father car leave work. My father is a wiraswasta. My father happiness can sisting of rice steamed in a watermelon leaf and drink prediction my father of coffee. My father hobby interior reading book and my father birght trim harr every day each saturday and sunday. My father leave and Sunday day we jogging with together.	Use the same specific participant in the opening description part. (My father likes badminton and playing football) Consistent use simple present tense. (My father car leave work)

Error Analysis

- Social function of that descriptive text is to describe a particular person which is the student's father.
- Schematic feature of student's writing shows that he cannot arrange the identification which is coming first than the description. He directly tells about his father's hobby in the first paragraph while his father's tall is in the second paragraph. So, the following table will show the correct one.

This student has so many misunderstanding sentences such as my father champion in play the guitar and my father to gymnastics, my father car leave work, my father happiness can sisting of rice steamed in a watermelon leaf and drink preditiction my father of coffee, my father hobby

interior reading book and my father birght trim harr every day each saturday and Sunday, and my father leave and Sunday day we jogging with together. Those sentences implied that student use Indonesian context rather than English in writing the descriptive text. It is proved by the arrangement of the sentence.

However, other problems come in the term of using similar subject 'My Father' in all sentences, actually student can change it and use 'he' as the subject refers to his father. Besides, student does not write connectives to connect his idea in describing his father because it can make his descriptive text are more interesting.

In addition, there is one example that student choose to write the Indonesian word because he does not know the translation of "wiraswasta".

The sample of student's text in three metafunctions:**Interpersonal****Mood (Subject and Finite)**

Table 2. Data of Mood (Subject and Finite)

My father	is	an expert	in playing	the guitar	and	h e s	like	doing	gymnastics
Subje ct	Finit e	Compleme nt	Predicat or	Compleme nt	(Conjuncti ve adjunct)	S	F	Predicat or	Compleme nt
Mood		Residue				Mood		Residue	

From that example, student wants to tell that his father is an expert in playing the guitar and he likes doing gymnastics. It implied that student just translate the Indonesian word into the English without thinking about the finite. That example still has the problem in the term of using finite "is" and there is no predicator before the word 'interior'. Student cannot have an agreement with the present tense deals with declarative mood.

Experiential**Material Process**

Table 3. Data of Material Process

My father car	leave	work
Actor	Process: Material	Goal

Mental Process

Table 4. Data of Mental Process

My father	likes	playing	football
Senser	Process: Mental, emotive		Phenome non

Relational process**Relational attributive:**

Table 5. Data of Relational Attributive

This	is	my father
Carrier	Relational attributive	Attribute
	Intensive	:

Relational identifying:

Table 6. Data of Relational Identifying

He	is	about forty two years old
Token	Relational identifying	Value
	: Intensive	

Based on the student's result, he only uses three types of experiential metafunctions in the term of processes, those are mental, material, and relational processes. He cannot explore other processes in his descriptive text.

Textual

In textual meaning, the theme usually occurs in beginning of a clause, according to Halliday in Eggins (2004), the definition of Theme as given by that is the element which serves as the starting point for the message: it is what the clause is going on to be about. In this descriptive text, student mostly uses 'My Father' as the theme of the text, so I can say that all of this descriptive text implies the simple and unmarked theme as the following example.

Table 7. Data of Textual Meaning

My father	is about 160 cm tall
Theme	Rheme

Regarding to the problems that already explained above which students have problem on lack of vocabularies and grammar knowledge, the researcher obtained the appropriate pedagogical plan for the student is using cooperative learning with jigsaw technique. It can facilitate and give deepens learning for the students, result in higher levels of understanding and reasoning and improve the performance of the weaker students when grouped with higher achieving students. Thus, students are directly engaged with the material, instead of having material presented to them and they can gain practice in self-teaching. The jigsaw structure produces long-term learning gains when the group engages in a culminating analytical group task.

According to Sonthara & Vanna (2009), they stated that "cooperative learning is usually understood to take in a wide array of learning techniques, which stress increased opportunities for critical thinking and creative learning, these training materials focus primarily on a somewhat lower set of expectations for teachers". From that statement, it can be implied that cooperative learning will enable students to spend more time on task than is possible with more traditional teaching techniques. Because

student achievement is usually correlated with time on task, it is hoped that interventions of this nature will facilitate reductions in student repetition rates, improved learning, more child friendly learning environments, as well as instill values of team work and helping behavior in young children.

Conclusions

From the text analysis, it is revealed that the student has good control about the schematic structure of descriptive text although many of his idea still uses Indonesian context which make the reader can be confused in understanding his meaning. It can be concluded that there is intervention from L1 that is Indonesian language while he wrote his descriptive text.

Furthermore, teacher as the one who knows his/her students better has to give attention on students' needs in writing a text. Cooperative learning can be one of alternative methods to attract students' interest in writing a descriptive text because this method emphasizes on the motivational advantages for low and middle achieving students that individual competition does not. By grouping students of different abilities into one team as is recommended in cooperative learning, the joy of success can be more evenly distributed to a greater number of students in the classroom.

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PRINCIPLED ECLECTICISM: THEORY AND APPLICATION IN THE TEACHING ENGLISH FOR SPECIFIC PURPOSES

Rizki Eka Widyana Hanafi and Puspa Fortuna Zulfa

Universitas Negeri Yogyakarta

kikiihanafii@gmail.com

Abstract

The purpose of this paper is to present insights regarding the principled eclectic approach in the teaching field of English for Specific Purposes (ESP). ESP has learners' needs as the central importance when conducting a course in which all designed contents and methods are based on the learners' reasons for learning. In the teaching and learning processes of ESP, flexibility is the key value needed. Hence, that implies an eclectic approach to the teaching methods by means an effective program of ESP should meet the needs of the learners who learn language concerning to specific profession, subject or purpose and vary the teaching methods in the teaching and learning processes. One teaching method might not be adequate to take into account the essential needs of the ESP learners. Various teaching methods should be selected and combined in order to perform the teaching and learning processes efficiently.

Keywords: ESP, teaching methodology, principled eclectic approach

Introduction

Teaching English to ESL/EFL has its own intrinsic problems which can derive from students, teachers, or all included in the teaching and learning process. However, various approaches and methodologies have been introduced and employed to teach English for ESL/EFL learners. It can be seen from the development of the approaches/methodologies of English learning in the pre-method era, method era, and post-method era.

What is the problem? Those all approaches are considered in doubt to be implemented since the comprehensive difference involved in the learning activities. It is due to the criticisms for those lacks that do not meet the needs and reasons for learning language. Especially in the teaching English for Specific Purposes that it should meet the specific purposes of English learning. In addition, students have different characteristics. While the language learning in the ESP class still uses methods/

approaches for general English learning and it is considered to unsuitable decision. Further, the use of one only method/approach in language learning is insufficient applied to ESP.

Language learners come with diverse experience goals; therefore, language learning must be designed in response to their goals and objectives (Alharbi, 2017). It is for this purpose that a realistic approach to language learning has to be introduced. It is what principled eclecticism stresses. The principled eclectic approach has appeared as the most effective way of learning and teaching English to ESL/EFL learners.

Principled eclecticism starts with the combination of some approaches/methodologies in the teaching English, especially in the teaching ESP. Thus, this paper aims at promoting and exploring principled eclecticism to be proposed as one of alternatives to teach ESP with those merits and demerits.

Literature Review

The Conception of Principled Eclecticism

Principled eclecticism is not a concrete, single method, but as a method which combines listening, speaking, reading and writing and may include some practices in the classroom (Luo, He & Yang, 2001). In short, principled eclecticism is a combination of some approaches/methodologies/skills in one connecting structure to teach English. Further, Larsen-Freeman (2000) devised the term principled eclecticism to demonstrate a coherent and pluralistic approach to language learning. The term of principled, when applied to the approach, indicates the use of a variety of language learning activities that must be guided by giving appropriate importance to the different components of language learning rather than separating them into chunks of grammar and vocabulary. The different components of language (pronunciation, grammar and vocabulary, etc.) have no meaning when they are isolated from each other (Larsen-Freeman, 1992, cited in Kumar, 2013)

Brown (2002) proposed “principled eclecticism”, as a possible way where teachers select what works within their own dynamic contexts based on sound theories and research knowledge. Teachers have right to select what methods/approaches suitable with the students’ needs, wants and lacks. Those combination of methods/approaches of teaching effectively work for any kind of learners’ irrespective of age and standard. Learning will be fun and innovative due to the unique nature of the learning process (Kumar, 2013).

Characteristically, by applying Principled Eclecticism, it helps language teachers participate in teaching process of diagnose, treatment and assessment (Brown, 2002). It is easy for the teacher to know and comprehend the students’ characteristics and what they need, so that they will find the treatment easy to do by choosing the suitable

methods to be applied and assessing the students’ activities. It is expected that the students can reach a great deal without much pressure on the students. Beside, eclecticism also involves the use of variety of language learning activities, each of which may have different characteristics and objectives (Kumar, 2013). Moreover, learners have clear vision what they are learning and then there are multiple tasks in which the task does not stop in the learning process, those task have to be applied in their real life. Principled Eclecticism also emphasizes on the high interaction between teacher-students and student with another student communicatively and employs situational approaches. In short, it is included to students-centered instruction.

Then, the effective eclecticism requires efforts and depends on the teachers’ ability to choose materials and procedural steps on the basis of a set of principles (Popova). Teacher should have knowledge about the methods or approaches he will use in the learning process and how to implement those. Further, the purpose of advocating eclectic method is to connect life experiences to the ideas presented in learning of the language (Kumar, 2013) since the selection of the learning activities often directly related to students’ experiences in the real world.

In addition, Tarone & Yule (1989) stated that Principled Eclecticism “involves a philosophy of local solutions to local problems”. It means that Principled Eclecticism can solve the small or big problem of learning, in the town, region, country, or a union of the countries. That statement is considered to the strong advantage of Principled Eclecticism itself.

The Conception of English for Specific Purposes

According to Hutchinson and Waters (1987) English for Specific Purposes (ESP) is an approach within the language teaching

process of which the aim is to meet students' particular needs. Further they explain that ESP is provided for the particular group of learners that need specific use of English that could be identified by analyzing the linguistics characteristics of their specialist of work or study.

ESP students have different language instruction from which general English. They are taught English to achieve specific language skills using real situations, to adjust with their future profession, or to comprehend English related to their area of specialty. Thus, they do not merely learn language for general education, but they are prepared for greater linguistic efficiency in academic, professional or workplace environments by learning the language.

In addition, ESP is distinguished by two basic things. They are the target needs defined as what the learners need to do in the target situation and the learning needs referred to what the learners need to do in order to learn (Hutchinson and Waters, 1987).

There are two characteristics underlying ESP which are absolute characteristics and variable characteristics (Dudley-Evans & St John, 1998). The absolute characteristics consist of:

- a. ESP is designed to meet specific needs of the learner.
- b. ESP makes use of the underlying methodology and activities of the discipline it serves.
- c. ESP is centered on the language (grammar, lexis, register), skills (e.g. reading), and discourse and genres appropriate to these activities.

Further, variable characteristics consist of:

- a. ESP may be related to or designed for specific disciplines.

- b. ESP may use, in specific teaching situations, a different methodology from that of general English.
- c. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation.
- d. ESP is generally designed for intermediate or advanced students.
- e. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

Procedure to Implement Principled Eclecticism on the English for Specific Purposes Class

1. The major: Tourism guiding
2. The teaching skill: Speaking
3. Learning material: Self-Introduction and Trip Introduction
4. Instructional Procedure

- a. Pre-activity

Teacher divides the class into some groups and then a group consists of three students. The division of the group employs **number heads together technique** in which three students have their own duties. The students who get number one will be a tourist guide, while the others two will be the tourists.

In this activity, teacher distributes the itinerary of the trip in one day. This itinerary is given to the number one students. Next, they are asked to discuss with other number one students as tourist guides for discussing the itinerary and how to introduce and guide the tourists. This activity automatically employs **Cooperative Learning Model** by discussing and exchanging knowledge each other.

- b. The time of discussion is up. After discussing, students are asked to practice to introduce to the tourists and tell them the short explanation where they will be and the places they will visit in that day. The tourist guides

(number one students) also give short explanation about the history of the places. In this activity, employing **Contextual Teaching and Learning** is the best way to choose since the aim of this model is to.... In this activity, the target language is a must to deliver the explanation of the trip.

- c. It is the last activity suitable with the speaking skill. The students number 2 and three that become tourists are asked to re-explain or present where they have been with the tourist guide. They also explain the history of the places like what the tourist guide has done before they have trip. In this activity, **Direct Method** is employed. Students directly practice speaking in front of the class with the preparation from the tourist guide's explanation before. The target language is English which must be used in explaining.

Assessment of the Practice using Principled Eclecticism in the ESP Class

Basically, the assessment of the practice using principled Eclecticism is the same as the assessment of skill-based language learning. If the skill tested is speaking skill, the better assessment used is assessment for speaking skill and others. The scoring profile can be from any experts as long as the use of that assessment covers and scores fairly.

For example, in those samples of implementation, the skill tested is speaking skill. The assessment employed is Huges's scoring rubric which assess pronunciation, grammar, vocabulary, fluency and expression (Huges, 2003). Pronunciation must be clearly intelligible even if some influences from L1 remain. The grammatical/lexical accuracy is high though grammatical errors which do not impede communication is acceptable. Beside, the use of accurate and extensive vocabularies as an educated native speaker or native like is needed. The fluency refers to speech on all professional and

general topics as effortless and smooth as a native speaker. Then the last one is expression showed suitable with what the matter is talked about.

Conclusion

Principled Eclecticism is the combination of some approaches/methods to teach English particularly suitable with the students' needs and characteristics. While, it can be implemented to teach English for Specific Purposes in which it has the same goal and characteristic, it is to help students accomplish and master English based on their wants, needs and lacks.

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TRANSLATION VS INTERPRETING IN THE PERSPECTIVE OF NEUROLINGUISTICS

Rochmat Susanto

rachmatjones207@gmail.com

Taufiq Jati Murtaya

taufiqjatimurtaya@gmail.com

Applied Linguistics, Post Graduate Program

Yogyakarta State University

Sleman, Indonesia

Abstract

The following article aims 1) to explain the process of translating and interpreting in the perspective of neurolinguistics (explaining the process underlying the complexity which occur in human brain when translating and interpreting are performed) and 2) to compare or to find out the similarities and differences between translating and interpreting based on the point of view. The process of translation and interpreting are mostly different in terms of neurolinguistics perspective. Translation involves graphic channel (ST) which is processed through the eyes while interpreting involves phonic channel (SE) which is processed through the ears. However both meaning contained in ST and SE are transmitted to wernicke area where the act of re-expressing meaning through choosing appropriate lexicon into TT or TE occurred. Afterward brocca area activates the upper motor nerve to move translator's hand to re-express the meaning into TT while in interpreting, it activates the lower motor nerve to move interpreter's mouth and other related speech organs to re-express the meaning into TE.

Keywords: translation, interpreting, neurolinguistics

Introduction

The scientific study of translation, interpreting, and neurolinguistics has been growing rapidly since the 19th century. Unfortunately, until now those three disciplines only have developed sporadically. This means that the development of the three disciplines has never been comprehensively linked each other all at once. In addition, until now the development of the theory of translation is also considered slow. It is proven by the absence of new epistemology that emerged until the present day, so that the theories of translation that existed from the past until present day only always change the term but with the same concept. Judging from the field of study, the theory of translation and interpreting essentially examines how the meaning of the source language can be realized in a form that is in accordance to the target language so that inter-language communication is going

properly. Psycholinguistics, which includes a study of the neurological aspects of the language or the neurological aspects of the language, discusses how language can be processed or produced through the performance functions of physical counterparts of the brain and other nervous systems. From those descriptions it can be concluded that the process of translation and interpreting can be emerged because of the support of neurological aspects of the language that occurs in the brain of a translator or interpreter that supports to perceive and produce language. To explain the interrelationships between those disciplines, this article aims to discuss further how the nature of the relationship between translation and interpreting in terms of neurolinguistics, the neurological aspects of language in perceiving and producing language in the process of translation and interpreting. In this paper the authors limit

the study only to the bilingual expressions mechanisms that occur in the translator's and interpreter's brain. Then the results of the process or mechanism are demonstrated into a more comprehensive translation and interpreting process scheme in the view of the neurological aspects of the language. Further the discussion determines which one is more complex, translation or interpreting in the perspective of neurolinguistics. The findings of this paper are expected to bring contributions and enrich the repertoire of translation studies and also interpreting in general and the process of translation and interpreting in particular. Given that the existing translation process model has so far impressed the simple and no significant renewal, this paper seeks to explain the process of translation and interpreting through another point of view which is in the neurological aspects of language in which it describes the mechanism of involvement of physical parts of the brain and other organs when the translator/interpreter performs the act of transferring meaning.

The Process of Translation in the Human Brain (Translator)

As explained on the introduction that the findings of this paper aims to determine the mechanisms that occur in the brain when a translator or an interpreter perform the act of transferring meaning in bilingual text. It will be illustrated on the translation process scheme developed by the authors. In the scheme, it will explain in more detail the process of translation through the neurological aspects of language point of view. So that we can discover which parts of the brain that play a role in the translation and interpreting process of bilingual expressions act.

In explaining the scheme of translation act in terms of neurolinguistics, the authors adopt the scheme of translation process by Susanto and Yulianto (2017). The scheme is demonstrated as follows.

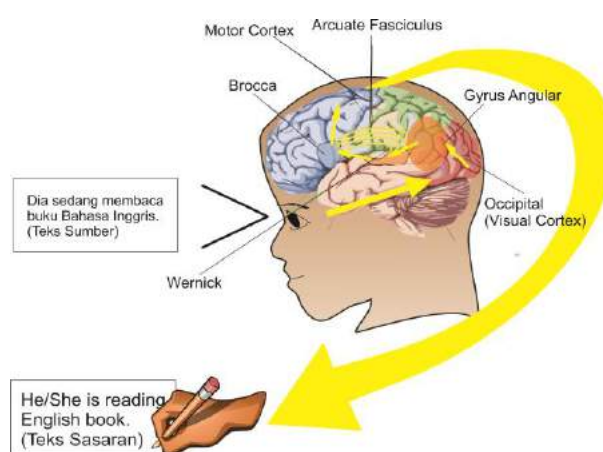


Figure 1. Translation Process in Human Brain (Susanto and Yulianto, 2017)

The figure explains that translation process firstly begun from translators' eyes. Both eyeballs capture the visual expressions in the form of graphemes or phonemic rows contained within the Source Text (ST). Then the visual information is transmitted through the optical nerve into the back area of the brain called occipital lobe. In the occipital lobe, visual information is non-linguistically analyzed by the primary visual cortex. This part only works to analyze shapes, colors, and patterns. Then the meaningful units are transmitted to the visual association area. This area serves to perceive the semiotic code of ST captured by the eyes. Then the area can perceive its meaning. While the lingual expressions will be forwarded directly to the wernicke area through the angular gyrus. Once the linguistic information goes into the wernicke area, here the SE lingual information will be perceived first. Wernicke will attempt to decipher the meaning within the ST according to the mental lexicon capacity possessed by the translator. Having successfully perceived the meaning of ST, then wernicke seeks to find the equivalent meaning realization into the form of TT. Wernicke tries to find the closest lingual equivalent unit on TT. After determining and finalizing the expressions that are going to be written into TT, the

wernicke orders broca area to produce it into written expressions on TT. After determining and finalizing the expression that will be written into TT, then wernicke ordered broca area to produce it into writing form. Then wernicke sends the final expression through arcuate fasciculus to the broca area. Then broca orders the primary motor cortex to move the lingual organs to write. Since the translator will realize the results of his translation through written language (secondary language), then broca orders the upper part of primary motor cortex to move the hand so that translator can realize the results of the concept into the TT (manual written form or typed through computer). Then seeing the overall explanation, the authors name the relationship between neurolinguistics and translation theory as neuro-translatatics.

The Process of Interpreting in the Human Brain (Interpreter)

To give a clear limitation of the study, then this article put its stand point in the simultaneous interpreting and its processes condition in term of neurolinguistics grounded from literature study. As the scope is the linguistics and physical brain counterpart study, then it will be wise to mention what is meant by linguistics phenomena of the brain., this article tried to sum up what has become the core of concentration and draw conceptual model of neuro-interpreting. In this article the neuro-interpreting process consists of three major operations, namely the hearing process of the phonic channel, receptive process or decoding process, and expressive process. Here for the hearing process which derives from the phonic channel in simultaneous interpreting is based mainly from the hearing mechanism process of human ears organs. The process begins with the sound produced by the source-expression producer that flows to the auricle and external auditory canal. Then it goes to the ear canal and continues to hit the eardrum vibration. The vibration

moves to the middle ear and then later will activate, or vibrate also, the hammer-anvil-and stirrup. The quiver then transmitted to the cochlea that will shake the membranes filled with watery fluid which then activate the hair cells in motion. These cells transform the vibration into electrical impulses. After all, the auditory nerves send the impulses to the brain. The second process is the receptive process. Through this article adopts neural processes from Wolfe (2001) and Judarwanto (2009). The steps will begin with the electrical impulses that enter the thalamus that sent through auditory nerves. After that the gyrus and auditory cortex will be activated. The gyrus then will cooperate with the association auditory in selecting the meaningful information. Within the gyrus the linguistics aspect and the paralinguistics aspect are separately operated. The linguistics aspect which has been encoded transferred to the left lobus temporalis, and then it will be analyzed in the Wernicke area. Specifically, in simultaneous interpreting, the analysis consists of the phonology decoding which means the identification of the source expressions; grammatical decoding that works on transferring, selecting, and arranging the source expression into the target expression; and semantic decoding that is transferring and inferring from the source expression to the target expression. Meanwhile, the in the right lobus temporalis will cultivate the aspect in paralinguistics namely intonation, stressing, and other prosody features. All of the processed aspects named as the messages or the intended meaning are later sent to the fasciculus arvelatum. For the third phase is expressive process. Here the intended meaning from the fasciculus arvelatum is processed in the broca area. Later, the broca will order lower motor cortex to move; and then the lower motor cortex will activate the muscles of respiratory, phonic, resonance, and articulatory. For the final brain operation is the encoding processes that form sequentially from semantic to grammatical

and to phonetic phase. Here for the last step, the interpreter selecting the symbols of the intended meaning in the messages formulation that has already in the target expression; and indeed still monitoring for what is being uttered while giving speech production.

Conclusion

The process of translation seen from the point of view of neurolinguistics begins when the translator reads the SE through both eyeballs. Then go to the optical nerves that are transmitted to the occipital lobe. From the occipital lobe the lingual expressions move towards the Wernicke area through the angular gyrus. Then the process of language selection occurs, such as word selection, matching words and so forth. Then forwarded to the brocca area where the area of this language that strung in circulation to the upper motor cortex to move the hand to write or type the TE. A little bit difference occurs in interpreting process when seen from neurolinguistics aspects. The process begins by hearing SE through ears. Then the lingual expressions are transmitted to temporal lobe through the auditory nerves. Then they later are transmitted to Wernicke area to breakdown the SE meaning. After the appropriate meaning of TE are finally determined, then Wernicke will order Broca area to express it. Finally Broca orders the lower motor cortex to move; and then the lower motor cortex will activate the interpreter's speech organs; muscles of respiratory, phonic, resonance, and articulator to express TE.

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DIALOGUE JOURNAL FOR TEACHING RECOUNT TEXTS

Rohani

rohani_australia@hotmail.com

Reni Pamuji

pamujireni@gmail.com

Universitas Negeri Semarang

Semarang, Indonesia

Abstract

The current study is a quasi experiment to reveal the effectiveness of dialog journal on recount writing. Sixty eighth graders participated in the research. A pretest, posttest, and questionnaire were administered to obtain the data. After treatments were given, the mean score of the experimental group increased from 65.80 to 75.00. The t-test showed that there was a significant difference between the experimental group and the control group with t-value 2.128, higher than the t-table (2.00). The questionnaire revealed that the students' response to the dialogue journal was relatively positive. The written feedback was perceived to be effective and fun.

Keywords: Dialogue Journal, Recount Text

Introduction

Writing belongs to productive skill and it is not an easy thing to be taught. One of the common challenges of teaching writing is that students find it difficult to develop ideas. Students should also pay careful attention to grammar, vocabulary, coherence among sentences, unity of paragraphs, and also punctuation. The complexity of writing may discourage students to start writing.

The students' product of writing in Indonesia is considered below standard (Beh in Aininna, 2014). The study examined the English language instruction to students of four provinces and reported that 80% of students' writing was below average in quality.

Preliminary study showed that students lacked of ideas and were reluctant to start writing. It is in line with Meyers' opinion (2005: 2) "writing is partly a talent, but it's mostly a skill, and like any skill, it improves with practice."

Another problem found that most students find it very dispiriting if they get a piece of written work back and it is covered in red

marks, underlining, and crossings-out. It is a powerful visual statement of the fact that their written English is terrible. Writing in English is not an easy skill for EFL students especially students in junior high schools. It may be possible that some pieces of their written work contain mistakes, but over-correction can have a very demotivating effect. Thereby, teachers need to spend some time building the writing habit by making students feel comfortable as writers in English and so gaining their willing participation in more active or extended activities. It will involve the right kinds of activity with appropriate level of challenge and providing them with enough language and information to allow them complete writing tasks successfully. According to Kirby and Crovits (2013: 9), "teaching writing is challenging, it might be one of the toughest jobs a teacher faces."

In the current research, the dialogue journal technique is proposed to solve students' problem in writing. Dialogue journal is a kind of technique that provides students with authentic purpose for writing without fear of correction. It can create a favorable situation for students to learn especially writing

because it gives them low pressure and anxiety. It can also support them to build writing habits. Dialogue journal is one type of writing processes which involves conventional discussion between the teacher and the students in which the students write based on his or her own topic of interest (experiences, feelings, opinions and so on) and the teacher comments as a partner in a discussion rather than a grader or evaluator. The teachers do not call attention to or correct errors in dialogue journals, but rather model correct English. According to Peyton (2000), the main role of teacher in dialogue journal was a participant of a written conversation with the students rather than an evaluator or a grader who corrects or comments on the students' quality of writing.

Furthermore, (Miller 2007; Hansen-Thomas 2003 in Bolton 2013: 5) state "dialogue journal is not only a way to improve student writing, but also a means for teachers to get to know their students and their learning process, which helps teachers to better serve their learners' need."

Yoshihara (2008) said that the students participants had many positive comments regarding dialogue journal writing and some stated that they enjoyed writing about themselves openly and in private, as well as reading the teacher responses.

The current study attempts to reveal if students taught with dialog journal score better than those taught with a conventional feedback method. The study is also aimed to understand the students response to the method.

Methodology

A quasi- experimental design was adopted in this research. The research was conducted at SMP N 11 Semarang in the academic year 2016/2017. The population was eighth grade students of the school. Written tests and a questionnaire were used to collect the data. A

t-test was administered to know the mean difference of the posttest.

The questionnaire was a Likert five-scale: strongly disagree= 1, disagree= 2, undecided= 3, agree = 4, and strongly agree= 5. The questionnaire was written in Indonesian to ensure students' comprehension.

Finding and Discussion

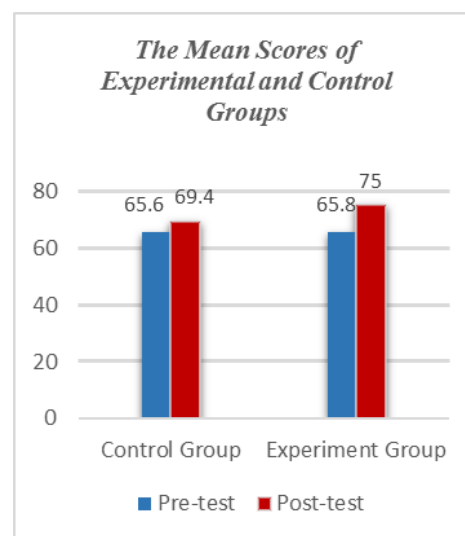
Pre-test and Post-test

The Pre-test and Post-test scores are presented in table and chart 1 below:

Table 1. Pre-test and Post-test

Group	Pre Test	Post Test	Difference
Experimental	65.80	75.00	9.20
Control	65.60	69.40	3.80

Chart 1. Mean Scores of Experimental and Control Groups



The pre-test scores of the experimental group are normally distributed with $X^2_{\text{value}} = 6.16$ and X^2_{table} for $\alpha = 5\%$, $df = 6-3 = 7.815$. The X^2_{value} is lower than X^2_{table} ($6.16 < 7.815$).

The pre-test scores of the control group are also normally distributed with $X^2_{\text{value}} = 1.185$ and X^2_{table} for $\alpha = 5\%$, $df = 6-3 = 7.815$. The X^2_{value} is lower than X^2_{table} ($1.85 < 7.815$).

The post-test scores of the experimental group are also normally distributed with $X^2_{\text{value}} = 5.57$ and $X^2_{\text{table}} = 7.815$. The X^2_{value} is lower than X^2_{table} ($5.57 < 7.815$).

The post-test scores of the control group are normally distributed with $X^2_{\text{value}} = 5.67$ and $X^2_{\text{table}} = 7.815$. The X^2_{value} is lower than X^2_{table} ($5.67 < 7.815$).

The homogeneity test of the pretest shows that both groups are homogeneous with $F_{\text{value}} = 1.6367$ and $F_{\text{table}} = 2.1$. The F_{value} ($1.6367 < F_{\text{table}} (2.1)$),

The homogeneity test of posttest shows that they are homogeneous with $F_{\text{value}} = 1.528$ and $F_{\text{table}} = 2.1$. The F_{value} ($1.528 < F_{\text{table}} (2.1)$).

The the posttest standard deviation is 9.063 (experimental) and 11.21 (control). The standard deviation of both groups was also counted and it resulted 10.1906.

T-Test

The t_{value} is 2.128, df (degree of freedom) = $30 + 30 - 2 = 58$, with the level of significance $\alpha = 5\%$. The $t_{\text{table}} = 2.00$. Based on the criteria, if t_{value} is higher than t_{table} ($t_{\text{value}} > t_{\text{table}}$), it means that there is a significant difference of writing achievement of the experimental group compared to that of the control group.

The $t_{\text{value}} > t_{\text{table}}$ ($2.128 > 2.00$). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

Questionnaire

Students showed relatively positive response to the use of dialogue journal. They agreed that dialogue journal benefited and motivated them. They also considered that their ability in writing improved. They did not find difficulties in using the dialog journal. They also considered that the activity was fun and enjoyable.

Table 2. Questionnaire analysis

State ment	Strongly Disagre e (%)	Disagr ee (%)	Unde cided (%)	Agree (%)	Strongly Disagree (%)
1	0	0	3.33	63.33	33.33
2	0	0	3.33	73.33	20
3	0	0	13.33	70	16.6
4	0	0	33.33	40	26.6
5	0	3.33	3.33	63.33	30

Conclusion and suggestion

This study has shown that the use of dialog journal helped students improve their writing ability. Students also considered that the technique was motivating and fun. With the positive potential of the dialog journal it is suggested that teachers adopt dialog journal as an alternative feedback technique in writing classes.

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HUMANITY AS SEEN THROUGH METAPHOR IN ROBERT FROST'S "NOTHING GOLD CAN STAY"

Rr. Arielia Yustisiana

English Study Program

Universitas Katolik Widya Mandala Madiun

lia.6606@gmail.com

Abstract

The research aimed to discuss the humanity as seen through metaphor in Robert Frost's "Nothing Gold Can Stay". The objective of the research as to portray the metaphor dealing with humanity in Robert Frost's "Nothing Gold Can Stay". In analyzing a poem, the writer needed more concern with the sense devices in understanding poetry. The main theories that were used to analyze the data were the theory of figures of speech, that is, metaphor. Furthermore, the descriptive method was used to analyze the data, and the technique of collecting data was library research. There were two approaches used in the analysis. They were structural approach and formalist approach. In the poem entitled "Nothing Gold Can Stay", the speaker uses figurative language, like metaphor, to talk about nature. It means that what the speaker says about nature can be broadened to figuratively say something about humanity. The finding of the research was the most significant meaning could be taken away from "Nothing Gold Can Stay" is that, nothing gold can stay. The most beautiful things in life often had the least longevity. The poem used the examples of spring blooms, the Garden of Eden, and sunrise to get this point across, leaving the readers to think about all the things in life that was so wonderful and so transient. Whether it was the euphoria of winning a soccer game, or the youth of our minds and bodies, people experienced something wonderful that had faded away incredibly fast.

Keywords: Humanity, Figure of Speech, Metaphor

Introduction

Robert Frost is one of famous poets. He is an American poet who is highly regarded for his realistic depictions of rural life. Frost was honoured frequently during his life time. He becomes one of America's rare public literary figures. His literary works stand at the crossroads of the 19th century American poetry and modernism. He is a realist and his works abound in metaphors of life using nature. His works make use of colloquial American language, and many of his poems can be interpreted on many levels. Much of his poetry holds undertones of sadness and tragedy.

"Nothing Gold Can Stay" is one of Frost's poems dealing with ephemera of the square of life of the people. He describes it beautifully by using metaphorical statements that picture the beauty of Spring. The poem

only consists of eight lines and was firstly published in 1923 in America. Frost uses the word 'gold', 'leaf', 'flower', and 'dawn' to visualize the image of nature that can fade away easily. The research focuses on a figure of speech. De Boer says about the significance of figure of speech that the vividness of language can be heightened through the use of figure of speech (1982:54). It can be said that figures of speech itself are the expression that make comparison by using words in a different way. Baldick says "figures of speech are an expression that departs from the accepted literal sense or from the normal order of words, or in which an emphasis is produced by patterns of sound" (1990: 83). Figure of speech that is clearly pictured in the poem is metaphor.

Concerning the figures of speech, metaphor is important to create pictorial effects and suggest comparison to force the reader or listener to find the similarities. According to Crimon, “metaphor is a figure of speech that compares one thing with another by speaking of the one as if it actually were the other”(1967: 369). In metaphor, the quality or characteristic is given to a person or thing by using a name and image. In addition, Steen asserts “metaphor has become intelligible as a highly revealing instance of the human capacity for making sense” (1994: 3). It means that metaphor is used by people to interpret such a literary work. Furthermore, Mooij states “Metaphors may help to cover new situations or to elucidate new aspects of already familiar ones” (1976: 9). It can be said that metaphor is something to describe something else. Metaphor is used to create new combinations of ideas and it is impossible to write poems without metaphor.

Methodology

The poem entitled “Nothing Gold Can Stay” written by Robert Frost is the object of research. The poem consists of eight lines which become the source of data of the research. Two approaches are used to support the analysis. The approaches intended include structural approach and formalist criticism. Structural approach is applied in this research because this kind of approach is very effective for analyzing a poem which has some poetic meaning of the words. Structural approach concentrates on each constituent of the construction. By understanding the meaning of the words, the truth can be discovered. D’haen states that structural approach is producing relevant results by looking in places where one would not look without being urged by sturdy model (2011: 143). In other words, the structural approach is used to get the mastery over the structures. It concentrates on each word to get the detailed meaning.

Formalist criticism regards literature as a unique form of human’s knowledge that needs to be examined in its own terms. The natural, sensible starting point is the interpretation and analysis of the works of literature themselves. To explore the intense relationship within a poem is done by close reading, a careful step-by-step analysis and explication of a text. The formalist criticism which is now called as the new criticism or formalistic approach is defined by Guerin as the assumption that a given literary experience takes a shape proper to itself, or at the least that the shape and the experience are functions of each other (2005: 83).

The most suitable method of research used is descriptive method. Punch explains that descriptive method is setting out to collect, organize and summarize information about the matter being studied (2000: 38). Hence, this method is aimed to describe two figures of speech, that is, metaphor and personification that are used to portray the humanity in the poem “Nothing Gold Can Stay” written by Robert Forst.

The primary data that are used in the research are lines that describe metaphor. Therefore, the most suitable method of collecting the data is the library research. George states that library research involves identifying and locating sources that provide factual information or personal/expert opinion on a research question; necessary component of every other research method at some point (2008: 6). It means that some materials in the form of printed media are needed in order to support the analysis. Moreover, the data are also collected from some literary sites in the internet to support the analysis.

Finding and Discussion

Nothing Gold Can Stay
Nature’s first green is gold,
Her hardest hue to hold.
Her early leaf’s a flower;

But only so an hour.
Then leaf subsides to leaf.
So Eden sank to grief,
So dawn goes down to day.
Nothing gold can stay.

The poem explicitly describes identical moments in three temporal cycles: the daily, the yearly, and the mythic. In each case the poem depicts the moment when the promise of perfection declines into something lesser. Those cycles happen to the human. Humanity as the topic of the research means that it talks about people in general, that is, temporal cycles that happen to the people in general. Metaphor Portraying Humanity in Robert Frost's "Nothing Gold Can Stay"

A metaphor is a figure of speech that describes an object or action in a way that is not literally true, but helps explain an idea or make a comparison. It equates those two things not because they actually are the same, but for the sake of comparison or symbolism. "Nothing Gold Can Stay" is a metaphorical poem in which Robert Frost uses some metaphorical images that describe humanity. Pay attention on the following lines:

Nature's first green is gold, (1)

In the first line of the poem, the speaker does not just describe nature directly. He uses metaphor to talk about it. That means that what he says about nature can be broadened to figuratively say something about humanity, people in general or what happens to the people when they live their lives in the beautiful earth God has created. "Gold" in "...green is gold", after all, could just be precious metal, we think it is important to see that meaning of gold is not restricted to spring blooms here. In fact, gold becomes a symbol for all that is new, young, and beautiful. Gold the metal can actually stay gold for a while, but the golden things in life, the speaker suggests, always seems to fade away. Green is the first mark of spring, the assurance of life, but gold is the fact. The

"nature" in the first line may also be human nature, or the lifetime of a person in comparison to the seasons of the natural world in which that person lives. Following the inclusive abstraction of "nature" is the idea of it having a "first green," suggesting both the green of leaves on trees and other plants or the early youth of individual. The word "gold" either suggests the early leaf which lacks sufficient chlorophyll to be completely green, or perhaps as gold as in a golden age, an idealistic time in one's life, or perhaps even monetary gold, that signifies the physical component of things which cannot stay forever.

Additionally, further metaphorical image of "green is gold" is continued to the next line:

Her hardest hue to hold. (2)

The pale green leaves of early spring are gold-like in their light-reflecting colours, as well as in their preciousness and promise. It is the "hardest hue to hold" because its appearance soon changes and its ideal beauty flees the mind. The green-gold leaves darken quickly, a change that symbolizes the brevity of all ideal heights. The early colour of leaves before they fully develop is seen as so heavy that the leaves metaphorically drop it from their hands. Ironically, the lighter gold of early leaves is much heavier than the darker green that replaces them. The implied weight of this "gold" makes it much more precious than what follows the initial blossoming of things in nature. In regard with it, the golden moment of time experienced by human is extremely something that human really wants to live the life. He wants to hold his wealth, prosperity and beauty of the world as long as he could. He wants to utilize his time as well as possible in order that he can actualize everything he has as long as he lives in the world.

The following lines show metaphor:

Her early leaf's a flower; (3)

But only so an hour.

(4)

Here, nature's "early leaf's a flower; / But only so an hour" shows the peak of youth. It is the time of life when one is young, but often means the time between childhood and adulthood (maturity). It is also defined as "the appearance, freshness, vigour, that is, the characteristic of one who is young. Both "leaf" and "flower" are parts of tree, but they have different beauty. Leaves are always there in the tree. The colour of leaf that is green also beautifies the tree. It shows that the tree is alive because of the green colour of the leaves. The leaf, however, is a flower. Its characteristic becomes more beautiful and dazzling. Literally, a flower is the part of plant which is often brightly coloured, grows at the end of a stem, only survives for a short time. It is similarly the temporal cycle of human, that is, youth. It is a golden time of life when human is serious about life and wants to live for some purpose and meaning. It is the state when human experiences the challenges in life. Even though flower is beautiful and nice to see but its existence does not last long. Its beauty decays because of time and the changes of climate. Similarly, young people also face the changes. Their appearance will never stay young forever.

Additionally, the next line follows the description of the flower itself:

Then leaf subsides to leaf.

(5)

Taken literally, the line suggests that the leaf is always intended to be only a green leaf, not a golden flower. If the flower lasts only an hour, the leaf, the poem suggests, survives for longer. Viewed as a description of the natural world, this observation appears eminently reasonable. A branch might blossom for only a week but the resulting leaves last for months. Moreover, the speaker brilliantly compares the two leaves he has mentioned – the early leaf, which he has described as a flower, and the green leaf. The speaker denotes that the early golden leaf which is pretty, changes or "subsides" to a leaf that is green. The use of "subsides" is

interesting because this denotes that the speaker places the green leaf on a lower level than the golden leaf. The green leaf denotes something ordinary, while the golden leaf is something special.

The fifth line of the poem indicates the decay of leaves that once, in the earliest moment of their lives, holds onto something as pure and precious as gold. "Leaf" here is a vehicle for the material components of life, from the early leaves of spring decaying and falling upon leaf after leaf on the dry, brittle floor of autumn to a person's body as eyesight diminishes, motor skills fade, and control over various bodily processes is relinquished with age. We find the green which appears as gold becoming the real green of leaf; the leaf which appears to be flower with all the possible colour of flower becomes the true green of leaf. Our expectations are borne out: apparent gold shifts to green; apparent flower subsides into leaf. In each case, however, an emotional loss is involved in the changed conditions. The hue of gold with all its value associations of richness and colour cannot be preserved. Nor can flower, delicate and evanescent in its beauty, last long; hence we are touched by melancholy when gold changes to green and flower changes to leaf (actually "subsides" or sinks or falls into leaf). Yet in terms of the poem, the thing which metamorphoses into its true self (gold to green of life and flower into leaf which gives life to the tree or plant) undergoes only an apparent fall.

In regard with it, a fall is a rise into a new value. It is with this movement of paradox that Frost arrives at the final term of his argument, developing the parallel between acts within nature and acts within myth. "**So Eden sank to grief**" (line 6) with the same imperceptible movement that has transformed gold to green and made flower subside to leaf. By analogy, the third term in the poem takes on the character of the first two; gold is green; flower is leaf; Eden is

grief. In every case the second element is actually a value, a part of a natural process by which the cycle of fuller life is completed.

Thus, by the very movement and order of the poem, we are persuaded to accept each change as a shift to good rather than as a decrease in value; yet each change involves a seeming diminution, a fall stresses in the verbs "subsides" and "sank" as well as in the implicit loss in colour and beauty. The sense of a fall which is actually a part of an inherent order of nature, of the nature of the object, rather than being forced, is reinforced as the final natural metaphor recapitulates the first three movements of the argument: "**So dawn goes down to day.**" (line 7), the fall is really no fall to be mourned. It is a light-bringing. Our whole human experience makes us aware that dawn is tentative, lovely, but incomplete and evanescent.

In the seventh line of the poem, the speaker focuses on the moment when the sky is freshly awakened by the sun, when the full power of daylight is not quite realized, but a softer light, much like the softer gold of leaves before they are green, is present. Our expectation is that dawn does not "go down" to day, but comes up into the satisfying warmth of sunlight and full life. The hesitant perfections of "gold", of "flower", of "Eden", and finally of "dawn" are linked to parallel terms which are set in verbal contexts of diminished value. Yet in each case the parallel term is potentially of larger worth. If the reader accepts green leaf and the full sunlight of day as finally more attractive than the transitory golden flower and the rose flush of a brief dawn, he must also accept the Edenic sinking into grief as a rise into a larger life. In each case the temporary and partial becomes more long-lived and complete; the natural cycle that turns from flower to leaf, from dawn to day, balances each loss by a real gain. Eden's fall is a blessing in the same fashion, an entry into fuller life and greater light.

Both through language and through structure, it has been emphasized in "Nothing Gold Can Stay" not merely the melancholy of transitory beauty of Paradise, but an affirmation of the fortunate fall. The subsidence, the sinking, and the going down are, by the logic of the poem, a blessed increase if we understand the cycle of flower, leaf, bud, fruit, into the full life that includes loss, grief, and change. The poem, "Nothing Gold Can Stay" has been so magnificently transcended into a universal vision of the human condition.

Conclusions

In the poem, metaphor is used to describe the word "gold" that unabashedly becomes a symbol, a very traditional one, for the highest value and most radiant beauty. Spring, dawn, and Eden are each a sort of Golden Age, an impermanent paradise. What lies ahead is never stated overtly, but it is inarguably present by implication. The beautiful day is inevitably followed by night. Summer is succeeded by fall and winter. The green leaf eventually turns brown and decays. The loss of Eden gave Adam and Eve mortality. Human youth is implicitly followed by maturity, old age, and even death.

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IMPROVING STUDENTS' LISTENING SKILL THROUGH MULTIMODALITY APPROACH

Setyo Prasiyanto Cahyono, Valentina Widya

English Department Faculty of Humanities

Universitas Dian Nuswantoro

Semarang, Indonesia

setyo.cahyono@dsn.dinus.ac.id / valentina.widya@dsn.dinus.ac.id

Abstract

This research paper unfolds how visual text book in the listening classroom enhance students listening skill. This research tries to analyze the use of visual text book in teaching listening as pedagogical tools from the multimodal discourse analysis (MDA) point of view. There were 26 students as the participants of this research and these students were in the second semester when they joined intermediate listening subject. In teaching intermediate listening, the lecturer used "Impact Listening" text book written by Michael Rost and other additional materials such as the use of multimedia: video of situational conversation. Meanwhile, the method used to analyze this research was implementing classroom action research and systemic functional-multimodal discourse analysis (SF-MDA) approach proposed by (O'Halloran, 2008) to analyze the text book and multimedia used. The result of this study shows that the use of visual text book helps the students answer the questions presented in the text book easily. They can predict the answer through the pictures which are displayed in the text book. Moreover, by adding multimedia, in term of situational conversation video in the listening classroom makes students to be more enthusiastic and learn intermediate listening more enjoyable. In so doing, it increases the students ability in listening.

Keywords: advanced listening, multimedia, multimodality, pedagogical tools, visual

Introduction

Listening is one of the English skills considered as the most applicable skills compared to others because in listening, learners do not only study listening but also speaking. Otherwise, this skill requires a lot of attention and concentration when people want to learn it. Listening can be said as a hard material to learn. In other words, listening is a hard job, but we can make it easier by applying what we know about activating prior knowledge, helping students organize their learning by thinking about their purposes for listening, and if speaking is also a goal of the classroom, using well-structured speaking tasks informed by research (Brown 2006).

For most lecturers, teaching listening needs much energy and innovation because there are many students tend to be lazy or bored when they are in listening classes. In fact, listening plays an important role in daily communication as well as in the process of teaching. In reality, for example in Indonesia, listening has been neglected skill for many years in term of teaching, research and assessment. There are not many teachers of junior and high schools teaching listening as a part of English materials. They do not teach listening skill because what they emphasized lies on the grammar and reading comprehension where it is as a part of the national exam material. Therefore, this research was done to answer the question "How can multimodality approach improve students' listening skill?"

Methodology

The current research was conducted quantitatively in Faculty of Humanities, Universitas Dian Nuswantoro at Intermediate Listening class with twenty six students consisting of thirteen females and ten males with different level of ability and knowledge on listening. They were in the second semester when they took intermediate listening subject. This research was implemented within 12 weeks of teaching and learning process by employing classroom action research by giving pre - test (before the students got the treatment) and post – tests (after the students got the treatment), classroom observation and giving questionnaire to the students. The classroom action research was done to know whether the students' ability in listening was increase or not. In implementing the material of teaching listening, the lecturer employed teaching learning cycles (Field, 2008) consisting of pre-listening, extensive listening, intensive listening and post listening. Whilst, the procedure of classroom action research was based on the following figure below:

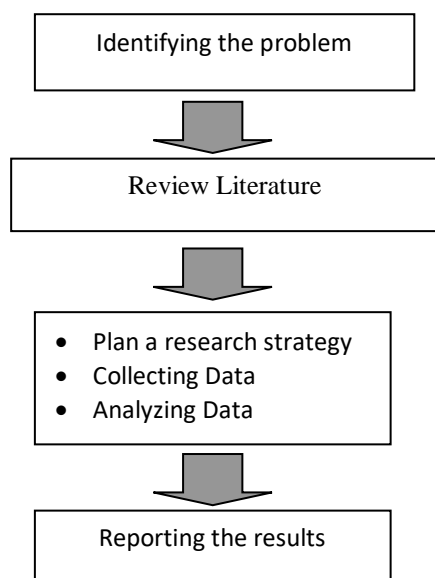


Figure 1. Classroom Action Research Procedure

In teaching intermediate listening, the researcher, as a lecturer himself, presented a

material by using text book and multimedia: you tube, video or music video. Meanwhile, in analyzing the data, the researcher employed systemic functional approach to multimodal discourse analysis (SF-MDA) proposed by O'Halloran (2008) and Kress and Leeuwen (2006) to analyze the meaning of the pictures or visual imaginary displayed in the visual text book and also displayed in multimedia used as the pedagogical tools. By applying these theories in teaching and learning process, it is hoped that students are able to perform their knowledge and ability in guessing the answers of the questions given in the text books or in the multimedia with/without listening to the audio.

Findings and Discussion

Based on the findings of the research, it can be seen that the students who took Intermediate Listening gained a significant increase. It can be proof from the table 1 provided below:

Table 1: One-Sample Kolmogorov-Smirnov Test

	Pre Test	Post Test
N	26	26
Normal Parameters ^a		
Mean	75.54	81.42
Std. Deviation	5.637	5.345
Most Extreme Absolute Differences	.198	.124
Positive	.198	.124
Negative	-.163	-.121
Kolmogorov-Smirnov Z	1.010	.630
Asymp. Sig. (2-tailed)	.259	.822
a. Test distribution is Normal.		

It can be seen in the table above that the result of the test shows there is a significant increase based on pre and post test done by the students with over 0.05. So, it can be said that the test distribution is normal. In so doing, the test can be carried out by paired sample T-Test.

Paired Sample T-Test

In this part, paired sample t-test is used to test the students if there is paired sample t-test found. It aims at describing if there are differences between pre test and post test which was done by the students. The result of paired sample t-test can be seen in the table 2 below:

Table 2. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	75.54	26	5.637	1.106
	Post Test	81.42	26	5.345	1.048

Based on the table 2 above, it is clearly shown that there is a significant different between the students' test results where in the pre test the test grade mean is 75.54 and after the got multimodal material they got 81.42.

Meanwhile, the table 3 below describes the paired sample test done to get the students' score differences.

Table 3. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre test – r1 Post Test	-5.885	3.648	.715	-7.358	-4.411	-8.226	25	.000

According to the table 3 above, it can be concluded that the students ability in listening, especially in the intermediate listening class, increases significantly.

Discussion

In this analysis, the researcher presented some data taken from the listening task

where this part contained pictures representing each question given in the exercises. The examples and its analysis can be seen in the picture below:



Figure 2. Listening Task 1: Unit 4

The figure above depicts that the listening material is presented well organized by providing pictures on each question of the book. The part of the material analyzed here is taken from the listening task of unit 4 about technology. The general question of this part is "What types of gadget do you see?" meaning that the students should look at each of the picture and they also need to guess the gadget they use. In listening task, it is segmented into two categories: first and second listening. In first listening there are four different pictures with only one question given that is "What are the speakers doing?". As the students see the pictures, they actually can predict what each speaker is doing there. It can be seen in the example of question number 1 above that there are two persons where the man is looking at his mobile phone. Here, some students give their guessing that the man is writing a text and some of them said that he is playing game on his mobile phone. However, there are four possible answers that students might choose

before they listen to the audio. After they had listened to the audio they can match their prediction whether it is correct or not. As it is described in question number 1 that the answer should be the man is watching music video through his mobile phone. The same example is also delivered in question number 2. Most students predict that the man is doing something, writing a paper or doing a task, on his laptop and he is also listening to music as he puts on his earphone like it is displayed on the picture. So, before the students listen to the audio, they infer that the man is listening to music while doing a task on his laptop. As a result, when the students are invited to decide the best answer, mostly they choose “downloading music” because this answer is most closely to the description of the picture they predicted. It can be concluded through the conversation they listened that the man is asking his friend how to download music from his laptop. In so doing, the ability how to predict the answer through pictures depends on the students’ awareness and SF-MDA approach the students used in predicting the pictures.

Following is another example of multimodality in another picture found in the impact listening text book. It is taken from unit 8: Direction.

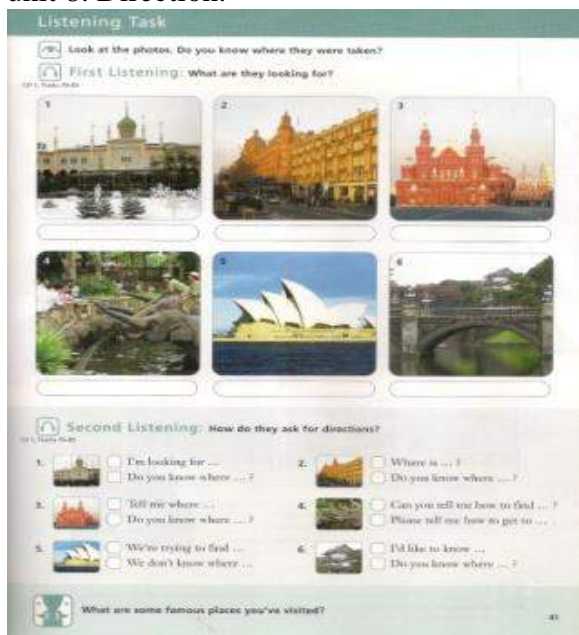


Figure 3. Listening Task 1: Unit 8

As shown in the figure above, it is taken from unit 8 about direction and is clearly that this part is divided into two categories: first listening and second listening. The general question for this part is “Do you know where they were taken?”. It is only in the first listening part which contains pictures in each question. In addition, the students are required to predict the picture by guessing the name of the places before they engage in listening to the audio. However, the question of the first listening is “What are they looking for?”. This question refers to six different pictures indicating different places as displayed in the figure above. Before listening to the audio, the students can look at each of the pictures as well as they also can guess the name of the places based on the audio they will listen. For example question number one, there is someone asking about how to get to Tivoli Gardens. Based on the question given in the text book, if the students fail in listening to the audio clearly, they can predict the name of the place they see by looking at the detail of the building displayed in the picture. Unfortunately, some students think that this building is a mosque as its roof resembles to a mosque. Furthermore, the architecture of the building is also similar to a mosque in common. However, there are some students who can answer the question accurately by saying that this building is “Tivoli Garden”. When listening to the audio, it seems that most students have focused and concentrated to the audio they listened to but some students fail in listening to the detail of the conversation delivered by the speakers. It seems that they have listened to the audio closely but they cannot answer the question even to predict the building’s name.

Different from questions number 4 and 5 where most students can answer the questions accurately and easily. By looking at the pictures, especially question no 5, the students can predict the name of the building, Sydney Opera House, correctly without listening to the audio. It can be seen in the

picture of question no 5 that the building is like a white shell in the middle of the sea because it is surrounded by blue water as displayed in the picture. So, based on the conversation presented in the audio, it can be said that the answer is correct. The speaker is looking for Sydney Opera House. Even though, the students never been to this place but based on their knowledge and experience they know that this place is Sydney Opera House. Meanwhile, in answering question number 4, there are some students but not many students fail in giving the correct answer. Most students have predicted that the picture is a zoo because there are four elephants which are indicated by its trunks and there are two elephant handlers ride on two out of four elephants. Besides that, it can be seen that there are also some people feed them by giving foods. As a result, the students said that it is zoo but they do not know the name of the zoo. After they had listened to the audio they can answer the question that the name of the zoo is Singapore zoo.

In this part, the researcher presents the use of multimedia in term of short and medium films as the listening material. In providing the films, the researcher only focuses on some parts of the film and cut in each of the part by using video cutting. The reason of the researcher does this because the researcher does not want to make his students more confuse when they listen to the audio. The longer duration of the conversation they listen, the more difficult the students receive the content of the conversation. There are two films the researcher provided in this research: group conversation and Charlie Brown cartoon. Surely, both films have different duration and speed of speaking. The duration of the group conversation is shorter than Charlie Brown film. It is 3.12 minutes and 22.11 minutes simultaneously. Moreover, both films also have different dialect: the one is British English (group conversation) as it is taken from the British

council website and the other one is American English (Charlie Brown). The purpose of these two films is to introduce types of English to the students. So, the researcher cuts the film into at least 1 until 2 minutes or less. Below are the examples of the conversation taken from the video.



Figure 4. Situated Video

In presenting the video, the lecturer gives some questions regarding to the film the students watched. While the students watching the video, they are asked to find the answers about the questions. For example, the question is “Where does the conversation probably take place?”. Referring to this question, only few students can answer the question accurately and the rest cannot answer the question. Many students say that the answer is in London. They say this because of the dialect they heard from the speakers. In addition, it is because most students are not aware to the signs or any kind of writings involve in the film. As displayed in the picture above, the researcher captures the place of the conversation. It is clearly stated that the conversation occurs in Paddington Station. Otherwise, some students also look at different part of the film. They can see a train like it is described in the picture above.

Conclusion

To conclude, multimodality listening pedagogy is obviously support the students in learning listening in both using visual textbook or multimedia in term of film. This theory offers a way for lecturer to teach his students to be more sensitive listeners during

the listening teaching and learning process. Hence, it is hoped that multimodality listening pedagogy will lead the lecturer as well as his students to a new and experience approaches of their listening teaching and learning process.

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GOOGLE TRANSLATE IMPACTS ON STUDENTS' TRANSLATION OF ECONOMICS TEXT: ACCURACY AND ACCEPTABILITY

Shafa Firda Nila, Teguh Susanto

Management Study Program

STIE Bina Bangsa Banten

Serang, Indonesia

sfnila87@gmail.com

Abstract

Google Translate has become a very popular translation tool. This research aims to find out the impacts of Google Translate on students' translation and to explain the translation quality of the students. This research used qualitative method. The data were taken from students' works in translating Economic texts from English into Bahasa Indonesia. The students were asked to translate the text while the researcher observed the applied strategy during the translation process. The translation results were then analyzed to find out the translation strategy applied by the students and the quality of the translation. The results show that most students rely on Google Translate to find out the words meaning, especially words related to Economics. Viewed from translation quality, most students translated the Economic terminologies correctly, but wrote the sentences inappropriately. It happened because they translated the text using Google Translate, but they didn't check the translation result. It can be concluded that most students still have high dependency on Google Translate when translating English texts to find out the words meaning, but they failed to recognize the context of the text when arranging the sentences.

Keywords: translation quality, Economics text, translation tool, Google Translate

Introduction

As an international language, English has a very important role for international business. English is a subject that is taught in all education levels, from elementary up to higher education. Moreover, it is not only given to students of English department, but also for all study programs such as Economics, Law, Science, and so on. The increasing importance of English as an international language has resulted in the expansion of one particular aspect of English Language Teaching, namely the teaching of English for Specific Purposes (Popescu, 2014). For that reason, English education has a branch of study called English for Specific Purpose (ESP) to accommodate the use of English in many fields, including academic and/or professional needs.

Tarone (cited in Song, 2012) suggested that second language learners have a series of overlapping mental grammar which

correspond to different contexts in which the second language is used. Teaching English for students of non-English department needs some comprehensive studies to meet the requirements and to fulfill the objectives of the learning activity. This study is conducted as part of research on English teaching for Economics students. The researcher identified some problems in teaching English for Economics students. Firstly, the materials for English for Economics are still overlapped with General English or even Basic English. As stated before, English for Economics belongs to English for Specific Purpose which is different from General English. It should be more specific to teach English for the use of Economics science. Secondly, the English competency of the students is still low. This can be a problem as when most of the students have not understood Basic English yet, the lecturer has to begin the lesson from basic. In learning English, most students have high dependency

on Google Translate whenever they find difficulty, for example in writing English sentence. As the result, they only know the words meaning literally, and when they have to write or translate English sentence, they would be grammatically and contextually inappropriate. Using Google Translate is not always bad, but it should be realized that Google Translate can only translate a word in its literal meaning. When it comes to a full sentence or even a text, the context cannot be detached from the text.

This paper is presented as part of research in optimizing students' skill in translating Economics text from English into Bahasa Indonesia. The research is aimed to find out the impacts of Google Translate on students' translation and to explain the translation quality of the students. It is conducted as a pilot project in teaching English for Economics using Translation approach and to design a method for teaching English for Economics based on contextual translation skill.

Translation

Translation is an activity which involves at least two different languages and culture as well. The first language is called source language and the second one is called target language. As stated by Newmark (1988), translation is rendering the meaning of a text into another language in the way that the author intended the text. Moreover, translation consists of transferring without distortion the meaning of the source language into the target language and it is the meaning which must be held constant (Larson, 1998). Therefore, in order to translate appropriately, translator must understand the source language and the target language as well as the knowledge of the given text (subject matter).

There are some processes in translation: analysis, transfer, restructuring (Nida and Taber 1982), also evaluation and revision

(Suryawinata and Haryanto, 2003). All the process is carried out by the translator to understand the source text and to be able to transfer the meaning into the target language that can be understood by the target readers.

Google Translate as Translation Strategy

The term strategy connotes a teleological course of action undertaken by the language user to achieve a particular goal in an optimal way (Inghilleri, 2009). In translation, strategy is the way how the translators overcome the difficulty or the problem they face during the translation process.

Baker (2005) explained some translation strategies for dealing with various types of non-equivalence. At the word level, translators can apply some strategies such as translation by a more general word, translation by a more neutral/less expressive word, translation by cultural substitution, translation using a loan or loan word plus explanation, translation by paraphrase, translation by illustration, and translation by omission. It goes without saying that words rarely occur on their own (Baker, 2005). Translation does not mean to replace words from one language into another language. Therefore, translators cannot translate only at word level, but also the sentences and the whole text.

Dictionary is a very important tool when doing translation since it deals with at least two different languages. Hence, using dictionary is also a strategy for the translators to overcome the problems during translation process, especially when they have to deal with meanings. This kind of dictionary can be conventional, online dictionary, or even machine translation such as Google Translate. Google Translate is a free multilingual machine translation service developed by Google, to translate text from one language into another. Most people are familiar with Google Translate to help them in anything deal with foreign language.

As cited from Wikipedia, Google Translate was launched in April 2006 as a statistical machine translation service by using United Nations and European Parliament transcripts to gather linguistics data. When it is used in translation, its accuracy has been criticized and ridiculed on several occasions because Google Translate does not apply grammatical rules since its algorithms are based on statistical analysis rather than traditional rule-based analysis. The translated text can often include apparently nonsensical and obvious errors, sometimes swapping common terms for similar but nonequivalent common terms in the other language, or inverting sentence meaning. Google Translate does not translate from one language into another (L1 → L2). Instead, it often translates first to English and then to the target language (L1 → EN → L2).

In November 2016, Google announced that Google Translate would switch to a neural machine translation engine called GNMT (Google Neural Machine Translation) which translates whole sentences at a time rather than just piece by piece. It also uses broader context to help it figure out the most relevant translation, rearranges and adjusts with proper grammar. GNMT is gradually being used for more languages and supports over one hundred languages at various levels.

Methodology

This study is qualitative descriptive research which describes the problems found in translating English Economics text and explains the impacts of Google Translate as translation strategy. The process of qualitative research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2014). This study is also an embedded-case study because the problem

and the focus of the research have been decided by the researcher.

Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Stake; Yin, as cited in Creswell: 2014). The data were taken from students' work in translating Economics text from English into Bahasa Indonesia. The text consists of short paragraphs, taken from an article related to Economics.

Creswell (2012) stated that there are five interrelated steps in the process of qualitative data collection. The first is to identify participant and sites to be studied and to engage in sampling strategy. Second, is to gain access to these individuals and sites. Third, is to consider types of information that will best for research questions. Fourth, is to design protocols or instruments for collecting and recording the information. Finally, the fifth is to administer the data collection with special attention to potential ethical issues that may arise. In this research, the students were asked to translate the text while the researcher observed the applied strategy during the translation process. The translation results were then analyzed to find out the translation strategy applied by the students and the quality of the translation.

Finding and Discussion

Translation Strategy Applied

Dictionary is an essential tool in translation; whether it is online dictionary or offline/conventional dictionary. Using dictionary is one of the strategies applied by translators. It can be monolingual and bilingual dictionary. Based on the analysis, most students (70 %) use Google Translate to help them translating the Economics text from English into Bahasa Indonesia. They rely on Google Translate to find out the words meaning, especially words related to Economics such as single market, regional trade, commodity prices, also some particular terms like ASEAN Economic

Community, Trans-Pacific Partnership and Regional Comprehensive Economic Partnership.

Translating Economics Terms at Word Level

In this research, the students were asked to translate Economics short text from English into Bahasa Indonesia. The Economics terminologies found in the text is presented as follows:

Table 1. Translating Economics Terminologies Using Google Translate

SL (English)	TL (Indonesian)
ASEAN Single Market	Pasar Tunggal ASEAN
Economist	Ekonom/Ahli Ekonomi
Trans-Pacific Partnership (TPP)	Kemitraan Trans Pasifik
Regional trade	Perdagangan regional
Commodity prices	Harga komoditas
World trade	Perdagangan dunia
ASEAN Economic Community	Masyarakat Ekonomi ASEAN
World exports	Export dunia
Regional Comprehensive Economic Partnership (RCEP)	Kemitraan Ekonomi Komprehensif Regional
Total trade value	Total nilai perdagangan

The result on Table 1 shows that most Economics terminologies are translated correctly by using Google Translate. Most students produce the same translation in terms of Economics terminologies because they use Google Translate to help them finding the equivalent terms. It can be said that Google Translate works well in translating words or terminologies at word level.

Translating Sentences Using Google Translate

As it is explained previously, most students translate the Economics terminologies properly using Google Translate. However, when it comes to translate sentences, the students fail to produce appropriate sentences using Google Translate. The results can be seen on the following table:

Table 2. Translating Sentence Using Google Translate

SL (ENG)	TL (BI)	Suggestion
The integration of ASEAN ought to be more thoroughly explained to the people of Southeast Asia in order to speed up the creation of a single-market with the potential to be as large as the Trans-Pacific Partnership (TPP)	Integrasi ASEAN harus lebih teliti dijelaskan kepada masyarakat Asia Tenggara dalam rangka mempercepat terciptanya pasar tunggal dengan potensi untuk menjadi sebesar Kemitraan Trans-Pasifik (TPP)	Integrasi ASEAN harus dijelaskan secara rinci kepada masyarakat Asia Tenggara dalam rangka mempercepat terciptanya pasar tunggal dengan potensi untuk menjadi sebesar Kemitraan Trans-Pasifik (TPP)
In the universities, there are no subjects dealing with ASEAN's integration. In 2011, there was a presidential instruction on the issue, but later political conditions confused the issue	Di universitas, tidak ada subjek yang membahas integrasi ASEAN. Pada tahun 2011, ada instruksi presiden mengenai masalah ini, namun kemudian kondisi politik membingungkan masalah tersebut	Di (berbagai) universitas, tidak ada mata kuliah yang membahas/ pembahasan tentang integrasi ASEAN. Pada tahun 2011, ada instruksi presiden mengenai masalah ini, tetapi menjadi tidak jelas karena kondisi politik

The results on Table 2 show the translation of sentences using Google Translate. In sentence 1, the clause 'The integration of ASEAN ought to be more thoroughly explained to the people of Southeast Asia' is better translated into Integrasi ASEAN harus dijelaskan secara rinci kepada masyarakat Asia Tenggara to make it more sensible in the target language.

Meanwhile, in sentence 2, the problem is on the last part of the sentence in which most students translate '... but later political conditions confused the issue' into namun

kemudian kondisi politik membingungkan masalah tersebut that is not acceptable in Bahasa Indonesia. The clause is more acceptable if it is translated into tetapi menjadi tidak jelas karena kondisi politik.

Translation Quality

The translation quality can be analyzed from three aspects: accuracy, acceptability, and readability (Nababan, et.al, 2012). In this study, the researcher focuses on two aspects: accuracy and acceptability. Viewed from accuracy level, the quality of students' translation is high. Most students tend to translate the Economics terms correctly. Meanwhile, from acceptability level, the quality of students' translation is medium.

In arranging the sentences, most students tend to be literally written the target language as the same as the source language. They do not aware that Bahasa Indonesia and English have different grammar rules. Therefore, it is important for the translator to pay attention to the grammar rules when translating from one language into another language—in this case from English into Bahasa Indonesia.

Conclusions

From the results of the analysis, it can be concluded that most students still have high dependency on Google Translate when translating English texts to find out the words meaning, but they fail to recognize the context of the text when arranging the sentences. It should be emphasized to the students to not rely too much on Google Translate. They have to understand the text and the context when translating text. They

may use Google to search for parallel or similar texts as comprehensive reference.

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THE IMPLEMENTATION OF NEGOTIATED SYLLABUSES IN ENGLISH LANGUAGE TEACHING AT UNIVERSITY LEVEL

Sintya Mutiara W.E.

Faculty of Humanities

Diponegoro University

Semarang, Indonesia

sintyamutiara@gmail.com

Abstract

A negotiated syllabus is a syllabus involving a negotiation between teachers and learners in a teaching and learning process. It is seen as a communicative approach in the current English Language Teaching era. This research is aimed to investigate the implementation of a negotiated syllabus in English language teaching at university level. It identifies in what activities the teachers commonly apply the negotiated syllabus. It also reveals the strengths and constraints faced during the implementation. This research used descriptive qualitative method. The data collection was carried out by interviews with 15 English teachers at university level in Semarang and Jakarta. The finding revealed that most teachers have learned a negotiated syllabus and some have applied it in their teaching and learning process. These activities were generally implemented in discussing topics, assignments, daily activities, types of mid/final test, projects, and assessment. The most strength is that the teachers can fulfil the students' needs and wants, and the most constraint is the teachers are expected to be skillful and ready with new material plans and continuous evaluation. This study concludes that a negotiated syllabus is not quite familiar and frequently applied in English language teaching. However, it is hoped that it can be one of solutions to anticipate problems in English language teaching at university level.

Keywords: negotiated syllabus, university level, English, teacher

Introduction

The communicative era has given tremendous impacts to many areas of people's live, including to the teaching and learning term. Recent years, some trends have been developing and shifting in the area of the language methods, teaching innovations, teaching materials, and so on. Those bring varieties and preferences in the process of English language teaching activities.

One of the examples also appears in the development of syllabus designs. A syllabus is the basic aspect in the teaching and learning process. It serves as a foundation that must be constantly maintained and implemented in order to achieve the goals in the teaching and learning process. So far, education system in Indonesia was based on the teacher-centered rather than learner-centered which means that the syllabus is always prepared for the learners. The students solely follow what are taught and instructed without involving their knowledge when designing it.

A phenomenon in English language teaching emerged when Candlin and Breen presented an idea that a syllabus should be open and negotiable. A syllabus should be designed through a communication involving the learners so that it will stimulate the learners' way of thinking and knowledge (Candlin and Breen in Brumfit, 1984:6). It is in accordance with Yalden (1987) who stated that designing a syllabus needs two aspects that should to be taken into consideration: knowledge of the subject and learner-specific factors. It means that the syllabus designers should consider variables coming from the learners, such as country, region, age, social group, and gender.

A negotiated syllabus is one which represents the learner-centered process. According to Nation and Macalister (2010: 149) "a negotiated syllabus involves the teacher and the learners working together to make decisions at many of the parts of the curriculum design process." It means that there is a communication between the teachers

and the learners to decide what they are going to learn, what activities they are going to do, and how they are going to be assessed. It is definitely in contrast to the traditional syllabus which mainly presents a source of information that is just shared to the students, then filed after being taught, and very frequently used in every semester (O'Brien, Millis, and Cohen, 2008: 34). In the traditional syllabus, teachers always act as a director in the classroom and the students just listen and follow the instructions. Whilst in the learning-centered syllabus, students are allowed to explore and actively ask matters related to their needs (Meyer and Jones, 1993: 21). This syllabus performs the teachers as the facilitators or consultants for the learners. The syllabus is considered to be able to answer two hypotheses related to motivational problems, namely the lack of motivation occurs since the students think that education will give no value to them and they have a belief that they will not succeed no matter how they try (Anderson, 2003: 24). By having the learner-centered syllabus, the teachers are expected to interact and adapt the students' needs without ignoring the teachers' authorities as the controllers in the classroom.

This study is aimed to investigate the implementation of a negotiated syllabus in English language teaching at university level. It will also reveal the activities the teachers commonly apply in the implementation. Further, it will also discuss the strengths and constraints during the implementation.

Methodology

As the goals of this study is to investigate the implementation of negotiated syllabuses in English teaching at university level, to discover the types of the activities used as well as the strengths and the drawbacks of the implementation, this study was designed in the form of descriptive qualitative study employing interviews with 15 the English teachers at university level in Semarang and Jakarta. The subjects of the study are 15 English teachers who are teaching at university level in Semarang and Jakarta. The data were collected by interviews to get the detailed information about the implementation of negotiated syllabuses. The interview consisted of questions: whether the teachers learn negotiated syllabuses and apply them in their teaching and learning process, when

they apply them, what types of activities are discussed by using negotiated syllabuses, what courses which usually apply them and what positives and negatives of the implementation of negotiated syllabuses in the classroom. The data were further classified and analyzed based on the types of the activities in the negotiated syllabuses. The finding was accordingly counted in terms of percentage for each type of the negotiated syllabuses.

Based on the data, description and interpretation were made by presenting the percentage and connecting it to the concepts and ideas of negotiated syllabuses. A conclusion was finally drawn based on the results of the analysis.

Finding and Discussion

In this research, the data collection used a kind of survey through interviews with 15 English teachers at university level in Semarang and Jakarta. The English teachers have educational background from master degree who have experienced in handling college students in some faculties with different types of courses and levels. The teachers have also experienced in teaching from 5 years until ten years which means that they are coming from the recent teachers who are expected to come up with the updates of the teaching era. The interview was done randomly that did not focus only in one regency. The teachers as the subjects of this research are 20% teaching in universities in Jakarta and 80% teaching English in universities in Semarang. They were interviewed with three main questions related to the implementation of the negotiated syllabuses, namely whether or not they apply them in the classroom, the types of the activities used in the classroom for those who apply them, and the strengths and constraints faced by the teachers and the students while conducting the activities.

1. The Implementation of Negotiated Syllabuses

Based on the interview, it showed that 93.33% of the teachers have learned the term of a negotiated syllabus in the teaching and learning activity and some of them apply it in their classroom activities. On the other hand, 6.7% of the teachers have not learned the term and never practiced it in the teaching process. From the data, it indicated that a negotiated syllabus has been

actually familiar for the teachers these days. However not many teachers use them as a way to bridge the teachers and students' needs.

2. Types of the Activities with Negotiated Syllabuses

The teachers as the subjects of this research are those who have handled many kinds of courses in the university. The courses that they usually handle are English for Specific Purposes (English for Nursing, English for Pharmacy, English for Law, English for Psychology, English for Business), English for Conversation, Speaking, Basic English, Sentence Writing, Discourse, Critical Reading, and some other English skills like TOEFL, IBT, and IELTS. In this option, the activities are divided into some categories. The activities include: topics, assignments, daily activities, mid test/final test, assessment and projects. Further, the research is going to find out in what activities the teachers usually have a negotiation with the students. The data showed that mostly the teachers and the students communicate the assignments that should be given by the teachers to the students. The teachers usually give the basic concepts to the students and the students are asked to deliver their ideas towards the concept of the assignment. The students give improvement, and suggestions towards the tasks offered. It presents the biggest percentage of all, that is 33.70% of the population.

The second activity is topic. Deciding what topics that are the best and needed by the students is not an easy task, considering the teachers must be able to consider it with many things. Teachers should analyze the target of needs analysis, namely necessities, lacks, and wants. Necessities should answer a question related to what is the importance of the language for the learners. Necessities analyze the demands of the target tasks. Lacks try to discover the current students' capability which are definitely related to the learners' previous learning, that is whether or not they have learned the types of subjects or lessons. Wants cover what the learners think about what are useful for them. In this case, wants must be different from one student to another student. Therefore, it is important to have a negotiation or interviews with the students so that they can deliver what they actually want related to their academic goal.

The third activity which also has 19.51% of the population is shown by daily activities. What is meant by daily activities here is that any classroom activities which are done by the teachers and the learners in the classroom whenever they have English class. It can be about listening, reading, writing, or speaking activities. The examples can be like making a script of a conversation between a nurse and a patient based on one topics for nursing faculty students, or doing a phone call between a salesman and a customer in English for Business. Although these activities are discussed, the teachers are still the ones who have the privilege and responsibility for deciding the best option for the learners.

The fourth is project which is presented by 14.63% of the population. Project here means that the teachers and the students discuss projects that should be done by the students. Projects are activities which need more preparation for the learners, or even the teachers, since they must be planned and designed for the particular purpose of teaching. When discussing the projects, the teachers usually give the point of the projects then the students will give feedback towards the concepts. They will accordingly review based on the difficulty level in the implementation and preparation. Project assignment is not given in every meeting. It can be given once or twice in a semester. It can be done in individual or in a group with various activities, like video-making project, voice recording, monthly English bulletin-making, cooking class, presentation, etc. Those projects must be relevant with the topic given in the classroom.

Next is assessment. Based on the interview, it is learned that the teachers are still the ones who have the authorities for giving the students assessment. It is shown by 0% from the population.

The last is mid-test or final test type. It is shown by 14.63 % from the population. In this option, the teachers usually offer the learners if the tests are a take-home test or a class test. For example: the teachers offer to have tests in the classroom, yet the students prefer take-home test. Or, the students want to have writing test in classroom, but the teachers expect them to make paper-assignment tests. Or, it is also possible to have a project for their mid/final test. Based on the

different point of views between the teachers and the learners, both sides can communicate their ideas and find the best solution related to the test form.

Based on the activities, some teachers who implement the negotiated syllabuses, apply them in the first and second meeting, and some of them conduct them in the middle of the semester. They are usually conducted when the class are English for Specific Purposes (ESP).

3. The Strengths and The Constraints

Negotiated syllabuses are seen as “radical” for some circles since they break the common norm where the institutions or teachers are the ones who have the absolute power in handling and controlling the class. Implementing syllabus which is also as a result of developing era is not easy. There must be positives and negatives that are faced.

According to the data derived from the interviews with the teachers, there are positives and negatives of the negotiated syllabus they are implementing:

- a). Negotiated syllabuses are able to answer wants of the learners. The learners usually have their own ideas related to things which are beneficial for them. By doing a negotiation in syllabus, the teachers know what the learners want and can directly give feedbacks towards what they want. In the implementation, the teachers can create some classroom activities which can lead to the learners’ want. For example, the learners want to improve their listening skill, so the teachers must be able to provide the learners’ want by giving them audiolingual method in the classroom or give more listening materials and assignments related to the topic being discussed.
- b). Related to the previous advantages which discuss the learners’ wants, the learners are more enthusiastic and excited of the lesson because they are the ones who decide and discuss it. Because the students are more motivated, it will be easier for them to follow and absorb the materials given.
- c). The students are more independent, constructive, and innovative related to their engagement with the lesson. The students are more aware with their wants and needs, so they

try to fulfil them by creating the activities they want in the classroom.

- d). Negotiated syllabuses can adjust the students’ needs. For example, the students are going to be sent to do clinical practice in the hospital for nursing faculty students in that semester. Based on this case, the teachers can provide topics that are related to the students’ clinical practice, helped by the students’ interference.

e). There are more various topics and materials that can be presented in the classroom considering that those are the results of discussion between the teachers and the students.

- f). The topics can be guidance for the following semester class.

g). It reaches a maximum result. It happens because the teachers are open to gain any feedbacks or comments from the learners.

- h). The students can evaluate their own capability in English.

However, there are also some constraints faced by the teachers and learners:

- a). They need skillful teachers because the teachers must be ready with new plans, materials, and assessment.

b). The teachers must also not forget to communicate the new-made syllabuses to the peer-teachers.

- c). The students do not know their own needs and wants.

d). The students are still get used to following the traditional system where they just follow the given materials.

- e). The teachers must give extra-control towards the students and learning progress.

Conclusion

A negotiated syllabus is a result of updates of the developing era to answer the students’ needs and the teachers’ difficulties. It can be said that negotiated syllabuses do not focus on the institutions as the guidance, but the commitment between the teachers and the students towards the teaching and learning activities. These activities are useful since those answers the students’ wants and needs. However, they also require skillful teachers as the teachers have to give extra time and energy for the continuous new plans, materials, and assessment. Therefore, not many teachers are willing to take the challenges by applying negotiated syllabuses as their teaching and learning ground. However, as the popularity of negotiated syllabus grow, it is expected that

these syllabuses can be used as one of solutions to anticipate problems in teaching higher education.

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TRANSLATION TECHNIQUE OF MODALITY ON INAUGURATION SPEECH OF UNITED STATE OF AMERICA ELECTED PRESIDENT (A SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVE)

Siti Nuraisiah

Graduate School, Universitas Sebelas Maret, Surakarta, Indonesia

nuraisiah@gmail.com

Abstract

The study deals with the United State of America elected president's attitude on inauguration speech revealed through the use of modality. It investigates category, level and orientation of modality and its translation technique used by two different news media. It employed descriptive qualitative approach. Its data were obtained through content analysis and analyzed by Systemic Functional Linguistics (SFL) perspective as proposed by Halliday (1994) and translation technique as proposed by Molina and Albir (2002). The result indicates the followings. First, inauguration speech states inclination, probability, obligation and usuality. It is dominated by median level of modality, then followed by high and low level. Its attitudes are expressed through subjective implicit, as the most frequent orientation, objective implicit, subjective explicit and objective explicit. Second, the first news media uses some translation techniques including established equivalent, reduction, combination and transposition. Third, the second news media uses some translation techniques including established equivalent, combination, reduction and transposition. It is argued that established equivalent produces the same category, level and orientation of modality. Besides, reduction and transposition tend to change modality into another linguistic entities.

Keywords: Translation Technique, Modality, SFL, Inauguration Speech, News Media

Introduction

Modality has long been a subject of interest in translation. Some researchers have mostly focused on form and meaning of modality and how it has led to translation errors (Ramón, 2009; Matulewska, 2009; GOGA-Vigaru, 2012 and GOGA-Vigaru, 2015). And still others have employed Systemic Functional Linguistics perspective to deal with modality (Lian and Jiang, 2014 and Mao, et al, 2014), which involves types and levels of modality. However, they have not dealt with how translators transferred modality as Arvianti (2016) and Mohandjie (2015) concluded in their findings. While these studies have contributed to the study of modality, and how it is transferred, little attention has been paid to the role of orientation of modality as a representation of 'authority' (Halliday, 1994).

Modality refers to 'speaker's judgement' (Halliday and Matthiessen, 2004), 'speaker's attitude' (Baker, 2011:119) of what is being said. It is a complicated and contradictory interpretation in linguistics (Evseeva and Kozlova, 2016). It can vary widely from language to language and has to be handled sensitively and carefully in translation (Baker, 2011:119). Consequently, misinterpretation may reflect different judgement or attitude.

This paper is intended to give a functional insight to translators about how to handle modality in translation. The findings will give and provide clear explanation and suggestion on modality including category, level and orientation and appropriate translation techniques.

Methodology

The research deployed a descriptive qualitative design. The subject of the

research was Donald Trump as the elected president of United State of America in which his inaguration speech was source of data. The data were obtained through content analysis. It dealt with linguistic and translation data. Firstly, the data were examined by using Systemic Functional Linguistics as proposed by Halliday (1994). Secondly, they were analyzed in terms of translation technique based on Molina and Albir (2002). Thirdly, the translation technique of two translation version were compared and contrasted. Lastly, the indication of appropriate technique for handling modality was identified.

Finding and Discussion

Modality

The analysis of modality shows the great number of modality in Donald Trump's inauguration speech. There are 65 data found and dominated by inclination, median level and subjective implicit.

Table 1. Modality in Inauguration Speech

Orientation	Prob.			Us.			Obl.			Inc.			Σ
	L	M	H	L	M	H	L	M	H	L	M	H	
S							1	1	1			1	4
E													
S	1	1	1				8	3		2			4
I		5								0			8
O			1										1
E													
O			2	7		3							1
I													2
	1	1	3	7	0	3	1	9	4	0	2	1	6
		6								0			
Σ	20			10			14			21			5
	30						35						

The table shows that Donald Trump uses probability (20 data), usuality (10 data), obligation (14 data) and inclination (21 data). The use of probability and usuality express 'proposition' (Halliday, 1994) meaning, while obligation and inclination show 'proposal' (Halliday, 1994) meaning.

In addition, speaker's judgments are expressed in different degrees. They are low level (L) as much as 9 data, median level (M)

as much as 45 data and high level (H) as much as 11 data by using can, never, ever, let (L), will, will not, get, do not seek, understand, should (M) and be going to, totally, truly, cannot, always, constantly, forever, determine and must (H).

Besides, the speaker claimed his 'authority' in relation to orientation. His judgements signal explicitly subjective (SI) as much as 4 data, implicitly subjective (SI) as much as 48 data, explicitly objective (OE) as much as 1 data and implicitly objective (OI) as much as 12 data. Modal verb (let, get, do not seek, understand and determine) expresses explicitly subjective. Modal finite (can, will, will not, should, cannot and must) indicates implicitly subjective. Modal verb with subject it (be going to) deals with explicitly objective. Modal adjunct (totally, trully, never, ever, always, constantly and forever) refers to implicitly objective.

To sum up, using greatest number of inclination implies that Donal Trump 'offers' (Halliday, 1994) something to the audiences. Meanwhile, median level indicates that he is confidence enough to what he says and imposes himself not to be powerful.

Translation Technique

By comparing source text (ST) and target text 1 (TT 1/Republika) as well as target text 2 (TT 2/Kabar24), the distribution of translation techniques is tabulated in the following table.

Table 2. Translation Technique

Translation Technique	TT Republika (Σ)	1/ TT Kabar24 (Σ)	2/
Established	40	48	
Equivalent			
Transposition	7	2	
Reduction	10	6	
Combination	8	9	
Σ	65	65	

The table shows that established equivalent is the most frequent techniques used by two news media. Besides, transposition, reduction and combination are also used although they are distributed in the small number.

1) Established Equivalent

ST: January 20th 2017, **will** be remembered as the day the people became the rulers of this nation again.

TT 1: Tanggal 20 Januari 2017 **akan** dikenang sebagai hari ketika rakyat kembali menjadi penguasa atas negeri ini.

TT 2: 20 Januari 2017 **akan** dikenang sebagai hari warga Amerika kembali menjadi penguasa bangsa

Modal finite will is translated into akan. These translations indicate the same type, value and orientation of modality: probability, median and subjective implicit as ST. The use of established equivalent allows translator to use the term recognized in dictionary and language use (Molina and Albir, 2002). Translation akan is assumed to be recognized in language use due to the underlying context.

2) Transposition

ST: Every decision on trade, on taxes, on immigration, on foreign affairs, **will** be made to benefit American workers and American families.

TT 2: Setiap kebijakan yang dibuat ihwal perdagangan, perpajakan, imigrasi, hubungan luar negeri, itu semua **harus** berbuah keuntungan bagi kelas pekerja Amerika dan rumah tangga Amerika.

Modal finite will is translated into 'harus'. The meaning in TT changes. In ST, modal finite will shows inclination, median and subjective implicit, while in TT harus shows obligation, high and subjective implicit.

3) Reduction

ST: From this moment on, **it's going to be** America First.

TT 1: Sejak hari ini, yang diutamakan **adalah** Amerika terlebih dahulu, Amerika yang paling utama.

Modal verb be going to is translated into adalah. In ST the meaning of modality shows probability, high and objective explicit. However, in TT the meaning of modality is reduced. It tends to change into polarity.

4) Combination

There are several combination used by Republika and Kabar24. The combination lies on two and three techniques.

a) Established Equivalent & Transposition

ST: The forgotten men and women of our country **will** be forgotten no longer.

TT 2: Laki-laki dan perempuan yang terlupakan oleh negara **tidak akan** lagi dilupakan.

Modal finite will is translated into tidak akan. The meaning of modality in ST and TT are similar with reference to probability, median and subjective implicit. However, there is transposition resulted from structural adjustment. Negation no in ST located after forgotten, but tidak in TT is located before modal finite akan. The different location between ST and TT is allowed since the meaning is similar.

b) Established equivalent & Amplification

ST: We **will** reinforce old alliances and form new ones -- and unite the civilized world against radical Islamic terrorism,

TT 1: Kita **akan** memperkuat aliansi-lama dan membentuk aliansi-aliansi baru. (Kita) **akan** mempersatukan dunia beradab demi melawan terorisme yang dilakukan kelompok radikal Islami.

Modal finite will is translated into akan. Their meaning are similar – inclination, median and subjective implicit. In TT, modal akan is amplified. However, it doesn't influence the meaning because the amplification

c) Modulation and Transposition
ST: Do not **let** anyone **tell** you
TT 1: **Abaikan** mereka

Causative verb *let* shows ‘modulation’ (Halliday, 1994) meaning. They are obligation, low and subjective explicit. In TT, *abaikan* doesn’t express modality meaning. The meaning is modulated, and the unit changes from phrase into word.

d) Established Equivalent & Variation
ST: Do not **let** anyone **tell** you
TT 2: Jangan **biarkan** siapa pun **bilang** bahwa

Modal verb *let-tell* is translated into *biarkan-bilang*. The translation indicate the same type, value and orientation of modality: obligation, low and subjective explicit. However, translation uses language variation. *Tell* refers to *katakan* and *bilang* in Indonesia. *Katakan* is formal language, but *bilang* tends to be informal. Although there is no indication of meaning change, the recent use of informal one will influence to different ‘distance’ (Gerot and Wignell, 1992) between speakers and addressee.

e) Reduction, transposition and variation
ST: It is time to remember that old wisdom our soldiers will **never** forget: that whether we are black or brown or white, we all bleed the same red blood of patriots, we all enjoy the same glorious freedoms, and we all salute the same great American Flag.
TT 1: Inilah saatnya untuk mengingat kembali kearifan yang **tak** bisa dilupakan para serdadu kita, yakni tidak peduli apa warna kulit kita—hitam, berwarna, atau putih—kita sama-sama memiliki darah juang yang merah.

Modal adjunct *never* is translated into *tak*. It is express usuality, low and objective implicit in ST, but there is only negation in TT. Since *never* refers to *not* and *ever*, translator reduces *ever* in TT which contributes to

change meaning. Besides, there is transposition due to structural adjustment. Informal variation *tak* is also used. From the combination of reduction, transposition and variation, the use of reduction is absolutely change the meaning.

Differences between *Republika* and *Kabar24*
Table 2 shows that *Republika* and *Kabar24* are different in using translation technique. *Kabar24* recently uses established equivalent rather than *Republika*. Established equivalence seems to transfer the similar meaning as ST. Besides, *Republika* recently uses reduction and transposition. Reduction is found in translation never which is translated into *tak*. The reduction of *ever* contributes to change meaning in TT. Transposition seems to change modality in terms of types, values and orientations. However, the use of transposition in relation to structural adjustment doesn’t change the meaning.

Modality and Translation Technique
With the focus on Systemic Functional Linguistics underlying the translation technique of modality, this study have addressed how the use of reduction and transposition tend to change modality in another linguistic entities and to convey different meaning. Similar to previous studies (Arvianti, 2016 and Moindjie, 2015) that conclude them underlying shift in modality. However, there is another way of handling modality, which is established equivalent.

Conclusion

Based on the analysis has been conducted, the writer concludes that established equivalent can produce the same category of modality, while reduction and transposition can not. The greatest number and of established equivalent in *Kabar24* and reduction in *Republika* indicate that *Kabar24* meets the equivalence. However, the concept

of equivalence needs further investigation in terms of translation quality.

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A RHETORICAL ANALYSIS OF STUDENTS' RESEARCH ARTICLE ABSTRACTS

Siyaswati

siyaswati@unipasby.ac.id

Dyah Rochmawati

dyra.hadi1970@gmail.com

English Language Education Department

Universitas PGRI Adibuana Surabaya

Indonesia

Abstract

The current study aimed to investigate the rhetorical structures employed in the students' research article abstracts. This qualitative study employed the five-move theory– IPMPPrC structure (i.e. Introduction, Purpose, Method, Product, and Conclusion). which is especially designed to access the research article abstracts. In accordance with the principle aim of this current research, fifty abstracts of the research articles written by the students of Class of 2013 in the 2016/2017 academic year as one of the requirements for earning a bachelor's degree in English Language Education, were taken and constructed as the primary research corpora. The results indicated that all the five categories for authorial identity were found in the corpus since the student writers in general tended to play safe by including every move. In addition, the move “product” and “conclusion” are missing in a few abstracts. They are actually included in the “structure move”. There were the students' lengthy “introduction” move and over brief “product” move found in most abstracts. That indicated that the students tended to pay more attention to the informative role rather than the persuasive role of research article abstracts. It is also interesting to note that most of the abstracts contained the move of “conclusion”. It may reflect students' incomplete appropriation to disciplinary practices.

Keywords: rhetorical analysis, students' research article abstracts, IPMPPrC structure

Introduction

An abstract is a summary of article intended to promote it. Being able to compose effective abstracts is therefore critical for academic writers, and studying the language of abstracts is of significant value (Ken, et. al. 2016).

Recently, there have been rhetoric studies on various abstract writings, for instance, intercultural rhetoric of students' essays (Connor, 2004), a preliminary investigation into article abstract writing by Indonesians (Basthomi, 2006), linguistic realization of rhetorical structure and author's stance in research article abstracts in applied linguistics and educational technology (Pho, 2008), the rhetorical moves in the abstracts

of Chinese Master's English theses and published research articles in applied linguistics (Ren & Li, 2011).

The literature also reveals that constructing well-structured abstracts that are appropriate to the norms set by their scientific community is still problematic for novice writers (Can, et.al. 2016), particularly student writers. They face difficulties in publishing their research articles in a high impact journal (Al-Shujairi, et.al. 2016). Accordingly, the present study seeks to shed light on the components that construct a well written abstract. Studies regarding abstracts are critical to develop novice writers' awareness by providing them with more rhetorical knowledge and guidelines to

design better structured abstracts for their research articles.

Taking the contribution of the previous studies, the present study investigated the students' research article abstract on the basis of the five-move theory – IPMPrC structure (Hyland, 2004). This structure analysis was a part of move analysis. It is one of conventional methods for investigating language use, rhetoric, and text organization (Can, et.al 2016) since a text is described as a sequence of 'moves', where each move represents a stretch of text serving a particular communicative function (Swales, 1981,1990).

To reveal a clearer framework of the main characteristics of the IPMPrC structure, Table 1 elaborates the primary functions of each move in the five-move theory (Hyland, 2004, p. 67).

Table 1. IPMPrC structure

Move	Function
Introduction	Establishes context of the article and motivates the study or discussion
Purpose	Indicates purpose, thesis or hypothesis, outlines the intention behind the article
Method	Provides information on design, procedures, assumptions, approach, data, etc.
Product	States main findings or results, the argument, or what was accomplished
Conclusion	Interprets or extends results beyond scope of paper, draws inferences, points to applications or wider implications.

(Tu & Wang, 2013)

Methodology

In an attempt to shed lights on the rhetorical dimensions from the academic written genre, i.e. research articles and in accordance with the principle aim of this current research, that

is, to specify the variation rhetorical structure in research article abstracts, fifty abstracts were extracted from articles published in the university website between 2016 and 2017. Sentences were coded using a five-move scheme or IPMPrC structure adapted from Hyland (2004). Hyland's model was selected as it is based on various disciplines such as; applied linguistics, marketing, engineering, physics and etc. (Al-Shujairi, et.al 2016). To answer the first question, Hyland's (2000) model is more suitable for the purpose of this study that seeks to help the academic writers in all fields of knowledge about the components that create a well-written abstract. For the purpose of this study, the frequency of occurrence of each move was statistically calculated and tallied.

Finding and Discussion

The findings have revealed a wide application of the five-move theory in the selected research article abstracts. Table 2 presents a sample abstract following the five-move theory -IPMPrC structure.

Table 2. Abstract of IPMPrC structure

Move	Student's abstract
Introduction	The important of understanding the different views of the context of situation surrounding the events is needed in communication. In Pragmatics, it is known as conversational implicature which was studied by the researcher to analyze the use of conversational implicature in "The Danish Girl" (2015) movie script.
Purpose	The purpose of doing this research is to explain the types and the context of situation of each utterance contains conversational implicatures used in "The Danish Girl" (2015) movie script.
Method	This was a qualitative study. The technique of collecting

Product	the data was document study. The data were analyzed by using Grice's theory of conversational implicature. The result of this study indicated that the main characters used generalized and particularized conversational implicature.
Conclusion	Finally, this research is beneficial to sharpen the students' understanding about conversational implicature and apply it in social interaction to make their conversation run well.

The findings showed that some rhetorical moves seemed to have higher occurrences than the others. The frequencies and percentage of structural moves appliance by the student writers in the abstracts chapters in the field of English language and literature are illustrated in Table 3.

Table 3 The frequency and percentage of moves

Move	Distribution	
	Frequency	Percentage
Introduction	43	53.75
Purpose	76	95
Method	58	72.5
Product	53	66.25
Conclusion	51	63.75

As can be seen in Table 3, the IPMPPrC structure was commonly applied in the rhetorical structure of the students' research article abstracts. There were 53.75% over half of the abstracts which were found out to be written in accordance with the IPMPPrC structure. It also showed that most abstracts give information on the purpose, methodology, and findings of the associated article, while about half of the articles omit introduction of the topic and discussion of the findings.

In view of the frequency analysis of abstracts from the corpus, it could be concluded that some rhetorical moves appeared to have

higher incidence of occurrences than the others. This disparity in the occurrences might be connected to the obligatory and optionality of the moves in the abstracts. Accordingly, the data obtained from the corpus of this study reveal that move 2, 3, and 4 emerged to have higher percentages of the occurrences (see table 3) of which according to the Hyland (2004) benchmark are considered obligatory rhetorical moves. That means, they all had 80 percentages and above. On the contrary, move 1 and 5 were considerably optional moves for their lower entries in the abstracts. It appears that writers of these abstracts seemed to prefer a direct approach while writing abstracts, owing to their ultimate goals which were reflected in the introductory line, revealed to the readers an overview on what study is all about.

Furthermore, the finding demonstrated that move 2 which describes the purpose, had the highest frequency of occurrence as it represents 95%. This move is followed by 2, that is, methodology which has characterized with detailed explanation of procedures used in data collection, which has 72.5% (see table 3). Obviously, it is really interesting as the finding indicates that move 2, 3 and 4 are found to be conventional since they showed greater frequencies compared to move 1 and 5.

These results seem to coincide with Santos' (1996) results as quoted in Al-Shujairi et.al (2016) in virtually all respects. It differed from it only in the number of percentages, but the conventionality (obligatory) and optionality of the moves remain the same. This is presumably because the student writers mainly focused on purpose of the study, methodology applied as well as findings derived from the study which they considered it to be most important sections in the abstracts.

In addition, the move "product" and "conclusion" are missing in a few abstracts.

They are actually included in the “structure move”. There were the students’ lengthy “introduction” move and over brief “product” move found in most abstracts. That indicated that the students tended to pay more attention to the informative role rather than the persuasive role of research article abstracts. It is also interesting to note that most of the abstracts contained the move of “conclusion”. It may reflect students’ incomplete appropriation to disciplinary practices.

These results were consistent with study by Farzannia & Farnia (2017) on Genre-Based Analysis of English and Persian Research Article Abstracts in Mining Engineering Journals. They employed Hyland’s (2000) model of five rhetorical moves to explore the pattern of moves in abstract sections. It was used as the analytical framework. Findings suggested that there were four conventional moves in abstracts in the English corpus (PMPrC), while there were five conventional moves in abstracts in the Persian corpus (IPMPPrC). Results of statistical analyses show that there was a statistically significant difference in Purpose move in the two dataset. However, there were not any significance differences in the use of other moves such as product, method, and conclusion moves in the corpora. It means that the introduction move was the less frequent move in English group. Considering the Persian corpora, the conclusion and introduction moves were the least frequent with equal frequency.

This is in line with Saboori and Hashemi (2013) in their cross-disciplinary study found that the introduction was less frequent move in three English groups in three disciplines: applied economics, applied linguistics, and mechanical engineering.

Move 5 emerges the least amongst the five moves examined as it has the lowest tokens. The student writer may have thought that

since all the information needed have already been stated in the abstract, it is not necessary to restate it in the conclusion move. The writers therefore tend to ignore this move, sometimes deliberately.

Conclusions

This current research aimed to investigate rhetorical structure, i.e. in the IPMPPrC structure in the students’ research article abstracts. The implemented data analysis has indicated the variant but consistent tendency of the structure in each abstract. It was also found that authors frequently violate the move sequence expected by the current schemes.

The findings of have significant pedagogical implications for the specialist in EAP fields. It is therefore suggested that future researchers investigating move analyses should explore the connection between the findings of move analyses and teaching materials for academic writing.

Moreover, this would facilitate the students for comprehensive understanding of particular texts and direct them in developing academic discourse in adherent to the required standards and therefore enhance their opportunities for publication and persuasively engagement in international scientific discourse communities.

Basically, this study may gear the readers to detect the rhetorical moves embedded in the writers’ abstracts. Essentially, this study will possibly lead the readers to detect the rhetorical moves present in the writers’ abstracts and to past value judgment on whether the available moves in the abstracts are in accordance with a certain model. It prepares the readers with the knowledge of the types of rhetorical moves that are expected to be present in an acceptable abstract. This study would probably contribute to the field of discourse analysis as it studies rhetorical moves analysis.

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AN APPRAISAL ANALYSIS OF CRITICAL REVIEWS WRITTEN BY UNDERGRADUATE STUDENTS OF ENGLISH LANGUAGE EDUCATION

Sri Wuli Fitriati

SriWuli.Fitriati@mail.unnes.ac.id

Betari Irma Ghasani

Universitas Negeri Semarang

Semarang, Indonesia

Abstract

This paper discusses the analysis of evaluative language (or, appraisal) in students' writing production. The data were taken from a group of undergraduate students in a Genre-Based Writing course in the English Department at a state university in Semarang, Central Java. The focus of the study is at the use of appraisal in the students' critical reviews of a conference paper. Appraisal refers to the choice of words, phrases, and structures used by speakers or writers to reveal their stance, thinking, and feelings on an issue. Situated in Systemic Functional Linguistics and a genre-based approach, the aim of the paper is two fold: Firstly, to analyse how the students organize their critical reviews in terms of generic structure. Secondly, to analyse what appraisal resources used by the students in their critical reviews. In the data analysis, the organization of the texts is examined by using a critical review template suggested by Thomson Rivers University Writing Center, as the template is not only helpful but also practical for English language learners, and the use of appraisal is analysed using the appraisal theory developed by Martin and White (2005). The finding shows that almost all the students organized their texts following the generic structure of a critical review. It also shows that the students use appraising items which dominantly indicate their appreciation (attitude), proclaim (engagement), and force (graduation). Finally, this paper discusses some pedagogical significance of this study on the teaching of writing; in particular in developing students' voice on critical reviews.

Keywords: appraisal, critical reviews, undergraduate students' writing, written discourse analysis

Introduction

Different nuances of meanings in the use of language, both spoken and written, can be created from the choice of words as well as the grammatical structure. In order to make a good text, the words need to be combined and adjusted with the context. Once the writer fails to construct the diction or words, the message delivered by the writer will be ambiguous to be read or understood.

Systemic Functional Linguistics which is proposed by M.A.K Halliday examines how language is applied in social contexts in order to achieve particular goals. According to Halliday, "language is structured to create three kinds of meanings: ideational, interpersonal, and textual. Ideational

meanings serve to encode the speaker's, or writer's, experience in the exterior world, interpersonal meanings serve to express the interaction of the speaker with others, and textual meanings to organize a text as a coherent whole" (Halliday, 1994, p.38).

As a development in the study of interpersonal meaning, appraisal refers to the semantic resources including words, phrases and structures which speakers or writers use to negotiate emotions, judgments and valuations (Wei et. al, 2015). It is needed to evaluate attitudinal meanings in texts in a systemic way (Wan, 2008). Concerning with how the speakers or writers approve or disapprove, appraisal system shows "how the speaker or the writer position their listener or

reader to do likewise in communication by using evaluative language to express an attitude regarding one thing or matter” (Martin and White, 2005, p.1).

Reviewing the other work is a kind of applying language. In Genre-Based Approach, it is called critical review. According to Hyman (1971) and Dunbai (1995), critical review is a writing product that asks the writer to summarize and evaluate the other work. The critical review can be of a book, a chapter, or a journal article.

Critical reviews usually have a similar structure including introduction, summary, analysis, and conclusion. Introduction, include a few opening sentences that announce the author(s) and the title, and briefly explain the topic of the text. Summary present a summary of the key points along with a limited number of examples. In analysis, the writer explains your ideas with specific examples from the book, article or film. Conclusion summarizes the main ideas in a short paragraph.

The use of appraisal is found in critical reviews. Rankin and Wolfe from Thompson Rivers University state that in critical review, the writer of a critical review evaluate a work’s effectiveness. As a form of written text, the writer need to arrange the diction well to make the audience understand what the writer’s intention in their reviews.

According to Martin and White (2005), appraisal is composed of three interacting domains: attitude (feelings, emotional reactions, judgments of behavior and evaluation of things), engagement (sourcing attitudes and the play of voices around opinions in discourse), and graduation (grading phenomena whereby feelings are amplified and categories blurred). Attitude, engagement, and graduation as the appraisal domains are applied to negotiate our

relationship with others by our own positive or negative attitudes (Wan, 2008).

Pascual and Unger (2010) conducted a study of appraisal in grant proposals of Argentinean Researchers. Using the grant proposal in the disciplines of chemistry and physics, they applied the theory of appraisal system with a focus on the system of engagement. Examining one Chinese EFL student’s argumentative writing in both English and Chinese, Xinghua and Thompson (2009) analyzed attitude in students’ argumentative writing. The result showed the similar pattern of appreciation items but clear differences in the other aspects, affect and judgement in student’s English and Chinese essays. The other study was conducted by Geng (2015) from Warwick University. His study is about appraisal analysis in discussion sections of doctoral theses in the discipline of ELT/Applied Linguistics at Warwick University.

Most research done by some researchers only examined the appraising items. However, each text has their own communicative purposes which influence the writer on how to structure the text. Yang and Lv (2015) state that there are few studies combines the structures with lexico-grammatical features. Therefore, through the study of both structure and appraisal, we are able to get a clearer overview of written discourse is constructed. In this regards, the researchers combine the appraisal with the generic structure of critical review in order to know students’ interpersonal competencies in writing critical review. Therefore, the aim of the paper is to analyze how the students organize their critical reviews in terms of generic structure and to examine what appraisal resources used by the students in their critical reviews.

Methodology

This study aims to analyze how the students organize their critical reviews and to analyze

what appraisal resources used by the students in their critical reviews. In order to fulfill these aims, the researchers used a written discourse analysis as research design. Bavelas et al. (2002) defines discourse analysis as the systematic study of naturally occurring communication in the broadest sense, at the level of meaning. It studies beyond the sentence boundaries which investigates everyday conversation, written discourse of all types, narrative, and other kinds of written or spoken text (Celce-Murcia and Olshtain, 2007: 4).

The students were given a template a critical review taken from Thomson Rivers University Writing Center as this template gives a understandable guidance for students to write a well-structured and well-organized critical review text. The class together with the guidance for the writing lecturer discussed the template so that they might have knowledge and information on the generic structure of a critical review. Then, they were given a research-based article to review. The article for all 25 students are the same to find out to what extent each student could perform their writing skill towards a same article.

The units of analysis in this study were words, phrases, and clauses as to discover the generic structure and the use of appraising items in the students' texts.

The procedure of the data analysis is as follows: a) the students' texts were read several times, b) the clause and/or clause complexes boundaries were identified, c) words, phrases, and structures identified as appraising items were written down in a table (see the Appendix), d) the organization of the texts was also examined simultaneously by using critical review template suggested by Thomson Rivers University Writing Center.

Findings and Discussions

Organization of Students' Critical Review

Examining the critical reviews written by the students, it is found out that almost all of the twenty-five students have structured their texts as suggested by Thomson Rivers University Writing Center. Two students did not present a summary which has a function to inform the readers (student 18 and 25). The finding is shown in Table 1.

Table 1. The students' critical review organization

Stu- dent	Intro- duction	Sum- mary	Ana- lysis	Conclu- sion
1	√	√	√	√
2	√	√	√	√
3	√	√	√	√
4	√	√	√	√
5	√	√	√	√
6	√	√	√	√
7	√	√	√	√
8	√	√	√	√
9	√	√	√	√
10	√	√	√	√
11	√	√	√	√
12	√	√	√	√
13	√	√	√	√
14	√	√	√	√
15	√	√	√	√
16	√	√	X	X
17	√	√	√	√
18	√	X	√	√
19	√	√	√	√
20	√	√	√	√
21	√	√	√	√
22	√	√	√	√
23	√	√	√	√
24	√	√	√	√
25	√	X	√	√

Table 1 maps out that most students make their critical review well-structured in terms of the generic structure. It shows that their critical review have followed the template suggested by Thomson Rivers University Writing Center. Each structure of the critical review text will be explained further in the following description.

All students make an introduction on their critical reviews. In introduction, according to Thomson Rivers University Writing Center, the writer can state the title of the work, the author's name and the date of publication, outline main ideas of the book, identify the author's thesis, or state the writer's own thesis statement and the writer's main idea about the work. The example of introduction can be seen in the following instance.

Student 11

This paper reports on the findings of a discourse analytic study of the logical continuity in the final project draft (henceforth, skripsi) of undergraduate degree students.

The example above shows that the student has clearly stated the outline main ideas of the text by stating "This paper reports on the findings of a discourse analytic study of the logical continuity in the final project draft". In summary, the writer briefly outlines the main ideas of the work by discussing the structure, style or point of view. Based on Table 1, though 2 students did not make summary, the other students summarized her/his review by briefly outlining the main ideas of the article. The example of summary can be seen in the following instance.

Student 13

It is about how the students can make a good final project that has logical continuity or coherence.

The next part is analysis. In analysis, the writer explains the ideas with specific examples from the work and assesses whether the author has achieved their intended goal. Based on table 1, it maps out that only 1 student did not make analysis on her review. Here, the writer critically stated what she likes and does not like about the work. The example of analysis can be seen below.

Student 18

In background of study, there are four main discussions. First, Communicative Purpose. It should tell the readers the context of the study , problematization , what phenomenon under investigation.

Based on the example above, the writer explained what her ideas by looking at what the focus of the work and providing specific examples from the work she reviewed.

The last part is conclusion. In conclusion, the writers restate their thesis in new words, summarize their main ideas and include a call to action for their reader. Based on Table 1, only one student who did not conclude her review. In conclusion, a writer can restate her thesis in new words or summarize the main ideas. The example of conclusion can be seen below.

Student 11

Overall, this paper is great, every students may to read this paper to make them understand the difficulties and sets the preparation immedietly in making the final project soon. The lecturers also knowing these students difficulties and help the lecturers to give the guidance to their writing.

The example above shows the writer intention to make a conclusion of the review. By concluding the review, it means that the writer summarizes her/his ideas with stronger words.

Examined the generic structure of the students' critical review, it can be inferred that most students have already been successful in making critical review as critical reviews usually have a similar structure (Hyman, 1971 and Dunbar, 1995). They have followed and applied the template suggested by Thomson Rivers University Writing Center.

Furthermore, it is found that only some students do not elaborate either summary or analysis of the critical reviews as they lack of writing skill. By reading this result, it is

expected that they can improve their writing skill.

The Use of Appraisal Resources in Students' Critical Review.

After conducting the analysis of the appraising items, the findings are found. Based on the analysis (see Appendix 1), it maps out that there was a high occurrence in appreciation (attitude), proclaim (engagement), and force (graduation). The detailed explanations from each subsystem will be described below.

Attitude negotiates the manner in which attitudes are explicated and demonstrated in English texts (Hadidi and Mohammadbagheri-Parvin, 2015). There are three regions of attitude including "affect" which deals with emotions, "judgement" which relates to attitudes towards behaviour, and "appreciation" that is about evaluations of semiotic and natural phenomena.

As the result maps out (see Appendix 1), appreciation exceeds other attitude appraising items. The appraising items of appreciation are revealed a lot as the writer gives the judgement towards phenomena (Martin and White, 2005, p. 42). The example of appreciation can be seen as follows.

Student 29

This paper is **informative** because examine the ways students present the logical continuity or ordering of their ideas in their final project.

The word "informative" the student used show her appreciation towards the journal article. This finding confirms the study done by Xinghua and Thompson (2009), Liu (2013), and Hadidi and Mohammadbagheri-Parvin (2015). These studies reveals that appreciation is used towards phenomena. Since the writer argue towards the paper, the appreciation is applied. Furthermore, this

kind of appreciation is regarded as being characterized of the argumentative genre (Lee, 2006; Liu and Thompson, 2009; Liu, 2013). Therefore, critical review needs arguments in support her argument, appreciation seems more appropriate for the writer. The appraising items of appreciation are revealed a lot as the writer gives the judgement towards phenomena (Martin and White, 2005: 42).

Engagement relates with sourcing attitudes and the play of voices around opinions in discourse. It concerns with the linguistic resources when speakers/writers adopt a stance towards the position being referenced by the text and with respect to those they address.

Further, it can be seen that proclaim has the highest point. It confirms the theory proposed by Martin and White (2005, p. 97) that proclaim represents "the proposition as highly warrantable (compelling, valid, plausible, well-founded, generally agreed, reliable, etc.), the textual voice sets itself against, suppresses or rules out alternative positions". The example of proclaim in student critical review can be seen as follows.

Student 24

Talking about delivering the content, the author uses communicative words; as a result, the readers can understand easily what the content is.

Based on the example above, it can be seen that the writer used proclaim by referring to the writer of the journal she/he reviewed.

The next subsystem of appraisal is graduation. Graduation relates to the grading phenomena in which speakers' feelings are amplified and categories blurred. The graduation can define the attitudinal meanings. The example of graduation can be seen in the following instance.

Student 10

The author argues that the most challenging part of writing skripsi is writing the background of the study.

Here, the writer used “most” for scaling the phenomena. According to Jakaza (2013), graduation in the appraisal system is utilised binary scaling consists of focus ‘prototypicality’ and force ‘preciseness’. Since this study reveals that the students use ‘force’ rather than ‘focus’, it confirms the result of study done by Liu (2013) that the use of force in is to “build up persuasion”. Wan (2008) also reveals the high use of graduation of force in his study. He states that “the frequently employment of graduation as force are to express meaning when the writer describes the situation or complain about problem”.

The result of the analysis shows that the use of appreciation (attitude), proclaim (engagement), and force (graduation) are high. This result confirm that the critical review is used for evaluating a work effectiveness. Therefore, the high use of the appraisal relates to this theory and formed in the students’ critical review.

In addition, appraisal appraising items are mostly found in analysis part of the critical review as the writer explains the ideas with specific examples from the work and assesses whether the author has achieved their intended goal.

This result contradicts with the study done by Yang and Xiaojuan (2015). In their study, the most frequent appraising items revealed in the writing system is in introduction. It indicates that the writer “present his research topic and method briefly”. However, in critical review, introduction only state the title of the work, the author’s name and the date of publication, outline main ideas of the book, identify the author’s thesis, or state the

writer’s own thesis statement and the writer’s main idea about the work.

Conclusion

Based on the findings of the research, some conclusions can be drawn in regards to the evaluation of the students’ writing. Almost all the students organized their texts following the generic structure of a critical review. It also shows that the students use appraising items which dominantly indicate their appreciation (attitude), proclaim (engagement), and force (graduation). The high use of those appraising items confirms the theory that critical review is made for evaluating someone’s work including what it does well and what it does poorly.

In addition, some pedagogical implications gained from the findings for English instruction in EFL/ESL context should not only focus on the accuracy of grammar use but also EFL/ESL learning needs to pay more attention to evaluative meanings conveyed through lexicogrammatical constructions. By encouraging student explore a wide range of appraising items resources, they should be explicitly taught how to strengthen their voices in critically reviewing other’s works. And, this is our suggestion for further studies.

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Appendix
Appendix 1. Appraisal Analysis

Student	Attitude		Engagement			Graduation			
	Affect	Judge- ment	Appre- ciation	Dis- claim	Pro- claim	Enter- tain	Attri- bute	Force	Focus
1	2	5	9	1	9	5	2	10	0
2	1	1	10	1	9	8	1	11	1
3	2	0	7	4	7	7	4	15	0
4	1	0	11	0	6	12	2	5	2
5	3	0	15	3	9	3	2	12	1
6	0	0	11	2	3	8	1	4	0
7	0	0	12	0	7	6	0	6	1
8	0	0	10	1	13	3	3	8	0
9	0	2	12	5	7	15	3	8	0
10	1	1	10	2	7	6	1	16	1
11	0	0	10	2	12	10	4	5	0
12	0	0	8	4	5	4	2	7	0
13	0	0	4	1	4	1	1	3	0
14	1	4	17	3	11	12	5	8	1
15	0	1	5	0	6	3	4	3	0
16	0	0	4	1	4	3	0	2	0
17	0	0	4	3	3	11	4	4	0
18	1	0	8	1	4	1	1	4	0
19	0	0	17	2	5	7	1	6	1
20	1	1	8	2	10	7	6	14	2
21	0	0	15	1	6	10	4	9	0
22	1	0	26	0	6	10	3	7	0
23	1	2	11	0	13	6	11	10	0
24	0	1	6	0	5	5	3	14	0
25	1	2	12	0	12	2	6	8	1
Total	16	20	266	42	186	176	78	203	11
	5.3%	6.6%	88.1%	8.7%	38.6%	36.5%	16.2%	94.9%	5.1%

ENHANCING TEACHER'S REFLECTION SKILL IN CLASSROOM TESTING TO INCREASE PUPILS' ENGLISH LANGUAGE PERFORMANCES USING 'TOOTH DECAY'

Suriani Alland Oxley
School Improvement Specialist Coach
Labuan Education Department
Malaysia

Abstract

Reflection is necessary in classroom testing because it helps teachers to identify their pupils' problems in English. In reality, teachers seldom reflect because they feel it is a difficult task and it requires teachers to spend extra time doing it. My innovation of 'Tooth Decay' helps teachers to identify pupils' problems easily. A blacken tooth triggers the teacher to be more alert about the topic and skill in English that their pupils may need. This innovation method also encourages pupils to take the responsibility of their learning as it involves pupils' participation actively in assessing their own weaknesses. 'Tooth Decay' is an easy and fun innovation method, which identifies the problems in designing the right intervention. The right intervention that suits pupils' problems helps to increase pupils' performances. Thus, boost up pupils' confidence level in English.

Keyword: reflection, assessment, classroom testing, 'Tooth Decay', problems, intervention.

Introduction

Lewis Aiken (1997), the author of a leading textbook on the subject of psychological and educational assessment, contends that a "post-mortem" is necessary in classroom testing, as it is a medicine. Medicine here means, through "post-mortem" or reflection, teachers are not only can define the quality of their testing exercises and tasks but teachers are also able to identify their pupils' problems. By having this information, teachers can design the right interventions to improve their pupils' performances in English Language.

Unfortunately, not many teachers are doing classroom testing reflection for English Language due to many reasons such as it is too difficult to do, taking so much time to do it, no instruction from the school admins, feel that it is not important, don't know how to do it and many more (Labuan School Inspectorate and Quality Assurance, English Language Subject's School Observation Report, 2013).

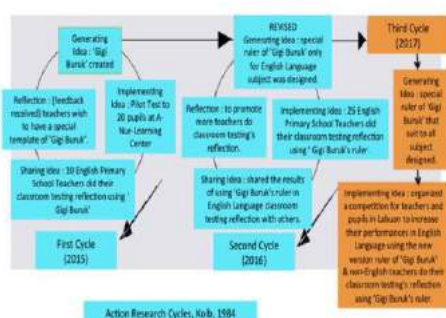
Based on the data of English teachers interviewed collected, (SISC+ Programmed, 2014), every time after the classroom testing, when teachers are asked about their pupils' problems, teachers will give a few standard answers such as pupils are weak in grammar, pupils don't understand what they read and thus, influence their marks in comprehension section, they don't understand English, they are lazy, they refuse to finish their homework, and many other reasons.

All these answers are only based on teachers' subjectivity opinions without any supporting data, and for that reason, teachers hardly can say out their pupils' problems in English Language individually. Due to these matters, teachers will plan and carry out the same intervention programs for their pupils' different problems. Thus, influence the effectiveness of those interventions planned.

Methodology

As been mentioned earlier, classroom testing reflection is the key for all the problems stated above. It is very important to find the best method of reflection tools that can motivate and encourage teachers to want to do a classroom testing reflection, and that means it must be easy and fun.

I planned and did an action research, then came out with innovation related. The action research process helped me to understand what was happening in the classroom and identified changes that improve teaching and learning through classroom testing reflection. In this research process, I am using three cycles of action research by Kolb (1984) as my reference. Data were collected during the visit and analysed using the Microsoft Office Excell.



Finding And Discussion

Data Collected From The First Cycle's Research (2015)

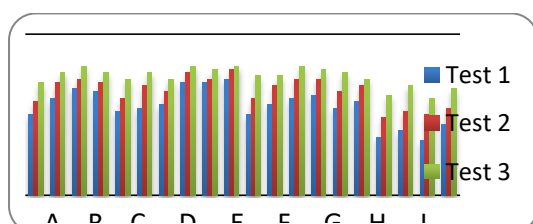


Chart 1 : 20 pupils' marks at An-Nur Learning Centre increased after using 'Gigi Buruk' in their classroom testing reflection.

The chart above showed the increasement of pupils' marks at An-Nur Learning Centre. After using 'Gigi Buruk' in three times classroom testing reflection, the pupils showed improvement in passes grades. Using

the data gathered from 'Gigi Buruk', researcher planed and carried out the right interventions towards pupils' problems individually. 'Gigi Buruk' is not a tool to increase pupils' performances in English Language but 'Gigi Buruk' is an easy method for the researcher to identify pupils' problems and then design the right interventions for them. The right interventions successfully helped to solve pupils' English language problems.

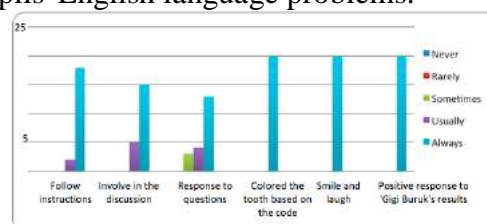


Chart 2 : 20 pupils' positive behaviours showed during the classroom testing reflection using 'Gigi Buruk' at An-Nur Learning Centre.

The second chart above showed the positive behaviors of pupils at An-Nur Learning Centre during the reflection session using 'Gigi Buruk'. Each time researcher used 'Gigi Buruk' in the discussion, the pupils showed their positive interests. They followed the researcher's instruction, involved in the discussion actively and responded to researcher's questions towards the correct and wrong answers.

Pupils also colored the tooth based on the answer code correctly, smiled and laughed during and throughout the discussions and always showed a positive responds to their 'Gigi Buruk's results.

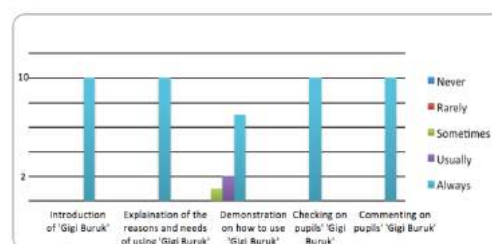


Chart 3 : 10 teachers' actions in conducting classroom testing reflection using 'Gigi Buruk'.

The third chart above showed the five actions taken by the 10 English teachers who involved in this action research in conducting the reflection session using 'Gigi Buruk'. After returning back pupils' question and answer papers, all of the teachers began their classroom testing reflection session by introducing the 'Gigi Buruk' to the pupils where teachers explained the reasons and the needs of using 'Gigi Buruk' in enhancing pupils' performances in English Language skills.

All teachers explained to the pupils on how to use 'Gigi Buruk' so that pupils will have clear pictures about the process of blacken and whiten the tooth correctly. 7 teachers have not only explained it, but they also demonstrated the steps of using 'Gigi Buruk' to the pupils. During the process of reflection, all teachers checked their pupils' 'Gigi Buruk' frequently to ensure that their pupils are on the right track of using the innovation method in assessing their performance.

At the end of the reflection session, all teachers asked their pupils to show their layout of teeth and commented it. Teachers' comments include the section and the question that pupils need to focus more, suggestions towards pupils' intervention programme and motivation words as to encourage the pupils to do better.

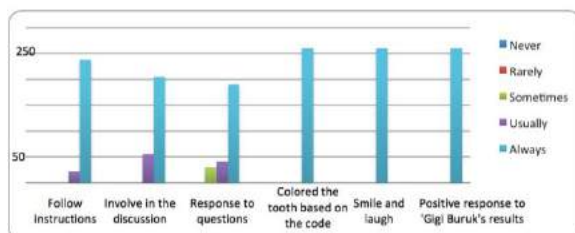


Chart 4 : 260 pupils' positive behaviors during the classroom testing reflection using 'Gigi Buruk' at 5 primary schools selected.

The fourth chart above showed the behaviors of 260 pupils in 5 primary schools during the

classroom testing reflection of their Mid-Year Paper 1 exam papers using 'Gigi Buruk'. The pupils showed their positive interest during and throughout the discussions where they were using 'Gigi Buruk' happily and joyfully. They followed their teachers' instructions, involved in the discussions actively and responded to their teachers' questions towards the correct and wrong answers.

They colored the tooth with black if their answers were wrong and remain the other teeth white without any colors if their answers were correct excitedly. Some of the pupils, especially the girls even decorated their teeth by adding red color onto the lips. At the end of the discussion, their teachers asked them to show their layout of the teeth where they can stated the section that they need to improve, the questions that they were weak at, commented their friends' teeth layouts and motivated their friends who had many tooth decay to have a more whiten teeth in their next exams.

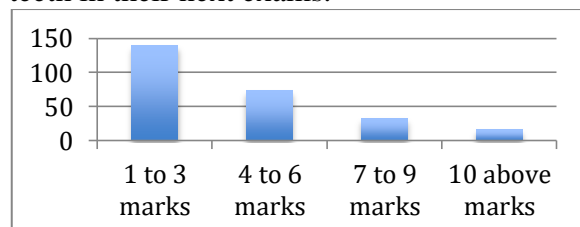


Chart 5 : 260 pupils' marks at 5 primary schools selected increased after using 'Gigi Buruk' in their classroom testing reflection.

The fifth chart above showed the comparison in the increasement of 260 pupils' marks between the Mid Year exam and Final Year exam results. 139 pupils increased their marks between 1-3 marks, 73 pupils increased their marks between 4-6 marks, 32 pupils increased their marks between 7-9 marks and 16 pupils had increased their marks between 10 marks.

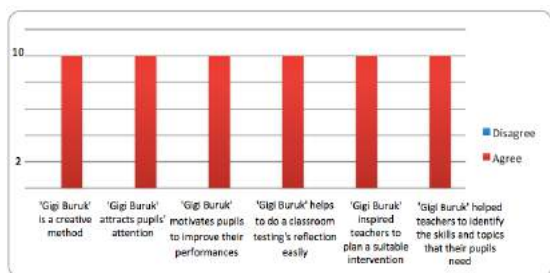


Chart 6 : 10 English teachers' opinions about using 'Gigi Buruk' in their classroom testing reflection with the pupils.

The sixth chart above showed the opinions stated by the 10 teachers who involved in this research about using 'Gigi Buruk' in their classroom testing reflection with the pupils. Most of the teachers agreed that 'Gigi Buruk' is a creative method to use in conducting a classroom testing reflection especially for the children. In their opinions, 'Gigi Buruk' is not only can attract pupils' attention, but 'Gigi Buruk' is also able to motivate pupils to improve their performances.

These 10 English teachers are also agreed that 'Gigi Buruk' helped teachers do a classroom testing reflection easily and inspired them to plan a suitable intervention towards their pupils' problems with English Language individually. Overall, teachers who involved in this research like to use 'Gigi Buruk' in their reflection session because 'Gigi Buruk' easily helped them to identify the skills and topics that they need to focus more in order to enhance their pupils' language skills.

Data Collected From The Second Cycle Research (2016)

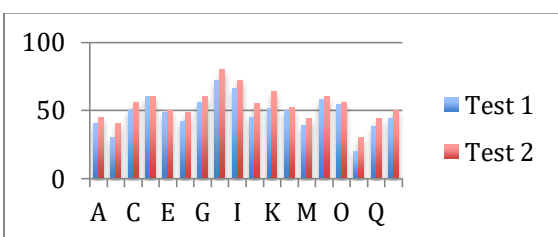


Chart 7 : 18 pupils' Paper 1 marks at Mutiara Mega Learning Centre increased after using

'Gigi Buruk' s ruler in their classroom testing reflection.

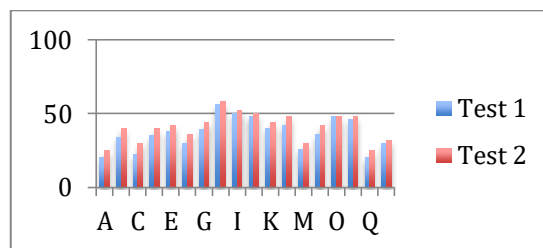


Chart 8 : 18 pupils' Paper 2 marks at Mutiara Mega Learning Centre increased after using 'Gigi Buruk' s ruler in their classroom testing's reflection.

The eight charts above showed the increasement of pupils' marks at the Mutiara Mega Learning Centre for Paper 1 and Paper 2 in English Language. After using 'Gigi Buruk's ruler in two times classroom testing reflection, the pupils showed improvement in passes grades for both papers. Using the data gathered from 'Gigi Buruk', researcher planed and carried out the right interventions towards the pupils' problems individually. 'Gigi Buruk's ruler is a tool to identify pupils' problems and with the information gathered from it, teachers then design the right interventions for their pupils.

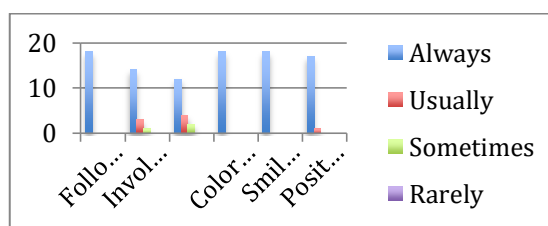


Chart 9 : 18 pupils' positive behaviors showed during the classroom testing reflection using 'Gigi Buruk's ruler at the Mutiara Mega Learning Centre

The ninth chart above showed the positive behaviors of 18 pupils at the Mutiara Mega Learning Centre during the reflection session using 'Gigi Buruk's ruler. Each time researcher used 'Gigi Buruk's ruler in the discussion, the pupils showed their positive interests. They followed the researcher's

instruction, involved in the discussion actively and responded to researcher's questions towards the correct and wrong answers. Pupils also colored the tooth based on the answer code correctly, smiled and laughed during and throughout the discussions and always showed a positive responds to their 'Gigi Buruk's results for both English Language Paper 1 and Paper 2.

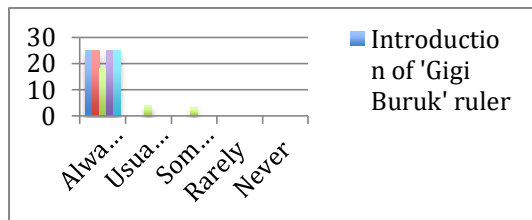


Chart 10 : 25 teachers' actions in conducting the classroom testing reflection using 'Gigi Buruk's ruler.

The tenth chart above showed the five actions taken by the 25 English teachers who involved in this second cycle of action research in conducting the reflection session using 'Gigi Buruk's ruler for Paper 1 and Paper 2 in English Language subject during the Mid Year dan Final Year exams. After returning back pupils' question and answer papers, all of the teachers began their classroom testing reflection session by introducing the 'Gigi Buruk's ruler to the pupils where teachers explained the reasons and the needs of using 'Gigi Buruk's ruler in enhancing pupils' performances in English Language skills.

All teachers explained to the pupils on how to use 'Gigi Buruk's ruler so that pupils will have clear pictures about the process of blacken and whiten the teeth correctly. 18 teachers have not only explained it, but they also always demonstrated the steps of drawing the 'Gigi Buruk' using 'Gigi Buruk's ruler to the pupils. During the process of reflection, all teachers checked their pupils' 'Gigi Buruk' results frequently to ensure that their pupils are on the right track of using the

reflection innovation tools in assessing their performance.

At the end of the classroom testing reflection session, all teachers asked their pupils to show their layout of the teeth and commented it. Teachers' comments include the section and the question that pupils need to focus more, suggestions towards pupils' intervention program and motivational words as to encourage the pupils to do better in their next exams.

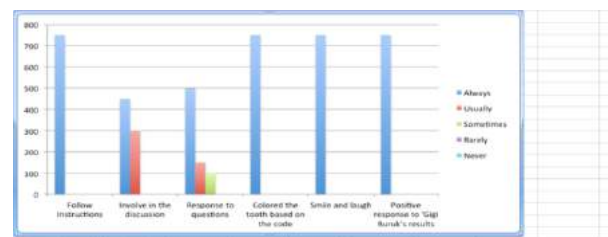


Chart 11 : 750 pupils' positive behaviors during the classroom testing reflection using 'Gigi Buruk's ruler at 10 primary schools selected.

The eleventh chart above showed the behaviors of 750 pupils from 10 primary schools during the classroom testing reflection for Paper 1 and Paper 2 in an English Language subject during the Mid Year Dan Final Year exams using 'Gigi Buruk's ruler. The pupils showed their positive interest during and throughout the discussions where they were using 'Gigi Buruk's ruler happily and joyfully during the process of drawing the 'Gigi Buruk's templates for Paper 1 and Paper 2. They followed their teachers' instructions, colored the tooth based on the code correctly, smiled and laughed happily and showed their positive response to their 'Gigi Buruk's results.

Meanwhile, there were 450 pupils always involved in the discussion and 500 pupils always gave their response to teachers' questions during the classroom testing reflection for both papers in Mid Year and Final Year exams. Finally, at the end of the

discussion, the teachers asked their pupils to show their layout of the teeth and stated the section that they need to improve, the questions that they were weak at, commented their friends' teeth layouts and motivated their friends who had many tooth decay to have a more whiten tooth in the next exams.

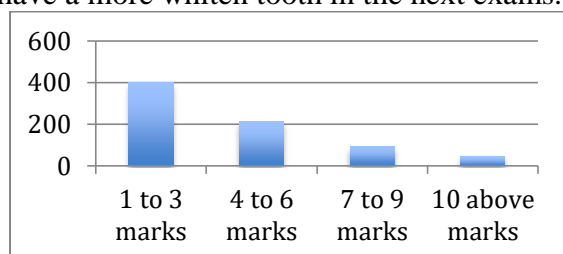


Chart 12 : 750 pupils' marks at 10 primary schools selected increased after using 'Gigi Buruk's ruler in their classroom testing reflection.

The twelfth chart above showed the comparison in the increasement of 750 pupils' marks between the Mid Year exam and Final Year exam results. 399 pupils increased their marks between 1-3 marks, 211 pupils increased their marks between 4-6 marks, 94 pupils increased their marks between 7-9 marks and 46 pupils had increased their marks between 10 marks.

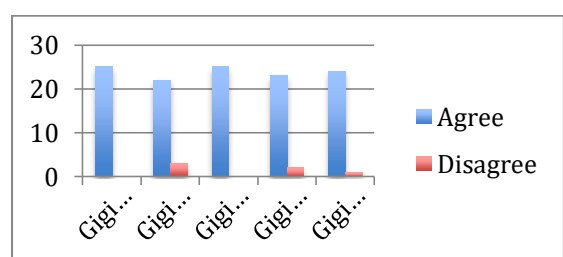


Chart 13 : 25 teachers' opinions about using 'Gigi Buruk's ruler in their classroom testing reflection with the pupils.

The thirteenth chart above showed the opinions stated by the 25 English teachers who involved in this second cycle's action research about using 'Gigi Buruk's ruler in their classroom testing's reflection with the pupils. Most of the teachers agreed that 'Gigi Buruk's ruler is a creative innovation tool to use in conducting a classroom testing

reflection, especially for helping the pupils to draw the 'Gigi Buruk's templates for Paper 1 and Paper 2 in the English Language subject.

In their opinions, 'Gigi Buruk's ruler is not only can attract pupils' attention, but 'Gigi Buruk's ruler is also able to motivate pupils to improve their performances without them realizing it. These 10 teachers are also agreed that 'Gigi Buruk' helped teachers do a classroom testing's reflection easily and inspired them to plan a suitable intervention towards their pupils' problems with English Language individually.

Overall, teachers who involved in this research like to use 'Gigi Buruk' in their reflection session because 'Gigi Buruk' easily helped them to identify the skills and topics that they need to focus more in order to enhance their pupils' language skills.

The Data From The Third Cycle Research (2017) Are Not Fully Collected And Analyzed Yet. The Process Of Implementing The New Version Of 'Gigi Buruk's Ruler Is Still Going On Until The Day Of This Report Been Wrote.

Discussion

Researcher believes that if the doctor gives the right pills to the right disease, the sickness will go and the patient will recover. The same concept goes to learning process, if the teachers give the right intervention to the right problem, the problem will disappear and the pupils' skills will improve. When teachers excel in improving pupils' English language skills, pupils will have the opportunity to develop themselves to the highest potential.

Based on the findings above, researcher found out that 'Gigi Buruk' is a creative and innovative assessment method and tools that teachers can use and apply in their pupils' classroom testing reflection. By using 'Gigi Buruk's ruler, teachers easily can identify the

skills, sections, topics and types of questions that teachers need to focus and concentrate more in order to help the pupils to enhance their English skills.

During or after the discussion, teachers can just ask the pupils to show their layout of the teeth and in only a few seconds or quick glances teachers will be able to know each and every one of their pupils' problems in learning English.

Knowing the real problems of the pupils will help the teachers to plan, design and carry out a suitable and an effective intervention or programme. Good intervention is not only based on its suitability but it is also must be able to give a maximum impact to the pupils in enhancing their learning English language skills. 'Gigi Buruk's ruler is not costly; it is simple, interesting, creative, fun, meaningful and very applicable.

But, the best thing about 'Gigi Buruk' is, it involved the participation of the pupils. Pupils take the responsibility towards their own learning process where they know their own mistakes, they understand their weaknesses and they know how to overcome their problems. 'Gigi Buruk' is also able to boost up pupils' motivations and interests in improving themselves to be better in term of understanding, skills, marks and grades in English Language.

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ENGLISH LECTURERS' STEPPING STONES IN DEVELOPING THE LANGUAGE OF EARLY CHILDHOOD THROUGH THREE PILLARS OF HIGHER EDUCATION

Taranindya Zulhi Amalia
STAIN Kudus

Kudus, Central Java, Indonesia
ms.starzu@stainkudus.ac.id

Abstract

English Lecturers at Tarbiyah Faculty of STAIN Kudus have their own ways to improve language development, including early childhoods' language development. Such ways are included in the running of three pillars of higher education. The objectives of this research are to classify and analyse the three pillars of higher education from English lecturers at Tarbiyah Faculty of STAIN Kudus in improving early childhoods' language development. This descriptive qualitative research applies field research. The primary data source is the secretary and English lecturers at Tarbiyah Faculty of STAIN Kudus. While the secondary data sources are references in the form of relevant books to develop the language of early childhood and three pillars of higher education. The data are collected by observation, interview, and documentation techniques. The findings showed that three pillars of higher education consisted of education and teaching inside and outside the campus, personal, institutions, and ministries of religion researches, as well as individual and group community services. In education and teaching, English lecturers focused on teaching students of the Islamic early childhood education department especially English for young learners and also giving appropriate early childhood media and materials. While in research, they had the locus at early childhood education or do library research related to early childhood. Then, in community service, lecturers were the speakers of language skill parenting seminars, trainers of early childhood educator candidates as well as on students who had been teachers, as well as tutors of early childhood and the educators.

Keywords: English lecturers, language development, early childhood, three pillars of higher education

Introduction

The existence of English as a part of education in Indonesia has been started at the past. Conversely, the Act No. 20 Year 2003 on National Education System regarding the Language of Instruction CHAPTER VII Article 33 (3) mentions that: Foreign language can be used as the language of instruction in the specified educational unit to support foreign language skills of learners.

Then, in 1990's, English was introduced to junior high school students. While in 2000's, English was introduced to elementary school as local contents. Now English is integrated to some themes in the curriculum of early childhood education.

In the available curriculum, there are some aspects. The aspects are integrated in every themes and subthemes during an academic year. Fakhruddin, (2010:81-120) categorizes them into: Religion, Motor skill, Moral, Emotional, Independence, Language, Art, and Cognitive aspects.

The basic education now calls for language including English as a very beginning foreign language. The teachers have to introduce English and put it together with mother tongue. Yet, the practical truth is not as simple as it seem. There are some facts as follows:

- a. Teachers of early childhood education do not have any English educational background.
- b. They learnt it formally through a general lecture or informally through an English course/club
- c. Some English Lecturers at Tarbiyah Faculty of STAIN Kudus have their own ways to improve language development, including early childhoods' language development. Such ways are included in the running of three pillars of higher education.

The objectives of this research are:

1. to classify the three pillars of higher education from English lecturers at Tarbiyah Faculty of STAIN Kudus in improving early childhoods' language development.
2. to analyse the three pillars of higher education from English lecturers at Tarbiyah Faculty of STAIN Kudus in improving early childhoods' language development.

Three Pillars of Higher Education

Every lecturer has responsibilities to fulfil three pillars of higher education. There are as follows:

1. education and teaching inside and outside the campus, personal, and institutions
2. ministry of religion researches
3. individual and group community services.

Those duties are implemented at Tarbiyah Faculty of STAIN Kudus through its vision and missions (Profile & Facts of STAIN Kudus Book):

Vission:

The realization of empowerment of Islamic religious sciences, by integrating and internalizing the moral character to realize civil society as called Islamic transformation.

Missions:

To provide an academically rich which organizes Islamic and high quality of Education based on Tri Dharma Perguruan Tinggi (Three Pillars of Higher Education): learning, researching and community development that prepare students to realize academic beings capable, virtuous, and noble to be socially responsible to their communities, locally and globally.

Methodology of the Research

This descriptive qualitative research applies field research. For collecting the data, there are primary and secondary data sources. The primary data sources are the secretary and English lecturers at Tarbiyah Faculty of STAIN Kudus. While the secondary data sources are references in the form of relevant books to develop the language of early childhood and three pillars of higher education.

Furthermore, in order to collect the data, the researcher applies observation, interview, and documentation techniques.

Developing the Language of Early Childhood

Language as one of the aspects in early childhood education needs attentions more. Cameron (2001:5) argues that language provides opportunities to do something and arrange information symbolized by words. Medikawati (2012:4) adds that when children usual listen to foreign language, they will scan it naturally and learn without any effort.

Since language (read; mother tongue) is going to be the first medium to communicate and socialize to others, children start to learn it formally, informally, or non formally in early childhood education. Furthermore, Hasan (2012:17-18) expresses the education unit of early childhood as follows:

1. Taman Kanak-kanak (TK) [Kindergarten]
2. Raudhatul Athfal (RA) [Islamic Kindergarten]
3. Bustanul Athfal (BA)

4. Kelompok Bermain (KB) [Play Group]
5. Taman Penitipan Anak (TPA) [Child Care]
6. Early Elementary School (Grade 1, 2, 3)
7. Bina Keluarga Balita
8. Pos Pelayanan Terpadu (Posyandu)
9. Family
10. Environment

Hence, the lecturers of Tarbiyah Faculty especially Englishes do collaborations and memorandum of understanding (MoU) with some educational institutions above. For the lecturers, these acts are represented by three pillars of higher education.

Privilage of Early Childhood Language Development in Doing The Three

1. In education and teaching, English lecturers focused on teaching students of the Islamic early childhood education department especially English for young learners and also giving appropriate early childhood media and materials as well as TOEFL preparation. One of the English lecturer is the headmaster of a preschool that gives English as a supplement.
2. While in research, they had the locus at early childhood education in the language aspect especially the introduction of English vocabularies or do library research related to early childhood/young learners
3. Then, in community service, the lecturers were the speakers of language skill parenting seminars, trainers of early childhood educator candidates as well as on students who had been teachers, as well as tutors of early childhood and the educators.

Dealing with the actions, stories have been developed into the three pillars. A story is useful for the teaching process. While it is built on some researches, writing ideas as well as elaborated into a community service. Story and storytelling are as the medium and method of intrducing language skills in

kindergarten which are now not only applied in kindergarten. Bryant (2009:14) says that the story's function is merely no longer considered in the kindergarten; it is being required in the first, the second, and indeed in every standard of children. Additionally Spaulding says that (2011:60) for choosing an appropriate story of young learners [such as kindergarten students], repetitions and proper issues dealing with their ages. From those, the researcher concludes that language areas widen the opportunities of English lecturers in developing them into the three pillars of higher education. Besides, the language aspect in the curriculum of early childhood education is challenging them to have roles in its introduction of this foreign language through simple ways.

Conclusion

Lecturers have to read issues dealing with their responsibilities in implementing three pillars of higher education. Students, other lecturers, researchers, or others could help them being more creative and innovative in their performances. Finally the three will be consummate if they are actualized based on the realism so that human beings feel the benefits.

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BLENDED LEARNING: FOSTERING STUDENTS' WRITING PERFORMANCE

Testiana Deni Wijayatiningsih

University of Muhammadiyah Semarang

Semarang, Indonesia

testiana@unmus.ac.id

Abstract

This research aimed to know the application of blended learning which collaborated with the integration of face to face and online learning to foster students' writing performance through innovative information and communication technology. The subject of this research was the third semester of English Department of University of Muhammadiyah Semarang. It employed an action research using two cycles and four steps to analyze the application of blended learning model on students' writing performance. The data was analyzed using descriptive quantitative analysis. The result showed that there was an improvement on students' writing achievement. The application of blended learning model also can improve the effectiveness and efficiencies in fostering students' writing performance. Besides, it showed that blended learning was an effective model which could be applied not only in the classroom but also outside the classroom. It assisted the students to enrich their knowledge especially in writing genre-based text. They can enjoy the learning activities using blended learning especially through online learning, so it can reduce the lecturing time.

Keywords: blended learning , fostering, students' writing performance

Introduction

One of the significant skills in learning English for English Foreign Learning learners (EFL) called writing. It also needs a model from the lecturers. Based on Hyland (2003:8) Writing is a product constructed from the writer's command of grammatical and lexical knowledge which can be developed from the teacher's imitating and manipulating models. Moreover, some of students in the third semester of English Department confuse how to create the topic and develop their writing using appropriate structure. They have to have passed writing genre based writing subject. Based on the researchers' observation, the students still write using Indonesian then they translate their writing into English. They also felt confused when they choose and use the words and the grammar structures properly. In addition, they got difficulties in determining their writing product. In addition, they did not have enough

knowledge to browse and search some information from internet or digital online library.

In line with those obstacles above, the researchers focus on the implementing blended learning which collaborated the integration of face to face and online learning to foster the students 'writing performance through innovative information and communications technology.

Writing Genre

In many EFL teaching classrooms plan the themes when the students do writing. Usually, the themes encounter in a relevant context like in ESP learning situation. The themes are based on the real life activities which many people do in their daily life which assist and motivate students to write using their personal experiences and prior knowledge (Feez, 1998).

Besides, the lecturers need to comprehend the teaching learning cycles which can lead the students' writing performance. In EFL teaching learning cycles have five cycles as the five stages which consist of setting the context, modeling, joint construction, independent construction, and comparing (Feez, 1998:28). It means that for the first process, the students should find the themes or topics. Secondly, they create the draft of their writing by analyzing the samples of genre text. Next, lecturers give the students support and motivation to practice the writing in groups. Then, lecturers ask them to write individually. Finally, they compare their writing which has been learnt to other genres.

Blended Learning

Leibling and Prior (2005: 24) stated that Blended Learning involves multiple media – e.g. a combination of classroom teaching with independent e- learning. It means that the teaching learning process uses the activities in the classroom and the activities through online learning.

Moreover, according to Colis dan Moonen (2001) blended learning is a hybrid of traditional face-to-face and online learning so that instruction occurs both in the classroom and online, and where the online component becomes a natural extension of traditional classroom learning.

Based on Bailey, et.al. (2013:1) there are four implementation guides of blended learning; creating conditions for success, planning, implementing, and improving. Firstly, creating conditions for success consists of some kinds of activities to support the implementing face to face learning and online learning. Secondly, planning means that lecturers prepare the teaching learning process scenario and activities which will be used for blended learning. Thirdly, implementing means that lecturer implements the blended learning which

consists of online learning and off line learning. The last, improving means that the lecturer creates and supports the materials in the teaching learning process which can stimulate the students' motivation in writing through blended learning.

In conclusion, blended learning is thus a flexible approach to course design that supports the blending of different times and places for learning, offering some of the conveniences of fully online courses without the complete loss of face-to-face contact". It shows that blended learning is a flexible approach that can be done not only in the classroom but also out of class. It gives wider opportunity for the students to explore the information related to the subject that they learn. Furthermore, the importance of embodiment and the need for face-to-face interaction still occurs.

Methodology

A classroom action research has been used as the methodology of this research. The subject of the research is the third semester of English Department Unimus which consists of 14 students. The data collections are gathered from tests, questionnaires, and observations. The data collections also are analysed using quantitative descriptive analysis. The research procedures use two cycles and four stages which are planning, acting, observing, and reflecting.

Finding and Discussion

Finding

Students' Score

The result of the research shown that the mean score of the students increased from 50.5 in the pre-test into 63 in the post test I. In other words, the students' mean score was increased 12.5 in this post test I. In addition, it can be seen that the mean score of the students increased from the pre test II 68 into 82.7 in the post test II. In other words, the students' mean score was increased 14.7 in this post test II. In conclusion, the

students' writing performances improve and have the result which more than the indicator given 70.

Observation Result

The observation' result of cycle I and cycle II showed the student activity level reached 72,48%. It did not reach the indicator 75% while the cycle II reached 81% and have fulfilled the performance indicator which was 75%.

Questionnaires Result

The questionnaires' result in cycle I and cycle II gave good impact and support to the mean's score of writing achievement. The results of questionnaires in the first cycle reached 70.97% while after the action in the second cycle increased to 82% and reached the performance indicator that is 75%.

Discussion

Based on the findings above, the writing performance got improvement especially in writing genre-based text. This improvement can be seen from the research activities which are divided into three main points:

A. Pre-Activity (Face to face learning)

This activity called the creating conditions for success and planning activity which consists of greeting the students, checking the attendance list, giving building knowledge of the field, telling the students about what they are going to learn, and explaining the objectives of the study.

B. Offline & Online Learning (implement)

This offline and online learning called the implement activity

This step can be divided into three major activities, namely:

1. Exploration (offline learning) during the exploration step, the lecturer started showing the example of the text especially exposition text and asking the students to answer the questions orally based on the text given.

2. Elaboration (offline and online learning)

The lecturer still did offline activity by giving explanation. Then, the lecturer started doing the instruction through the online materials. She asked the students to: open the website, log in to the site, and find material; create the main topics of the text; create the supporting sentences become the text; and discuss the result of the students' work. Then, they upload the assignment on the youtube channel. It is called improving step on blended learning. The examples activities can be seen on the figure 1 below;

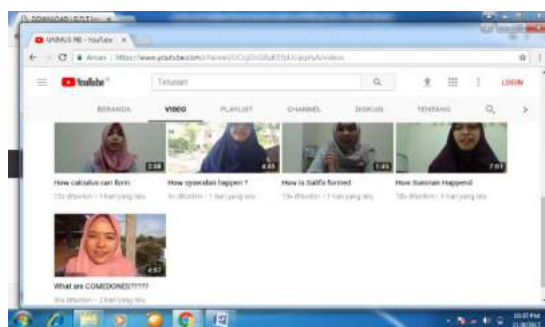


Figure 1. The Students' Activities by Online Learning

3. Confirmation (offline learning)

When the students had discussed the result of their writing through peer review, the lecturer gave feedbacks about the writing that they had reviewed, gave a chance for the students to ask question(s) about the writing that they had learnt and gave them writing assignment/ final drafting at home.

C. Post-Activity (Face to face learning) (improve)

These activities called improve activity. After the students had done those activities, the lecturer reviewed the important point from the text; asked the students to log out the website.

Therefore, the students have big motivation to participate the learning process using blended learning and create their topic easily without feeling confused and boring.

Conclusions

In conclusion, the application of blended learning model can improve the effectiveness and efficiencies in fostering students' writing performance. Besides, it showed that blended learning was an effective model which could be applied not only in the classroom but also out of the classroom. It assisted the students to enrich their knowledge especially in writing genre text. They can enjoy the learning activities using blended learning especially through online learning, so it can reduce the lecturing time.

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ASSESSING STUDENT PERFORMANCE ON INTERPRETING THROUGH PEER-ASSESSMENT

Titik Ismailia

Language, Communication, and Tourism Department

Politeknik Negeri Jember

Jember, Indonesia

titikarul@gmail.com

Abstract

As a part of translation interpreting is translating spoken discourse orally. It needs some requirements like ability to speak clearly, clarity, fluency, eye contact, and self-confidence. It also needs linguistic proficiency, analytical skill, listening and recall, interpersonal skills, ethical behaviour, speaking skills, cultural knowledge, and subject knowledge. Evaluating students performance on interpreting can be done through peer assessment. Peer- assessment is one of alternative assessment to grade the peers in group or individuals by commenting on and judging other students work. To do this process there is a join work between listening and speaking, and two students. The first student as a speaker and the second student as an interpreter. Both of them should do the same quality on speak clearly as a speaker and as an interpreter should able to listen and translating the spoken discourse orally. Evaluation can use analytical grade that allows teacher to set clear criteria for correction like fluency, grammar, terminology, general content, and mechanics. Students and teacher can give comment on every criteria based on their own competency. During the process on making criteria, students and teacher can discuss and give reasonable suggestion to make the assessment suitable to the students competency. At the end, a rubric of assessment with the score from 0 to 100 and criteria and also the comment included in the paper of assessment.

Keywords: interpreting, students performance, peer assessment.

Introduction

Interpreting is actually a part of translation. When translation work on written to written discourse, interpreting work on spoken discourse. It means interpreter have to listen first then translate orally. Alexieva (1997) said that, definition of interpreting are: 1) mode of delivery and production, 2) participants in interpreter-mediated events, 3) the topic of an interpreter-mediated event, 4) text type and text building strategies, 5) spatial and temporal constraints, and 6) the goal of an interpreter-mediated event. In this way, interpreter-mediated events can be placed along a continuum of universality versus culture-specificity using a number of scales, distance versus proximity between speaker, addressee and interpreter, non-involvement versus involvement of the speaker as text entity, equality/solidarity

versus non-equality/power related to status, role and gender of speaker and addressee, as well as the interpreter in some cases, formal setting versus informal setting, degree of privacy, and distance from home country, literacy versus orality, cooperativeness/directness versus non-cooperativeness/indirectness relevant to negotiation strategies, shared goals versus 'conflicting goals.

There are some kinds of interpreting stated by the expert. First is simultaneous interpreting: According to Seleskovitch (1978a), the interpreter is isolated in a booth. He speaks at the same time as the speaker and therefore has no need to memorize or jot down what is said. Second is consecutive interpreting. The interpreter waits until the speaker has finished before beginning the

interpretation. Third is whispered interpreting. One participant speaks and simultaneously an interpreter whispers into the ear of the one or maximum two people who require interpreting services (Jones, 1998: 6). Fourth is conference interpreting. It enables participants in a multinational meeting to communicate with each other in a seamless fashion, making the language barrier almost imperceptible (GSTI, 1998a: 6). Fifth is seminar interpreting. Gonzalez, et al (1991: 28) assert that the basic difference between conference interpreting and seminar interpreting is the size of the meeting. Seventh is escort interpreting. It refers to the interpreting services provided for government officials, business executives, investors, observers, and the like, who are conducting on-site visits. Escort interpretation is marked by the spontaneity and the broad spectrum of situations interpreters may find themselves in from formal meetings to tours of factories to cocktail parties.

Being interpreter is a hard work. It needs some qualifications to fulfill the requirements. Interpreter should have these kinds of ability to be qualified interpreter. First, language skill from conference (Seleskovitch, 1978a; Jones, 1998) to court (Gonzalez et al, 1991) to community (Frishberg, 1986; Gentile et al, 1996) emphasize the breadth and depth of linguistic proficiency required. Second is analytical skills. Gonzalez et al (1991: 363) declare that analysis is foremost among the strategies employed by court interpreters, so essential to simultaneous interpreting that it can be considered an intrinsic part of the process rather than an ancillary tactic. Third, listening and recall. As Gentile et al (1996: 44) note that effective interpreting requires effective listening skills. Fourth, interpersonal skills when one might expect heavy emphasis on this quality among medical and social service interpreters. It needs more direct personal contact with their

clients than conference interpreters (Roberts, 1994). Fourth, interpersonal skills when one might expect heavy emphasis on this quality among medical and social service interpreters. Fifth, ethical behavior is interpreter's code of ethics has the greatest impact on the interpreter's work in legal settings. Ethics are a major consideration for all interpreters (Frishberg, 1996; Sussman and Johnson, 1996). Sixth, speaking skills when most people associate speaking skills with appearances before large audiences at public events such as congresses, assemblies, or press conferences and public speaking is indeed a key component in the training of all types of interpreters (Weber, 1984; Frishberg, 1986; Gonzalez et al, 1991). Seventh, cultural knowledge. It is almost universally acknowledged that interpreters working in medical and social service settings need to be acutely aware of cultural differences although there is widespread disagreement about what they should do with that knowledge (Carr et al, 1997). Eighth, subject knowledge where all experts on interpreting recognize the need to acquire technical terminology and content knowledge in relevant fields (Seleskovitch, 1978a; Gonzalez et al, 1991; Frishberg, 1986; Gentile et al, 1996; MMIA, 1995).

Related to the learning activity in the classroom, students needs assessment to know their performance on interpreting practice. It is really a problem because it takes time and skill on listening and speaking. The student should perform speaking but they have to listen first. As Jones (1996:6) said that the interpreter has first to listen to the speaker, understand and analyze what is being said, and then resynthesize the speech in the appropriate form in a different language. Some experts give their criteria for assessing interpreting. First is Bühler's criteria (1986) in judging the performance of its candidates. The criteria consists of sense consistency with original message, logical cohesion of utterance,

correct grammatical usage, completeness of interpretation, fluency of delivery, native accent, pleasant voice. For example, pleasantness of voice is clearly open to subjective judgements. Moreover, native accent has been shown not to be a major concern for users of interpreting services (Bühler, 1986). Second is a group of eight university-level institutions drew up a core curriculum for interpreter training at postgraduate level (EMCI, 2000). In its core curriculum, it states the assessment criteria for simultaneous interpreting as follows: at the end of the programme students will be able to provide a fluent and effective simultaneous interpretation of speeches of at least 20 minutes into the target language, accurately reproducing the content of the original and using appropriate terminology and register.

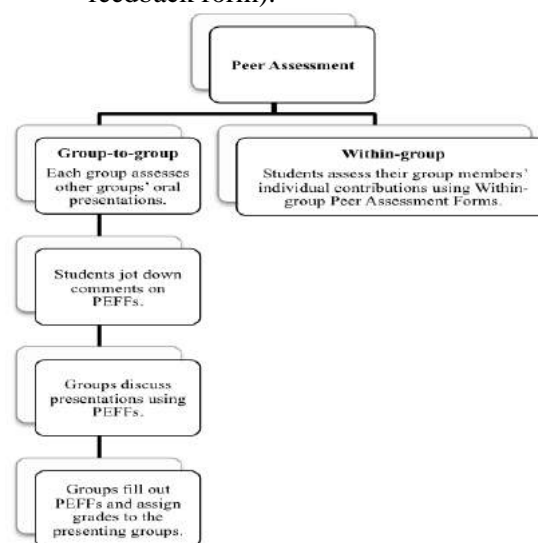
Third is Schjoldager (1996) produced a feedback sheet to enable trainees to judge their own and their peers' performance at simultaneous interpreting and for trainers to diagnose trainees' performance in class should be as follows. First, the listener can understand what the interpreter says and can bear to listen to him/her. Second, the interpreter's language is adequate. Third, the interpreter's rendition is coherent and plausible. Fourth, the interpreter is a loyal communicator of the speaker's message. To sum up, the assessment of interpreting can be done through both subjective and objective factors. Objective factors such as working conditions, environments and professional ethics can be tackled with ease (AIIC, 1990; 1991). Many subjective factors affect perceptions of the quality of conference interpreting are many, including expectations, backgrounds and roles of participants (delegates, audience, organisers and interpreters) in a communicative situation.

Peer-assessment in interpreting

Peer-assessment is a process of a group of individuals grading their peers in which may or may not involve an agreed criteria among teachers and students (Falchikov, 1995). More specifically, Topping (1998) defined peer assessment as an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status (p.250). The process of peer assessment ought to involve students grading and/or giving feedback on their peers' work, and being judged for the quality of the appraisals they made (Davies, 2006). It means that peer assessment develops the ability of students to make independent judgements by involving them in commenting on and judging other students' work. Peer assessment has a vital role to play in formative assessment, but it can also be used as a component in a summative assessment if carefully implemented.

According to Jui-chi Peng (2010) there are two main parts to the assessment process that is within-group and group-to-group peer-assessment. Group members assessed individuals' contributions within a group while each group evaluated other groups' oral presentations. The outline is shown in Figure 1.

Figure 1: The outline of the peer assessments (PEFF stands for peer evaluation and feedback form).



In interpreting class there is a joint work between listening and speaking. Applying both in one occasion need a team consist of two person with different job. First person as a speaker who read or speak the discourse, and the other one as an interpreter. The interpreter should also consider the audience, topic, his/her voice, eye contact, and self-confidence as objective and subjective factors. According to Heaton (1990: 110) proposed an analytical grill for language courses. An analytical grid allows the instructor to set clear criteria for correction based on simple arithmetic.

Table 1: An Analytical Grid

Correction Criteria	5	4	3	2	1
Fluency /Flow					
Grammar					
Terminology					
General Content					
Mechanics	X	X			

In this particular case the translation would be marked over 23 since the instructor chose to weight mechanics less than the other areas. When students are provided with a grid assessment, they are able to see where their weaknesses and strengths lie. Some instructors provide their students with a complete description of each number used on the grid. For example, a student who receives a 5 on the Fluency category would know that the instructor considers this quality work to be an almost native style of writing with varied sentence structure. Coupled with descriptive comments such as the examples below, a student will be able to rewrite the translation with a clear focus. Descriptive comments are similar to the “I” messages suggested by both communication and education specialists. (Cangelosi, 2000). The examples are your use of prepositions is incorrect almost 3/4 of the time, review before you write again, you take an

inappropriate amount of license in translating this technical text, consider your target audience before you translate.

Regarding the quality of interpreters' performance, LTNO (The Languages National Training Organisation, since 2003, merged with CILT to form The National Centre for Languages) (2001) in the UK, AIIC on the international scene and SCIC (Le Service CommunInterprétation-Conférences) within the European Commission all set criteria for recruiting or training new interpreters. The Admissions Committee of AIIC adopts Bühler's criteria (1986), as listed below, in judging the performance of its candidates. With two of its accredited interpreters. There are rigour and consistency, faithfulness to original (substance and style), quality of communication with audience, calm and regular delivery, avoid literal / word for word translation, and correct, spontaneous use of target language. In these standards, consistency appears to capture a different attribute of the interpreting performance than sense consistency with original message suggested by AIIC, which SCIC terms faithfulness of substance and style. In designing the correction form we can use Bloom's taxonomy. As Nitko (2007) said that the assessment rubric for students' practical group learning was made basing Bloom's taxonomy. His cognitive objectives in the field include six main categories: knowledge; comprehend; use; analysis; synthesis; evaluation. Bloom's taxonomy is the student behavior is from simple to complex according to the order of arrangement and, therefore, educational objectives are of continuity and cumulative. He focuses on the evaluation of the learning process and looks evaluation as part of the learning process.

Basing on the above the principles, the peer assessment rubric was made. In order to let students understand and acknowledge the

purpose, the importance and the usefulness of the peer and self-assessment, the expectations of them as members participating in group work and how they should contribute towards group work. During the process of making the rubric, students were asked to be involved in the particular assessment decision. Firstly, assessment criteria was presented to students and asked them to give suggestions. Students put forward reasonable some suggestions to the criteria. Then the teacher moderated it according to students' suggestions. Finally evaluation criteria was produced with the involvement of students' work. The form can be seen below:

Figure 2: Rating Scales

Group _____ Student No. _____

Numerical: eg. rate each criteria out of ten.

Graphics:

Do the students work well with others?

Never
always

occasionally

Descriptive graphic: as above but with description

Eg. Always works well, shares materials, listen to others opinions, contributes to discussion etc

(Amy Hamilton, 2010)

Table 2: Peer-assessment Rubric

	articulation	coherence	Flexibility and relevance	Total score
100-85	Plenty vocabularies, correct grammar, good pronunciation	a long and coherent speaking, occasional pause when speaking	Natural and active participation in talking, use proper words	
84--75	Plenty vocabularies. There're mistakes in grammar and pronunciation, but doesn't affect communication.	Short and simple speaking, long time pause, complete the communication basically	Active participation, sometimes not keep the point, properly use words basically	
74--60	Less vocabularies, mistakes in grammar and pronunciation, affect communication	Short and simple speaking, longer time pause, complete communication basically.	participate in the discussion, sometimes unable to suitable for new topic	
59--0	Much less words, more mistakes in grammar and pronunciation so that block communication	Very short and simple speaking, no coherence, almost no communication	Almost unable to join in the discussion,	

Comment: _____

Considering the rubric designing, the description of the score are: First is poor in fluency, general content, completeness of interpretation, voice, quality of communication, and correct spontaneous use of target language. Second is fair. Third is good. Fourth is very good. Fifth is excellent. The student can give comment to their peer performance based on language level and critical thinking. The evaluation can be given by teacher and student. Student can give the score

based on their ability and the teacher also can give the score too. But teacher and student can discuss the grade of rating so that there is no misunderstanding why teacher gives low score but student give high score. As Falchikov and Goldfinch (2000) raised concerns about the potential bias of teacher assessment. The agreement between teacher and student grading was close (Falchikov & Goldfinch, 2000; Topping, 1998).

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A TRANSLATION TECHNIQUES ON OPTING OUT OF THE MAXIM IN THE NOVEL “THE VALLEY OF FEAR” BY SIR ARTHUR CONAN DOYLE AND ITS INDONESIAN TRANSLATION

Tri Purwaningsih
Sebelas Maret University

Surakarta

tripurwaningsih28@yahoo.com

Abstract

This study aims at investigating the opting out of the maxim proposed by Grice found in the novel entitled *The Valley of Fear* written by Sir Arthur Conan Doyle and investigating the translation techniques used by the translator. It employed descriptive qualitative method. The data were obtained through content analysis. The findings of the study reveals that there are some opting out of the maxim found in the novel. The translation techniques used by the translation are dominated by Reduction and established equivalence, then followed by modulation, transposition, amplification, linguistics compression, literal translation, and linguistics amplification.

Keywords: Opting Out of the Maxim, Translation Techniques.

Introduction

In conducting the study, the writer uses pragmatics approach. Pragmatics deals with the conversational implicature that might happen when people interact to each other. One of central issues dealing with it is maxim which can be classified into some, namely flouting, infringing, opting, violating and suspending.

When a conversation is conducting between two people, it can be indicated by questions and answers. The question of speaker 1 is answered by speaker 2. The way in answering here becomes an interesting topic to discuss as people may answer a question both in cooperative and uncooperative way.

Answering question in uncooperative way deals with opting out of maxim proposed by Grice in Thomas (2013). According to him, opting out indicates unwillingness to cooperate in the way the maxim requires. It occurs frequently in public life, when the speaker cannot, perhaps for legal or ethical reasons, reply in the way normally expected.

The case of Opting out of maxim here happens for example between a conselor and his clients, where the client cannot tell his bitter story that he has because of a burden that he cannot bear. Or it may happen to a police officer who cannot reveal the name of the victim of certain crime in order to maintain the victim's feeling or to avoid of putting someone on danger.

What we should emphasize here is the speaker doesnt want to answer the question intentionally and there is a strong reason behind, either legally or ethically.

Methodology

In this research, the writer uses descriptive qualitative method. The study is conducted systematically through the technique of data collecting and data analysis. The primary data were the utterances which contain opting out maxim in the novel entitled *The Valley of Fear* by Sir Arthur Conan Doyle and its Indonesian version. The reason why choosing this novel because it is a novel with criminal-case content that potentially provides many data dealing with the opting

out maxim. The data were obtained through content analysis

Finding and Discussion

Apart from the opting out maxim as the data provision, also the writer uses the translation techniques proposed by Molina&Albir. Of eighteen translation techniques, there are 8 translation techniques used by the translator in translating the opting out maxim. They are dominated by reduction and established equivalence, followed by modulation, transposition, amplification, linguistics compression, literal translation and linguistics amplification as we can see in the figure 1.

a. Reduction.

VF.02

ST : “**Well**, I refuse to answer”

TT : “Aku menolak menjawab”

In this case, “Well” is reduced by the translator.

b. Established Equivalence

VF.18

ST : “I’m under oath not to show it, and **just as I wouldn’t break my words to you**, so I would keep it to those who hold my promise”

TT : “Aku sudah bersumpah untuk tidak memperlihatkannya, dan **sebagaimana aku tak akan melanggar kata-kataku sendiri padamu**, maka aku juga akan menjaga janjiku pada orang lain”

The translator translated “break” into “melanggar” (kata-kata / janji) which is already common and widely recognized.

c. Modulation

VF.17

ST : “Faith, It’s wiser not to ask. **If you know nothing, you can testify nothing**, and no one can come of it”

TT : “Lebih baik jangan bertanya. **Kalau kau tak tahu apa-apa, kau tidak akan bisa memberikan kesaksian apa-apa**, dan tidak akan ada masalah karenanya”

Here, the translator changed the point of view.

d. Transposition

VF.15

ST : “Because no brother may tell another **a lie**”

TT : “Karena seorang saudara tidak akan **berbohong**”

In the source text, the word “lie” ,which belongs to a noun, is translated into verb “berbohong” in the target text.

e. Amplification

VF.19

ST : “What in thunder has that to do with you?Carnaway was about his house at night, and he shot him. **That’s enough for me and you**”

TT : “Apa urusanmu? Carnaway ada dirumahnya malam itu dan Wilcox menembaknya. **Itu sudah cukup untukmu dan untukmu**”

The translator add the word “sudah” which is not available in the source text.

f. Linguistics Compression

VF.19

ST : “**What in thunder has that to do with you?**Carnaway was about his house at night, and he shot him. That’s enough for me and you”

TT : “**Apa urusanmu?** Carnaway ada dirumahnya malam itu dan Wilcox menembaknya. Itu sudah cukup untukmu dan untukmu”

The translator compressed the structure of “what in thunder” has that to do with you?, into “apa urusanmu”.

g. Literal Translation

VF.11

ST : “It’s early days to talk of such things, **I’ve my own good reasons for leaving Chicago, and let that be enough for you.** Who are you that you should take it on yourself to ask such things?”

TT : “Terlalu awal untuk membicarakan hal-hal semacam ini. **Aku punya alasan sendiri untuk meninggalkan Chicago, dan kurasa itu cukup untukmu.** Memangnya kau siapa berani mengurus hal-hal seperti itu?”

The translator translated it literally or word for word.

h. Linguistics Amplification

VF.04

ST : “I fear not..”

TT : “Sayang sekali saya tidak bisa”

The translator used addition/amplification, not only word added here but in a full sentence.

Conclusions

The conclusion of this study covers two points:

First, the opting out of maxim are found in the novel which potentially has criminal content that is the detective series of Sherlock Holmes. As the characteristic of opting out maxim, some conversations express the hearer's unwillingness to cooperate in giving a respond to a question. The speakers involved in the conversation are dominated by the inspector and the witness of the incident. These factors potentially influence the way how opting out of maxim are translated into Indonesian.

Secondly, translation techniques which are applied in translating the opting out maxim dominated by reduction 29% (10 data), followed by established equivalence 24% (8 data), modulation 12% (4 data), transposition, amplification and linguistics compression 9% (3 data), literal translation 6% (2 data), and linguistics amplification 3% (1 data).

Opting out maxim is an interesting topic because it conveys the way in refusing to answer question intentionally on purpose either based on legally or ethical reason. Therefore, the writer recommends this topic

to be deeply investigated especially in terms of its effects toward the translation quality.

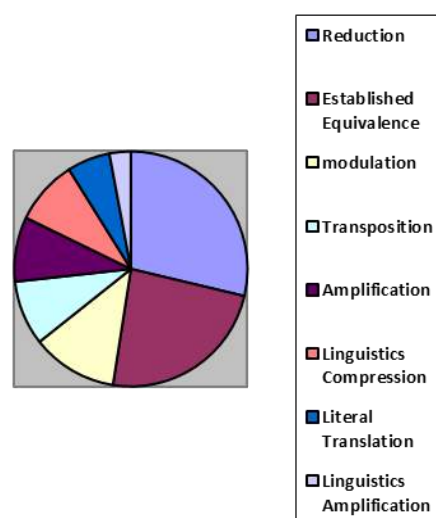


Figure 1. The translation techniques used in translating the opting out of the maxim.

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TRANSLATION SHIFT IN MOTHER GOOSE RHYMES

Ulupi Sitoresmi

English Education Program, Faculty of Teacher Training and Education

Universitas Slamet Riyadi

Surakarta, Indonesia

ulupi_sitoresmi@yahoo.co.id

Abstract

Translation, nowadays, is used not only as a method of teaching but also in audio visual. This paper reports a study on translation shift in mother goose rhymes in a film Barney episode Rhyme Time and Rhythm. This was a descriptive qualitative research and a product oriented. The Primary data were 18 mother goose rhymes. There were four simultaneous steps to analyze the data namely domain analysis, taxonomic analysis, componential analysis, and theme analysis. The results showed that total rhyme shift was found in 10 data (56%), partial rhyme shift occurred in 6 data (35%), and no shift was found only in two data. This shift was a result of certain technique employed by the translator.

Keywords: Translation shift, mother goose rhymes, Audio Visual Translation

Introduction

In global communication, in which technology has developed very fast translation has been widely used in audio visual or Audio Visual Translation (AVT). In Indonesia a lot of foreign films for children are produced in both CD and VCD. One of them is Barney episode Rhyme Time and Rhythm.

Translating this film possesses many obstacles. Firstly, there are a lot of nursery rhymes, specifically mother goose rhymes. Nursery rhyme is a short poem for children written in rhyming verse and handed down in folklore (Aiwei, 2005). Translating a poem is different from translating a scientific text. A poetic translator concerns not only the message but also the aesthetic value. There are several important elements that must be taken into account namely image, theme, the shape, figure of speech, and rhyme. Here, the creativity of the translator is needed. Poetic translation has become the concern of many experts and scholars (Janecka, 2001; Aiwei, 2005; and Laranjeira, 2012). Another

constraint is related with the target viewer. Barney is a film intended for children aged 1 to 8. Therefore, the translator should consider children linguistic competence and reading skill. A failure to meet them may result in low readability. Thirdly, Audio Visual Translation, either subtitling or dubbing, has certain features to consider as a limitation of the medium that include font, position of subtitling, limited length of characters, text complexity (Gambier, 2014).

In this case, the obstacles mentioned may affect translation quality. When translating, a translator tries to obtain the closest equivalent between source text and target text. The effort often results in shift.

The article focuses on describing the rhyme shifts of translating mother goose rhymes in Barney film episode Rhyme Time and Rhythm.

Methodology

The study was a descriptive qualitative and a product oriented. The Primary data were 18

mother goose rhymes and the translation taken from a Barney film episode Rhyme Time and Rhythm. There were four simultaneous steps to analyze the data namely domain analysis, taxonomic analysis, componential analysis, and theme analysis. Domain analysis comprised several steps namely observing the film thoroughly, reading the translation, writing mother goose rhymes both the source text and target text in data cards, and setting the data cards in pairs. In taxonomic and componential analysis, the data were

classified in terms of the translation technique and rhyme shifts. Finally in theme analysis, the effect of the translation technique and rhyme shifts were analyzed.

Finding and Discussion

The result of the analysis showed that the rhyme shifts were classified into three: total shift, partial shift, and no shift. Among 18 data, total rhyme shift was found in 10 data (56%), partial rhyme shift occurred in 6 data (35%), and no shift was found only in two data.

Total rhyme shift occurred when rhyme pattern of target text was totally different from that of source text. There was no sound harmony found. It was seen in Datum 05/BD/14:57

(Source Text)

There's a neat little clock in the schoolroom
it stands (a)
And it points to the time with its two little
hands (a)
And may we like the clock keep a face clean
and bright (b)
With hands ever ready to do what it is right
(b)

(Target Text)

Ada sebuah jam kecil di ruang sekolah (a)
Dan dia menunjukkan waktu dengan dua
tangan kecilnya (b)

Dan mungkin dengan jam itu membuat wajah
kita selalu berseri (c)

Dengan tangan yang selalu siap melakukan
hal yang benar (d)

The rhyme pattern of source text could be maintained if the translator employed transposition in the first line and the third line instead of literal. 'There's a neat little clock in the schoolroom it stands' was translated '**Sebuah jam kecil di ruang sekolah, dia ada**' while 'And may we like the clock keep a face clean and bright' was translated '**Mungkin wajah kita bisa seperti jam yang bersih dan bersinar**'.

Partial rhyme shift occurred when rhyme pattern of target text changed but sound harmony was still found. This was seen in Datum 04/BRTR/14:05.

(Source Text)

Humpty Dumpty sat on a wall.(a)
Humpty Dumpty had a great fall.(a)
All the king's horse. (b)
All the king's men.(c)
Couldn't put Humpty together again (c)

(Target Text)

Humpty Dumpty duduk di tembok.(a)
Humpty Dumpty akhirnya terjatuh.(b)
Kuda-kuda para raja (c)
Dan semua ksatria raja.(c)
Tidak bisa menyatukan Humpty (d)
Meanwhile, no shift was found only in two data. Here, the translator could maintain the same rhyme pattern by employing borrowing technique.

Translating Nursery Rhymes is not easy since achieving equivalent both meaning and sound at the same time requires great efforts. Rhyme shift is unavoidable as a consequence of certain technique employed by the translator. Andre Lefere (in Basnett, 1991: 81) proposes seven techniques namely phonemic translation, literal translation, metrical translation, rhymed translation, verse to prose translation, blank verse translation, and interpretation. In this case, literal translation resulted in rhyme shift

(total and partial). The translator could achieve equivalent meaning but not the form (the rhyme).

Conclusion

Nursery Rhyme is translatable. A translator needs to choose appropriate technique to maintain rhyme pattern of the source text. In the case of translating mother goose rhymes in Barney Film, shifts (total and partial) can be found in most data.

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CONSTRUCTIVIST-WEBQUESTS: A TEFL COURSE TEACHING MEDIA IN DIGITAL ENVIRONMENT

Wahyu Kyestiati Sumarno, Tatik, and Ali Shodikin

kyestiatisumarno@unisda.ac.id

English Department, Teacher Training and Education Faculty

Universitas Islam Darul 'Ulum

Lamongan, Indonesia

Abstract

The digital environment is transforming teaching and learning in our schools. Educators must be ready to move beyond substitution and to take advantage of the power of digital resources for truly impactful teaching and learning. Exemplary twenty first century teachers should not only transfer their knowledge and skills, but also prepare students for life beyond the classroom as wise digital citizen. One of the ways to familiarize the students to digital world is by implementing online media to teaching and learning. This paper proposes the development of Constructivist-WebQuests media to bring the students to digital atmosphere during the TEFL course. This media will allow students to do authentic learning, directed discovery, connect ideas to personal interests and desire to know, investigate beyond simple fact gathering, analyze answers from multiple perspectives, construct new understanding, express the new ideas through a variety of formats, and stimulate them with cooperative and constructive learning. This online media was developed by using Research and Development model suggested by Thiagarajan, Semmel dan Semmel. This model includes three phases, namely (1) defining, (2) designing, and (3) developing. To reach the goals, this study involved experts validations. Hence, before doing the field try out, this media had been revised based on the evaluations, comments, and suggestions from the experts.

Keywords: Constructivist-Webquests, Online Media, TEFL, RnD

Introduction

Technology is used in education as a tool for increasing the effectiveness of instruction and to integrate technology into the curriculum (Gülbahar, Madran, & Kalelioglu, 2010). For these reasons, technology integration in the classroom, especially language class, has been an urgent need for educators. One of the ways to do so is by inserting WebQuests-based online media for teaching and learning. The usage of WebQuests was noted as improving the students' activities and engagements at cognition level (Alshumaimeri & Almasri, 2012). In addition, the utilization of WebQuests also gives direct positive influences to the development of students' level of thinking (Molebash et. al., 2002), improves vocabulary mastery of students when reading English stories (Tsai, 2006),

and increases students' descriptive writing skills (Suraya, 2011).

Meanwhile, based on the researchers' observations, TEFL course is commonly monotonous and teacher-centered. It potentially results in passive and less participated students in learning. Constructivist approach will facilitate students to actively think and be creative in order to develop the ability to think. The basic concept of constructivist learning is that new knowledge is actively constructed by the learner based on previously obtained knowledge.

From the introduction above, it can be implied that WebQuests has potential to be developed as a media in teaching and learning. Conceptually, the development of WebQuests as online media in language learning has been discussed by Sumarno et.

al. (2017). However, not much study on WebQuests and constructivist approach has been explored. Hence, this study aimed at designing and developing Constructivist-WebQuests for TEFL course online media.

Methodology

The 4-D model of Research and Development design by Thiagarajan (1974) was utilized in this study. It consists of four stages, namely define, design, develop and disseminate. The procedure of this study could be seen in Figure 1.

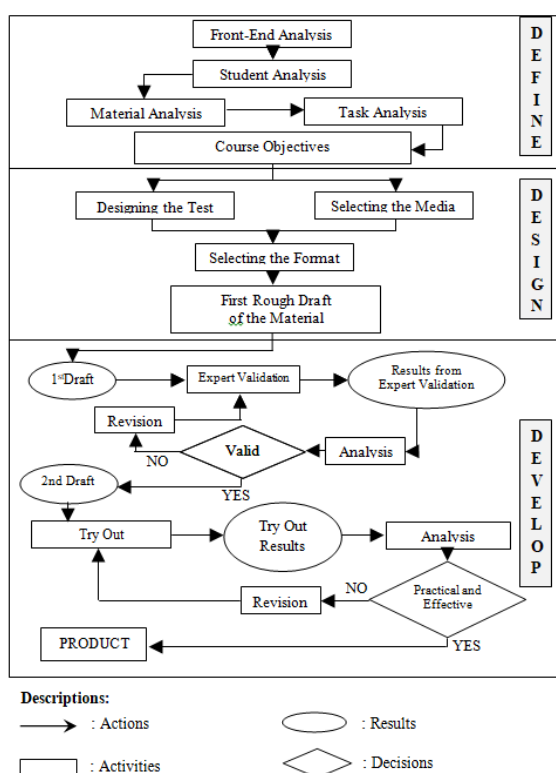


Figure 1. The study procedure

The subjects of this study were the fourth semester students of English Department, Faculty of Teacher Training and Education, Universitas Islam Darul 'Ulum, Lamongan, East Java, Indonesia.

This study was a collaborative study among lecturer, technicians and expert team. Lecturer and technician acted as designer and developer, while a team of experts acted as product feasibility assessors. Define stage was done by the lecturer alone, continued by

the design stage done by both the lecturer and technicians. The design stage produced a draft of WebQuests - based online materials which is subject to evaluate. First of all, it was tried out in a laboratory which had been set similar to the actual condition of TEFL class. This experiment was conducted at the microteaching laboratory of Darul Ulum Islamic University, Lamongan.

Data collection was done by collecting assessments and comments from the expert team. The team was consisted of three experts in the field who assessed in terms of content/material, readability/language use, graphics/appearance, and realization of constructivist approach. This validation step also involves 4 students as validators in response to the materials utilization. Questionnaire with five questions were also given to 24 students in TEFL course afterwards.

Data analysis was done by firstly doing statistical analysis for the expert validation and try-out results. Descriptions and conclusions were asserted afterwards. The same steps were done to make sense of the questionnaires, containing students' responses towards the usage of Constructivist-WebQuests.

Findings and Discussion

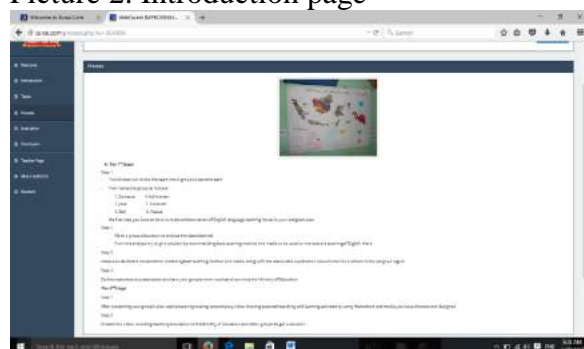
Developing a WebQuests - based online media with constructivist approach

The Constructivist-WebQuests had been developed can be seen in picture 1-4.

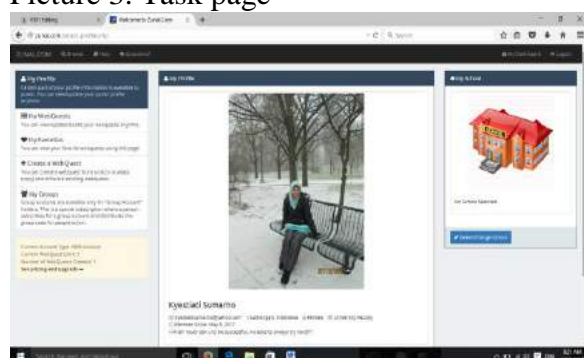
Picture 1. WebQuests welcome page



Picture 2. Introduction page



Picture 3. Task page



Picture 4. Profile page



Expert Validation Analysis

Validation was done by three experts, namely expert of content material, language use, and graphics/appearance. The realization of constructivist approach was also assessed by those three experts. The results of validation were interpreted based on appropriateness criteria by Arikunto (2010) as follows.

Table 1. Appropriateness Criteria (Arikunto, 2010)

Percentage Points	Interpretation
81-100%	Very Appropriate
61-80%	Appropriate
41-60%	Quite Appropriate
21-40%	Less Appropriate
0-20%	Not Appropriate

Based on appropriateness criteria, the results of experts' validation can be seen below.

Table 2. Content/Material Appropriateness

Components	V1	V2	V3	Mean	%
Scores	4.31	4.62	4.46	4.46	89.23
%	86.15	92.31	89.23		Very Appropriate

Table 2 showed that the three experts assessed the content/material of the WebQuests as very appropriate.

Table 3. Language Use Appropriateness

Components	V1	V2	V3	Mean	%
Scores	4.80	4.80	4.20	4.60	92.00
%	96	96	84		Very Appropriate

Table 3 showed that the three experts assessed the language use of the WebQuests as very appropriate.

Table 4. Appearance Appropriateness

Components	V1	V2	V3	Mean	%
Scores	3.33	3.67	3.50	3.50	70.00
%	66.67	73.33	70.00		Appropriate

Table 4 showed that the three experts assessed the appearance of the WebQuests as appropriate.

Table 5. Constructivist Approach Realization

Component	V1	V2	V3	Mean	%
Scores	4.60	4.70	4.00	4.43	88.67
%	92	94	80		Very Appropriate

Table 5 showed that the realization of constructivist approach in the WebQuests was evaluated as very appropriate.

Based on the above analysis, it can be seen that Constructivist-WebQuests which had been developed were validated as "Very Appropriate" by its material/content, language use, and constructivist approach realization aspects; while for its appearance, it was validated as "Appropriate".

Students' Responses towards the Implementation of Constructivist-WebQuests Online Media

This stage involved 24 4th semester students as user of Constructivist-WebQuests.

They were given 5 written questions to share their opinion about the WebQuest implementation.

In general, it can be concluded that the Constructivist-WebQuests which had been developed helped and supported the students' learning and made them more enthusiast to study.

They also argued that the content, learning activities and assignments designed in the Constructivist-WebQuests had been appropriate to their needs. The language use is also easy to be understood.

However, some of the students said that the appearance needs some more improvements to make it more interesting.

Conclusions

It can be concluded from this study that (1) by using the 4-D model of Research and Development by Thiagarajan (1974), an online media for TEFL course, Constructivist-WebQuests, had been developed; (2) Constructivist-WebQuests which had been developed were validated as "Very Appropriate" by its material/content, language use, and constructivist approach realization aspects; while for its appearance, it was validated as "Appropriate"; (3) Students' responses towards the implementation of Constructivist-WebQuests were positive, in which the students said that the media helped and supported their learning and made them more enthusiast to study. The content, learning activities and assignments designed in the media were also seen as appropriate to their needs. The language use is easy to be understood, and the appearance is quite interesting.

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PROBLEMS AND SOLUTIONS OF TEACHING ENGLISH TO NON ENGLISH DEPARTMENT STUDENTS

Widiarsih Mahanani

English Department, Faculty of Languages and Culture

University of 17 Agustus 1945 Semarang

Indonesia

widimahanani@yahoo.com

Abstract

English as a foreign language (EFL) is taught at Indonesian colleges, both in the English Department and non-English Department. Sufficient mastery of English is very important for non-English Department students. To achieve this goal, in the first semester, students are taught the General English. However, in practice, both teachers and students still face many problems in the learning process because the students' ability to speak and write in English does not meet the expectation. This forces the teachers to teach grammar and vocabulary in the whole first semester and then ESP in the second semester. The teaching of ESP is important to allow the availability of English language skill for non-English Department students. This paper proposes alternative solutions for the success of the teaching. This study aims to explain the difficulties faced by students in learning English and what causes them. This study used a qualitative approach with questionnaires, observation, and video recording. Analysis of data was done through three ways: data reduction, data presentation, and verification. The results showed that the study subjects had difficulties in learning a variety of English. This happens due to their different levels of English language proficiency.

Keywords: General English, English for Specific Purposes, non-English Department students, English proficiency

Introduction

The current demand to follow the development of knowledge and technology is increasing and one of the supporting components is the ability to speak English as an international language. At the level of university students, all study programs must provide English courses for 1 or 2 semester even though the major is not related directly to the English language. It shows that the ability of English language is very important for students' success in support of their career in the working world (Sinaga, 2010). Although the English language has become part of the college curriculum in all courses, in reality the English language skills for students at a non-English Departments are still far from the expectation, especially in terms of their ability in speaking.

English for specific purpose (ESP) is commonly known as English language course for non-English students. Hutchinson and Waters (1994) define that ESP is an approach to language learning based on learners' needs. Thus, ESP is an English course in which the textbooks and materials are adjusted to learners' desires and purposes. According to Strevens (1988), ESP concentrates on the language and activities appropriate to particular disciplines, occupations, and activities required by particular learners.

ESP is essentially an effort to respond to the challenges of the workplace demands. ESP is taught when students are taking English course according to their study program, so that they learn directly how to use English in accordance with their discipline or major. Another benefit is to prepare them to work

because English is one of the important requirements to find a job. For example, during a recruitment interview, English language is used as the medium. This is because a company is preparing to compete globally. Jobs that definitely use English are, among others, marketing, customer service, receptionist, lawyer, and programmer. Therefore, English is very important for students after they have graduated and one of the difficult jobs for the English teachers is to prepare them to get ready for a job.

ESP at the University level is a compulsory course for every study program. The researcher's teaching of ESP at the Economics Faculty of UNTAG Semarang is still unsatisfactory. The basic English course or English 1 is focused on daily conversation and grammar skills at the most basic level. At this stage, the teaching materials are concerned with the context of everyday conversation such as greetings, introductions, apologies and everyday life (Supono, 2007). Meanwhile, at the more advanced level, the emphasis is on the speaking skill which is more associated with the students' major, i.e. ESP (English Specific Purposes) of everyday business English (Badger, 2007).

This paper is based on the researcher's experience in teaching English at the Economics Faculty of UNTAG Semarang. She teaches evening class students where they are urgently required to speak English at the work place because they work for many kinds of companies which demand that their employees speak English well. The research questions in this research are: (1) How is English language taught to non-English department students? (2) What are the problems faced by those students? And (3) What are the efforts done by the teacher to make students able to speak English fluently? The purposes of the research, therefore, are: (1) To find out the an effective and efficient way to teach English to students at the Economics Faculty of UNTAG Semarang; (2) To find out the problems faced by

students in learning English at the Economics Faculty of UNTAG Semarang; and (3) To explain the efforts done by the teacher in teaching English to students at the Faculty of Economics of UNTAG Semarang.

Methodology

Based on the purposes of the research, the type of this research is descriptive qualitative. The researcher conducted this research at the end of the even semester of 2016-2017, June 2017, after the students took English I and II. The research subjects were 53 students of the Economics Faculty of UNTAG Semarang who have taken General English (English I) and English for Specific Purposes (English II) courses.

The data collection was done by questionnaire distribution method and observation. In addition, the researcher also collected the data at the mid semester when students presented their assignments related to their job and through the recording of their conversation with native speakers of English in Semarang at the end of the semester. The students had to interview foreigners in a group recorded in the form of video. Every group consists of three students. The topics are everyday conversation, job and family. The recording results were observed and assessed based on their oral delivery in English. Meanwhile, the observation took place during the learning activities of 2 semesters and these became one of the important components of their final grade.

Finding and Discussion

Finding

The basic level or English I is focused on daily speaking skill or everyday conversation such as greeting, introductions, apologies and everyday life. Meanwhile, English II emphasizes the speaking skills which are more associated with the students' major. However, during these two semesters, students could not speak well. The result of the questionnaires showed the same

phenomenon, i.e. students still had to practice a lot to improve their speaking.

Table 1. The result of the questionnaires

No	The Problems	The results in percentage
1	English courses need to be given more than 2 semesters	73,58%
2	Grammar is the most difficult aspect	94,23%
3	Speaking is the most needed	95%
4	Lack of vocabulary	92,45%
5	Lack of the frequency of practice in the classroom	94,33%
6	The fear of making mistakes	94,34%

The result of the questionnaires concerning the four skills of the English language showed that, according to all students, speaking is the most difficult. They mentioned why speaking is difficult is because they lack vocabulary in English; even if they know enough vocabularies, they said that those vocabularies are difficult to memorize. In addition, they also mentioned that the pronunciation of certain words is difficult, and these led them to having the fear of making mistakes. To make things worse, they lack of grammar knowledge. The difficulty in learning to speak English is also due to the low frequency of the practice of speaking in the classroom. They said that English I and II, meaning that they only get 2 semesters of English course, is not enough. An important finding from the questionnaires is that the English learning technique desired by students is a direct practice.

One of the biggest difficulties in teaching English to non-English Department students is the fact that they only have one session of English in one week, both for English I and English II. In this case, the researcher cannot do anything because she has to teach according to the curriculum, i.e. the English Course is only 2 (two) credit points per semester. In general, students of the Economics Faculty of UNTAG Semarang do not have good initial English proficiency so that they cannot not speak fluent English.

In analyzing the data of this research, the researcher also examined the video recording for the final assignment. This recording was taken when they were taking English II in which students recorded their conversations with native speakers of English.

Discussion

After the researcher collected and read the data, she analyzed them in order to understand and solve the problems faced by students. The problems they faced are immense in almost every aspect, i.e. in terms of vocabulary, pronunciation, and grammar. The researcher's job is not easy because she has to be able to encourage them to improve their vocabulary, pronunciation, and grammar. These all have to be improved before expecting the students to be able to speak fluent English.

To improve vocabulary, the researcher asked the students to have the reading habit and practice making sentences for their exercises. By making sentences, students would be able to use vocabularies and grammar correctly. They needed to combine vocabularies and grammar to make good sentences. Grammar is the foundation for students so that they are able use the correct language. The English I module provided for them will be very helpful during the learning process because this contains not only parts of speech but also tenses and variety of vocabularies.

In order to improve their pronunciation, students needed to practice reading aloud under the researcher's guidance. Firstly, students had to read a short passage. When they made mistakes, the researcher would explain the correct pronunciation after they had finished reading the passage. After that, students needed to reread the passage. Students were afraid of making mistakes because they did not get used to speaking English. In addition, they were afraid of being laughed at by their friends. It is the job of the researcher to encourage them to speak

English and convince them to not be afraid of making mistakes. The researcher always said to the students that they should not be ashamed of making mistakes. Of course this is also the job of teachers to correct their mistakes.

Another important finding is that students could not practice speaking English because they did not have a partner to practice outside the classroom. The researcher asked them to practice in the classroom and then, later on, she challenged them to practice speaking English with foreigners. The writer gave them this task so that they could practice speaking English with native speakers (it is good for students because there are a number of native speakers of English in Semarang). Topics such as job, family, etc. are recommended. The task is a requirement to get the score for the final examination. Meanwhile, as the researcher has mentioned above, for the midterm test, they had to present about their job in front of other students.

After watching the video of students' conversation with the native speakers, they made progress in their speaking skill. But there was still much to do to improve their skill. For example, students still read the notes they prepare for asking questions to the native speakers. Besides, they still did not know well about what the native speakers were saying. For them, the native speakers spoke so fast. Therefore the researcher encouraged them to practice speaking and listening to native speakers speaking regularly.

Conclusion

The results of this study showed that the study subjects have difficulties in learning a variety of English language skills. This happens due to their low level of English language proficiency. From Table I, speaking is the skill that is most needed by the students. Lack of vocabularies, grammar knowledge and fear of making mistakes are

the primary causes for students that make them afraid to speak English. These aspects need to be improved if they want to improve their English ability.

Learning always faces various challenges, including for those who learn ESP. Teachers need to be aware of these challenges so that they can design appropriate materials for their students. On the other hand, students need to have internal motivation. Good cooperation between teachers and students is expected to be able to solve students' problems. Teachers should do the best to find the right way and the right materials so that the learning process can run well.

Students should be more active in learning and practicing English regularly because by practicing, they will speak fluently. It is the job of teachers to encourage students to speak. After they have courage to speak, teachers should improve the effectiveness of the teaching of English for Specific Purposes (ESP). To reach the goal, there should be cooperation between students, teachers, and the relevant authorities/study program. This is a must if we want to get the best result.

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FOSTERING CRITICAL THINKING AND RESPECT THROUGH SOCRATIC SEMINARS

(A Case Study of Bridging Program in the International Program of the Faculty
of Economics, Universitas Islam Indonesia)

Willy Prasetya

International Program, Universitas Islam Indonesia

Yogyakarta, Indonesia

prasetya.4@osu.edu

Abstract

This study was conducted to find out how Socratic seminars can foster critical thinking and respect among students. Socratic seminar in this study is a student-centered activity in which students independently discuss a theme assigned by their teacher. Since teacher's role is minimal in this activity, students must be able to manage the discussion by asking a new question when a previously asked question has been completely answered and giving a chance for students who have not contributed to the discussion. Through the process of asking and answering questions, students can reflect on their understanding and perspectives on the assigned themes. In addition, by having conflicting opinions and thoughts, students can learn how to deal with differences and thus foster their respect toward others. The participants were 15 students of bridging program class conducted by the International Program of Universitas Islam Indonesia. They participated in a series of Socratic seminars in which they were required to read assigned texts, prepare questions, and be actively involved in the seminars. The data were collected through observation, open-ended questionnaire, and semi-structured interview. The findings suggest that Socratic seminars help students improve their critical thinking, strategies to deal with different opinions and thoughts, and willingness to participate in classroom activities.

Keywords: Socratic seminar, critical thinking, respect, Bridging Program

Introduction

Bridging Program in the International Program of Universitas Islam Indonesia is conducted to help freshmen gain skills required in university, such as independent learning, critical thinking, academic writing, and respect. This program has been conducted since 2005 in the Faculty of Economics and later in the Faculty of Industrial Engineering and the Faculty of Law in 2011 and 2015. Students attend the program four times a week to learn various materials, including critical reading, academic writing, listening and note-taking, academic misconduct, presentation skill, etc.

In the Bridging program in the International Program of the Faculty of Economics, Socratic Seminar has been conducted since 2016 up until now. Socratic seminar is a

student-centered activity in which various issues are discussed by considering multiple perspectives in a nonthreatening way (Polite & Adams, 1997, p. 256). This activity is intended "to increase students' understanding and appreciation of social, cultural, and religious differences through critical thinking, careful listening, and thoughtful communication" (Helterbran & Strahler, 2013). Through this activity, students are expected to be able to think critically, respect differences, and practice their reading, listening, and speaking skills in English.

Socratic seminar is conducted once in a week with various topics to discuss, ranging from social, political, cultural, to educational issues. Before the seminar day, students are required to write a certain text and formulate three critical questions. The questions must

be posted one day before the seminar is held so that all students can prepare themselves. Socratic seminar is usually conducted in thirty minutes or more depending on the flow of the discussion. This activity starts with a student posing a question, followed by answers and more questions from other students. Teachers only act as observers in this activity, and thus students can ask and answer questions without any hesitation.

This study was conducted to investigate how Socratic seminar helps students develop their critical thinking and respect for differences, involving fifteen first-year students in the academic year of 2016/2017. Those students participated actively in Socratic seminars for two semesters of joining in the Bridging Program.

Critical Thinking, Respect, and Socratic Seminar

Although the term ‘critical thinking’ has existed for a long time, it is currently one of the most discussed topics in educational settings (Bobkina & Stefanova, 2016, p. 680). According to Gao (2016, p. 68), critical thinking skill involves analyzing and evaluating an issue in order to make an appropriate judgment about it. Furthermore, Khan (2017, p. 60) defined critical thinking as “a mindset where the focus is on asking pertinent questions, the questions being directed at what is presented, the source of the information and what the information might mean.” Critical thinking is also defined as considering things carefully and making judgments on the reliability and validity of those things based on the logical standards (Seferoglu & Akbıyık, as cited in Birgili, 2015, p. 74). In short, critical thinking is the ability to analyze, evaluate, and understand a certain issue by questioning the validity of related information to come up with an objective judgment about the issue.

Critical thinking is a necessary skill for students because it helps them gain better

understanding on anything they learn. Without critical thinking skill, students cannot deal with elaborate tasks such as interpreting or making judgments from texts (Murphy, Firetto, Wei, Li, Croninger, 2016, p. 2). Critical thinking can be fostered through problem-based learning in which students are challenged to solve real-life problems (Birgili, 2015, p. 71).

The most common problem-based activity is classroom discussion. However, in such student-centered activity, several students tend to be passive, while some others are more dominant. Robitaille and Maldonado (2015, p. 18) found that students who are afraid that someone will laugh at them in classroom are not going to participate in any activities. Further, Robitaille and Maldonado emphasized the importance of respect among students and teachers to create a safe learning environment where everyone can express their ideas, and thus teachers must teach their students to “respect each other and to treat each other politely, even if they don’t like or agree with what the other person is saying” (2015, p.18).

In the context of the Bridging Program in the International Program of the Faculty of Economics UII, the attempt to foster critical thinking and build respect at the same time is done through Socratic seminars. As described in the introduction, Socratic seminar enables students to express their ideas from different perspectives in a nonthreatening way (Polite & Adams, 1997, p. 256). Previous studies have shown that Socratic method helps students interpret information and generate ideas more critically (Brooke, 2006; Jensen, Jr., 2015; Polite & Adams, 1997; and Tallent & Barnes, 2015). Besides the influence on critical thinking, Polite and Adams found that Socratic seminars could improve students’ respect in the form of conflict resolution and also interest in learning (1997, p. 256). Thus, Socratic seminar can improve both critical

thinking and respect among students and teachers.

Research Method

This descriptive qualitative study involved 15 first-year students as participants. They were enrolled in Bridging Program and had participated in a Socratic seminar once in a week for a whole academic year. Observation notes were made to record their participation and progress in the seminars. By the end of the academic year, they were given open-ended questionnaires with questions related to aspects of critical thinking and respect they learned through Socratic seminars. In addition, semi-structured interview was conducted to five students with different levels of participation to gain more understanding on their progress in terms of critical thinking and respect.

Findings and Discussion

The result of the questionnaire shows that 100% students agreed that participating in Socratic seminars fosters mental flexibility, openness to new ideas, willingness to seek reasons and explanation, and thinking without prejudice, all of which are the aspects of critical thinking. At the first time Socratic seminar was held, most students did not know what they needed to discuss despite the text given to them a week before. From time to time, the students became more involved in the seminars since they extensively read articles related to the topics. Besides, since each student read different supporting articles, there were often different perspectives in the discussion. A student who was interviewed stated, "Socratic seminar gave new knowledge from variety of perspective which enhanced our critical thinking ability." Another student added, "We proposed different views, in order to come up with something mutually beneficial, and also learn to understand other perception without limiting our knowledge."

Several students experienced what is called 'wobble', a process of questioning someone's belief (Fecho, Collier, Friese, Wilson, 2010, p. 427). A student stated, "...The Socratic seminar makes me question my opinion." Fecho et al. (2010, p. 427) stated that wobbling is the moment when a student starts to learn, citing Vygotsky's Zone of Proximal Development where learning occurs outside someone's comfort zone. When students start to question their opinions, it is a sign that they are ready to accept information to answer their doubt. Through Socratic dialogue, students can identify which aspects they need to clarify (Mitchell, 2006, p. 184).

Besides critical thinking, all students agreed that they had more respect toward differences of opinions after participating in Socratic seminars. After several Socratic seminars, the students started appreciating others' ideas using expressions such as "that's a good idea" or "I appreciate your..." etc. in the interview, a student stated, "We need to respect the opinion by listening the whole opinion first before giving feedback."

After participating in Socratic seminars for a year, the students became more aware of the importance to respect differences in term of perspectives. A student stated, "In Socratic seminar, we evaluate all possibilities ... without giving negative views toward differences." Another student added, "Everyone has different backgrounds and personalities, that is why I understand that they have their own points of view to a problem."

In several first seminars, several students were more dominant. As they participated in more seminars, they started to give opportunities to other students who did not speak much. One of those students stated, "I hate when not everyone gets involved as it is always nice to get everyone's point of view." Those students considered that everyone's

points of view mattered and everyone had to get equal opportunities to express their opinions.

Conclusion

Socratic seminar can foster critical thinking and respect, but there are several things to be considered in the implementation. Since critical thinking and respect cannot be instilled quickly, Socratic seminar is best implemented in a long period of time. In addition, Socratic seminar's effectiveness heavily depends on students' willingness to participate. Thus, teachers must be able to raise their interest by providing topics that are relevant to their context. In term of the procedure, preparing questions before Socratic seminar and writing a reflection afterwards help students understand seminar topics and identify which areas they need to improve.

Recommendation for Future Research

A quantitative study involving a large number of participants is necessary to find out whether or not Socratic seminar is effective and applicable for most contexts. In addition, an instrument to measure critical thinking is required for examining the development of critical thinking before and after Socratic seminar.

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WRITING ACTIVITIES IN A LITERACY BASED TEACHING

Yentri Anggeraini

English Education Study Program

University of Baturaja

OKU, South Sumatera, Indonesia

anggeraini.yentri@yahoo.com

Abstract

Literacy brings students to current and future learning, and for participation in the communication, society and workforce. As well as providing access to personal enrichment through literature, culture and social interaction. It provides access to material enrichment through further education, training and skilled employment. One of parts of literacy based teaching is writing. Writing is a principal form of communication, necessary in everyday life, in business, in creativity, in scholarly pursuits; in short, it is not a just tool of living, it is a tool of survival. It is the key activity in fostering language learners' awareness of how purpose audience and context affect the design of texts. In order to help the students to write effectively, the teacher should provide some interesting and useful activities. This paper aims at explaining what the literacy based teaching is and writing activities that can be used a literacy based teaching such as letter writing, journal writing, and creative writing

Keywords: literacy based teaching, teaching writing, writing activities

Introduction

From the standpoint of literacy framework, writing is essential to academic language learning for number of reasons as mentioned in Kern (2000 p.172). First, in designing meaning through writing, learners develop their ability to think explicitly about how to organize and express their thoughts, feelings, and ideas in ways compatible with envisioned readers' expectations. Second, the concrete, visible nature of writing is of key importance in terms of the language learning process. Just as reading allows the learners to focus their attention on relationships among forms, writing allows learners to create and reshape meaning through explicit manipulation of forms. Third, like reading, writing provides time for learners to process meaning. When writing, students need not worry about turns, pronunciation, or keeping an idea (and its articulation) rehearsed in memory. The last, writing allows learners' language use to go beyond purely 'functional' communication, making it possible to create imaged worlds of the own design. Learning to read and write thus

involves a great deal more than mastery of writing system that involved a broader ability to understand relationships of visual and verbal forms in contexts of written communication. It involves creating 'discourse world' mediated by a variety of linguistics and non-linguistics devices and connections. In this context, the teachers play an important role in promoting students' understanding of these devices so they can use them appropriately to improve their ability to read and write in second or foreign language.

As every writer should have a balance among several aspects in his/her writing like purpose, content, audience, organization, vocabulary, mechanics etc., writing seems difficult for both native and non-native learners (Salma, 2015). In EFL context as English is foreign language and there is no practical use of it, writing skill becomes most challenging task to the learners. Form this condition, the teachers should introduce the writing with various kinds of activities that can be implemented well in EFL classroom.

This paper focuses on framework of what the literacy based teaching is and writing activities in the literacy based teaching.

Teaching Writing in EFL

Writing is a complex process and teachers have a vital role in helping children, as they work through the challenges that allow them to become competent and confident writers (Fountas & Pinnell, 2000). Communication through the medium of writing is a necessary part of everyday life (ELCG, 2004) and may be for personal, academic, commercial and other purposes and audiences. Harmer (2004) stated that the writing process is the stages a writer goes through in order to produce something in its final written form. This produce may be affected by the content (subject matter) of the writing, the type of writing (shopping lists, letters, essays, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc).

Literacy Based Teaching

Literacy- based approach to language teaching provides learners with an opportunity to think about how text and context relate to one another. On the one hand, learners explore how text` language invites them to develop particular contexts of interpretation, and how those contexts can be redesigned by manipulating textual features. Kern (2000) stated that in the literacy-based teaching the relationship between reading, writing, and talking is not linear, but overlapping. It is the overlap that most clearly differentiates a literacy-focused curriculum itself from traditional curricula. Reading and writing overlap not only in the sense that students write formal essays about what they have read but also when students 1) use writing concretely represent their thoughts and interpretations of texts as they read (in form of reading journals, summaries, diagrams, and so forth; 2) write their own version of a topic or a theme before reading the target text, in order to be sensitized to the

topic or theme before reading commences;3) write reflections on their own reading processes (their experiences, difficulties, and insight) as a component of their reports on their independent reading; 4) read to improve their writing when they attend to linguistics, rhetorical, or stylistics elements in texts in order to incorporate them into their own work; 5) actively and critically read their won and their peers` writing in the editing process

A consider number of activities on literacy based teaching involve the combinations of reading, talking, and writing. The anticipated goal of working in these areas of overlap is not only enhanced skills, but also a greater awareness of language itself, of discourse processes, and of literacy practices. New London Group as cited in Kern 2000 p. 133 proposed four curricular components in addressing the full range of learners` literacy needs. The first, situated practiced. It is immersion in language use and it focus on communicating in the 'here' and 'now', on learners` own lives and experiences, and on the spontaneous expression of their thoughts, opinions, and feelings. The second, overt instruction involves developing an explicit meta-language of design and focuses on learners` intention. Pedagogically, it involves creating scaffolded learning activities, not just drills and memorization. As the whole, overt instruction therefore introduces an element of conscious control as well as a vocabulary to allow students to talk about the meaning design process. The third, critical framing, involves learners thinking about relations and interactions among designs, communicative context, and socio-cultural context. The last, transformed practiced, involves acts in which students transfer and recreate design of meaning from one context to another. In concrete terms, this means creating new texts on the basis of existing ones, or reshaping texts to make them appropriate for contexts of communication

other than those for which they were originally intended.

Literacy based teaching assumes the primary importance of developing communicative ability in new language, but it also emphasizes within that general goal, the development of learners' ability to analyze, interpret, and transform discourse and their ability to think critically about how discourse is constructed and used toward various ends in the social context. According to Kern (2000), literacy based curriculum is concerned with texts in a broad sense: written, graphic, spoken, and multimodal. This range of text types allows teachers to deal with issues of the interpretation even in introductory-level classes without having to use materials that are overly complex linguistically p.195.

Writing Activities

Letter Writing

Kern (2000) stated that writing letters either to native speakers or to the other language learning is an excellent way to introduce students to writing. It corresponds well to the goals of communicative language teaching because it provides an authentic purpose of writing, entails the use of a wide range of functions (for example, greeting, asking questions, explaining, clarifying, apologizing, expressing agreement and disagreement, and also can motivate learners to pay attention to form (because they are addressing a real audience). Now days, the teacher may provide sending of the information via email, face book, and also applying the application letter online. The students and teacher are easily in sending letter to the native speaker via social media.

Journal writing

The principle of journal writing is to encourage a writing habit and to develop fluency, as well as to improve students' motivation and attitude toward writing. It provides the students to write freely and

expressively. Kern (2000) proposed two types of journals:

- **Personal Journals**

Personal journal in this term is when the students write diary-like accounts of day to day experiences and thoughts. Blanton (1987) recommends starting class sessions with five minutes of journal writing, in which students write about whatever is on their mind. In this activity, to encourage the students' fluency, teachers should not correct students' journals, but respond by expressing personal reactions, similar experiences, and the like.

- **Intellectual Journals**

Spack and Sadow (1983) describe the use of intellectual journal in the classroom can be done in the following activities: Students wrote one journal entry per day of class, from a half to pages in length, which was regularly wrote a journal entry to the class which usually cited certain students journal entries. Intellectual journals also provided valuable on what students had and had not understood from their reading, lecturers, and class discussions, and therefore served an important diagnostic purpose.

Other kinds of journals that can be applied in the EFL classroom are:

- **Dialogue Journal**

Kern (2000), in applying dialogue journal, the students and teachers write directly to each other in an ongoing written conversation. It provides excellent medium for students to use a variety of language function such as asking questions, describing, expressing personal feelings, and so on as well as a good way for teachers to get to know their students better.

- **Reflective Journal**

The reflective journal is a technique that combines metacognitive processing with learning. It can provide students with descriptive feedback on a regular basis so that they will gain greater confidence and experience greater success in class. Key to reflective journals and learning logs is to see

progression over a period of time and to “gain a sense of achievement.

Making Creative Writing

Shen (2009) stated that in this activity, the students had to read the three literary books and then were required to choose one of them to write a piece of creative writing in English according to their own interest and language levels. The creative writing was required as the final report which substituted the traditional test with multiple-choice test. They were free to write as they wished, e.g. a continuation of the story, a changed ending, or a rewrite of the story, etc. In the coaching process, the students were encouraged to interact with the reading text highly actively. Most of reading was cooperatively done outside of the classroom in the students' free time to ensure a tension-free environment.

According to Kern (2000), creative writing tasks can give the chance to play with the language, to adopt fresh perspectives, and to explore different emotions in writing. He proposed three activities under creative writing:

- **Cinquain Poetry**

This activity can be done from the earliest stages of language study, either in small groups or individually. It is a short poem consisting of five, usually unrhymed lines containing, respectively, two, four, six, eight, and two syllables. The best-known form of cinquain poetry was created in the early 1900s by a poet named Adelaide Crapsey. These cinquains are similar to haiku in that the rules for writing them are based on syllables. Allan & Valette (1994), Cinquain poetry involves writing within the constraints of the following formula:

1 noun	subject
2 adjectives	description of the subject (can be noun and adjective desired)
3 Verbs	action of the subject
4 Words	expressing an emotion about the subject
1 Noun	restatement of the subject with different word

The example of Cinquain poetry:

Flower
Colorful, Fragrant
Swaying, growing, blooming
Make me feel happy,
Blossoms

- **Visual-based Writing**

In this activity, the teacher begins by showing the painting on a poster or slide and letting students look at it silently for a minute. The teacher then asks students to take out a sheet of paper and label three columns: adjectives, nouns, and verbs. Students are asked to write down all the nouns, adjectives, and verbs they can think of that apply to the paintings, listed in the appropriate columns on their sheet. Students then work in groups of four to share their lists and to develop a compilation which each group a member copied down. The teacher then asks the students what could be done with all these words, into what context(s) they could be inserted. Students brainstorm proposals (for example, story, poem, song, skit, description of the image, advertisement), which are written on the board. And the last, the teacher can provide the students to present their project.

Conclusion

In promoting the literacy based teaching, the teachers must create and use various activities in order to involve the students the interaction of reading, talking, and writing so that the students can improve their ability to read and write in second or foreign language. English teaching are suggested to choose the activities based on the level and the need of the students. Hopefully, seven activities (letter writing, personal journal writing, intellectual journal, dialogue journal, reflective journal , writing cinquain poetry, and visual based writing) in this paper can be used as an alternative ways for English teacher in literacy based teaching.

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THE POWER OF LOVE IN “TOUCHED BY AN ANGEL” BY MAYA ANGELOU

Yosep B. Margono-Slamet

Lecturer, English Department, Faculty of Languages and Culture

University of 17 Agustus 1945

Semarang, Indonesia

yosepbmargono@gmail.com

Daniel Martin

Student, English Department, Faculty of Languages and Culture

University of 17 Agustus 1945

Semarang, Indonesia

dany10martin@gmail.com

Abstract

The purpose of this research is to find the meaning of love in Maya Angelou's poem, "Touched by an Angel." To analyze the poem, the authors rely on one of the four of Abrams' classic approaches to literature, i.e. expressive theory, stating that a work of literature is an expression of the inner feelings of the author. Using this theory, the authors find that "Touched by an Angel" was created based on her life experiences. Our analysis shows that there are three types of love that are significant in this poem in relation to the poet's life. Maya Angelou's difficult life experiences are reflected in this poem. Therefore, love becomes very significant and powerful in the poem.

Keywords: expressive theory, literature as expression, kinds of love, power of love

Introduction

In this paper Daniel and I analyze a poem entitled "Touched by an Angel" by Maya Angelou. We read this poem together for the first time on 30th March, 2017. Two people reading a poem will likely to have different interpretation because of their different backgrounds and preoccupation (Rosenblatt, 1938/1995). For Daniel, especially, reading such a poem is a relatively new experience. In the beginning he did not have any idea of what to say about it. He just read and read the poem to get a feel of it. Later on, after reading the poem many times, he came to me and we started to have a discussion to sort out both our similar and different perception and interpretation on it. Then Daniel and I started to write two different paraphrases. We agreed that this is the first step in understanding the meaning of the poem. Then we had deeper discussion about the poem to find out the meaning of it.

To organize this paper, we discuss Abrams' expressive theory as our analysis tool. In the next section, we discuss a little bit about the poet. After briefly presenting a short biography of the poet, we analyze the poem, followed by the conclusion.

Expressive theory

Poetry is the densest genre of literature compared to fiction and drama. A word might have many meanings in a poem. For different poets, poetry also means differently. For example, for William Wordsworth, poetry is the spontaneous overflow of powerful feelings. Meanwhile, for Percy Bysshe Shelley, poetry is the record of the best and happiest moments of the happiest and best minds, and for T.S. Eliot poetry is an escape from emotion. From the three definitions by the three different poets, it is unlikely that we can exactly define poetry, let alone have a single interpretation. It is not

because there are many definitions of poetry that makes it difficult to understand; but because every reader also has different stance in understanding the same poetry.

One way of reducing the difficulty of finding the meaning of poetry is to determine what kind of approach(es) for analyzing it. There are many approaches to literature and the choice for an approach is related to the topic of the poem we read. In our case, after many times of discussion, Daniel and I agreed that the expressive theory by Abrams is a suitable tool for analyzing “Touched by an Angel” by Maya Angelou because for both of us, “Touched by an Angel,” as Wordsworth states, the poet’s ‘... overflow of feelings...’ The expressive theory is one of the four classic approaches conceptualized by Abrams (1953). In addition to expressive theory, Abrams also introduces to us mimetic, pragmatic, and objective theories. These other three theories will not be elaborated here because we only focus on the expressive theory. Referring to William Wordsworth, Abrams states that “Poetry is the overflow, utterance, or projection of the thought and feelings of the poet ...” (p. 21). It seems that this is the foundation on which Abrams builds his expressive theory. Abrams argues that the artist is the most important element in the production of the work (the artistic product). Therefore, the judgment of the work should also be based on the artist. In analyzing Maya Angelou’s “Touched by an Angel,” we decide that—after having exhaustive discussion—the life of the poet is crucial and we will discuss this briefly in the following sections.

Brief biography of Maya Angelou

This excerpt of biography of Maya Angelou is taken from “Maya Angelou: Poet, Civil Rights Activist, Author, Activist (1928–2014)” (Maya Angelou Biography, 2017). Marguerite Annie Johnson Angelou (April 4, 1928 to May 28, 2014), known as Maya Angelou, was an American author, actress,

screenwriter, dancer, poet and civil rights activist best known for her 1969 memoir, *I Know Why the Caged Bird Sings*, which made literary history as the first nonfiction best-seller by an African-American woman. Angelou received several honors throughout her career, including two NAACP Image Awards in the outstanding literary work (nonfiction) category, in 2005 and 2009.

Angelou had a difficult childhood. Her parents split up when she was very young, and she and her older brother, Bailey, were sent to live with their father's mother, Anne Henderson, in Stamps, Arkansas. As an African American, Angelou experienced firsthand racial prejudices and discrimination in Arkansas. She also suffered at the hands of a family associate around the age of seven: During a visit with her mother, Angelou was raped by her mother's boyfriend. Then, as vengeance for the sexual assault, Angelou's uncles killed the boyfriend. So traumatized by the experience, Angelou stopped talking. She returned to Arkansas and spent years as a virtual mute.

During World War II, Angelou moved to San Francisco, California, where she won a scholarship to study dance and act at the California Labor School. Also during this time, Angelou became the first black female cable car conductor — a job she held only briefly — in San Francisco. After giving birth to her son, she worked a number of jobs to support herself and her child.

Not all of this information will be used to analyze “Touched by an Angel.” We will only refer to her difficult life to understand the meaning of her poem, especially the power of love for the poet. In the following section, we present the poem and then our analysis.

The poem

Touched by an Angel

We, unaccustomed to courage
exiles from delight
live coiled in shells of loneliness
until love leaves its high holy temple
and comes into our sight
to liberate us into life.

Love arrives
and in its train come ecstasies
old memories of pleasure
ancient histories of pain.
Yet if we are bold,
love strikes away the chains of fear
from our souls.

We are weaned from our timidity
In the flush of love's light
we dare be brave
And suddenly we see
that love costs all we are
and will ever be.
Yet it is only love
which sets us free.

The Analysis

The word “love” in this poem is mentioned six times. It is mentioned once in the first stanza, twice in the second stanza and three times in the third stanza. The word “love” increases in each stanza in terms of number and meaning. The interesting fact about love in this poem is that most of them speak of different types of love. According to Burton (2016), there are seven types of love: agape, phileo (or known as philia), storge, eros, ludus, pragma, and philautia. But in general there are four types of love that are commonly heard; they are agape, philia, storge, and eros. Agape is the love of God to man. According to Zavada (2017) agape is “the definition of unselfish, sacrificial, immeasurable, incomparable love for humankind.” This is selfless and unconditional love. Meanwhile, philia is love or affection between friends or it is known as “brotherly love.” Storge is a common type of love or the first love that human encounters. It is affection between parents and their

children, children and their parents, love towards siblings, and love towards family. Last but not least, there is eros, passionate and intense form of love that arouses romantic and sexual feelings. An emotional and sexual kind of love, it is a desiring and longing type of love.

Maya Angelou wrote this poem based on her experience of how love gave her an impact to her life. Love is everything or the start of everything and is the answer to everything. Reading this poem, people could recognize or understand what she tries to explain, like how she emphasizes the word “love” frequently; for examples, “love leaves” in the fourth line of the first stanza, “love arrives” in the first line of the second stanza, “love strikes” in the sixth line of the second stanza, “love’s light” in the second line of the third stanza, “love costs” in the fifth line of the third stanza and “only love which sets us free” in the last line of the third stanza. From these we could see that she really tries to tell the readers about the story of her life and love journey.

Angelou’s work is a strong way of how she shows her emotion. We can see that the first stanza tells a story before a person feels the presence of love. What the poet tries to point out is that when a person is in “shells of loneliness” – meaning that they are exiled from love – they feel lonely. When love appears, they are freed from their terrible condition and situation. The second stanza is more interesting. Angelou says that after love is present, good or bad memories people have become their encouragement. The struggle and the pain people go through become easier when there is love. People also become encouraged to overcome fear and obstacles.

In the last stanza Angelou implies that people change once they are separated by the timidity of themselves and become enlightened by the shining light of the

flowing love. They are no longer timid. But in the last line the author says that only love can set them free from such troubles. She pretty much explains the power of love to a person.

As we have mentioned, in this poem, the word “love” is mentioned six times. In the first stanza it might seem that it doesn’t resemble any type of love. What the poet says in first stanza is that she refers to the type of love that gives her the power to move forward – “love leaves” and “comes into our sight,” a love of a person, the affection towards a person as a lover, living not by herself anymore, but with a person that she feels attracted to. And by this we could say that it is an eros type of love.

In the second stanza love is mentioned twice. The first one is in the first line, “Love arrives”, and through this first sentence in the second stanza it speaks about how the love of a person becomes her source of power, i.e. power to walk through her problems in life. By this she means that love arrives as a memory and this encourages her to move on and face the things that has been holding her back – “love strikes” means that with the encouragement of her memories she could overpower her “fears” – traumatic and horrible experience when she was a child – or her troubles. In this sense, the type of love that suits this statement could be between philia and storge.

The third stanza is more complex because it mentions “love” three times with each having a different message, i.e. “love’s light”, “love costs”, “only love which sets us free.” This second line of the third stanza tells the reader that when love comes as a beaming light it infuses and slowly transforms the person. In this context the author does not mention any specific person, but she says about it as if she mentioned someone. The title of this poem, “Touched by an Angel,” means that the person who is touched by the “love’s light” is

actually touched by an angel. Angelou uses this metaphor to describe what she experienced. Here “love costs” means that love could cost a person either losing or gaining someone or something. In line four to six, she writes /And suddenly we see/ that love costs all we are/ and will ever be/. It means that there is a price to pay. Love is not intended for a person nor a thing directly, but it is a description of the effect of her being “touched by an angel”. /only love which sets us free/ indicates eros type of love. We can see this from how she explains her feelings when she is in love, i.e. that love makes her free from the matters in her life. In other words, it sets her free from the troublesome things.

Thus, there are three types of love in this poem, i.e. eros, philia and storge. This poem is rich with metaphor. As it is mentioned by Literary Devices (2017), metaphor is “... a figure of speech that makes an implicit, implied, or hidden comparison between two things that are unrelated, but which share some common characteristics. In other words, a resemblance of two contradictory or different objects is made based on a single or some common characteristics.” Metaphor is commonly used in literature especially in poetry to give a fresh-like sense to the work, giving it another perspective in seeing other people’s way of thinking and picturing the world.

From this poem Maya Angelou actually wants to say about her experience and relation of love to everyone. She wrote this poem to represent the people who feel and go through this kind of situation. People today, especially young adults, can relate to her poem easily because of how common people today speak of love. Reading her poem, people today can understand that with love everything could become easy and wonderful. It is like a “love hate relationship.” We hate to experience it but also love it at the same time because it is

something that people have become used to. Having experienced many kinds of problems, people will eventually realize that with love it is easy for them to move forward, to keep going.

Conclusion

There are three kinds of love in this poem, i.e. eros, philia and storge. In the first stanza it is eros, in the second stanza philia and storge, and in the third stanza also eros. This poem emphasizes these three types of love because the poet expresses her feelings. The poem's title itself is a metaphor. After reading the poem, any reader will find that it is not an actual angel that touches her, but the expression of her feeling towards "love" she feels as if love was an angel that touched her. Love must have been like a fairly fickle creature at times and makes her say that love is an angel. This poem is not only about the experience that Angelou went through in her life, but also something that people today go through, because love is universal and everyone can experience it.

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INCREASING STUDENTS' REDING COMPREHENSION BY USING POWERFUL PREDICTION_A PRE READING STRATEGY AT STIT.M BERAU

Yuli Puji Astutik

English Education Study Program

STIT Muhammadiyah Tanjung Redeb East Kalimantan

Berau, Indonesia

jasmine_ypa@yahoo.co.id

Abstract

This paper focuses on powerful prediction_a pre reading strategy to increase students' reading comprehension at Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah (STIT.M) Tanjung Redeb East Kalimantan. This study explores students' prespective about powerful prediction_a pre reading strategy which can help students' motivation in learning reading. Data were drawn from students' tests, after the implementation of the strategy through Clasroom Action Research (CAR) procedures. There were four steps in this research named Planning, Observing Implementing and Reflecting. The findings of this research indicated that this strategy could improve students' reading comprehension by the increasing of students passing grade.

Keywords: Powerful Prediction, Pre Reading Strategy

Introduction

Language is the most important part of how human communicates with others. By a language, people can share ideas, thoughts, and also their feelings. According to Halliday in Lems, K et all (2010:2) through language, we learn "how to mean things" and how to share all of those meaning with each other.

English is used as a bridge to other languages. Many people in this world use English as their means of communication. Based on the reality about how importance of mastering a second language, our government chooses English to be introduced as a foreign language in our country.

In Indonesia, English has taught from the early level of formal and informal till the highest level of education, from elementary school till university level. Eventhough, all of the students have gotten English from their early ages, but they still encounter some problems dealing with English.

Students who are learning English need to master the four skills namely reading, writing, speaking, and listening integrally. One of the most important of learning English is mastering reading. It becomes crucial as Reading is the fundamental of learning a language. Through reading students can get new information, knowledge and also building their vocabulary by the texts they read.

According to Urquhart & Weit in Grabe (2009:14) Reading considers as the process of receiving and interpreting information encoded in language from via the medium of print. Besides, Sulisty (2011:20) argued that reading is essentially a form of communication between writers which is mediated through a written text. Based on their definitions, the writer concluded that reading is a process of transferring information from the writer's perspective to the readers in the form of written texts.

In teaching reading comprehension, usually the students only trained to understand how to answer the questions based on the text correctly. The teacher only focuses on how they read, how they translate into the target language and how they answer the questions after the reading process. It is reasonable that they do not think a lot to comprehend the whole text. As a result, they got low scores on their tests. For this reason, finding a good strategy is really needed for empowering their ability in reading comprehension.

According to Sulistyo predicting as reading is considered a guessing game, making predictions about the text content is applicable to reading activities. There are several ways in which making predictions can be performed as a part to equip students with reading skills.

Based on the theory above, the writer assumed that predicting can be considered as a guessing game which can be used as a teaching strategy to facilitate students in learning English reading. In this strategy, students are permitted to expand their knowledge about the clues which was stated by the lecturer at the beginning of the teaching learning process.

Objective of the study

The study aimed at analyzing the powerful prediction_ a pre reading strategy to increase students' reading comprehension at STIT.M Berau.

Research Problem

Based on the explanation on the background above the writer formulates the research problems as follows:

- a. What are the problems faced by the students of STIT. M Berau?
- b. How can powerful prediction_ a pre reading strategy be used to increase students' reading comprehension?

- c. How do powerful prediction_a pre reading strategy enhance students' motivation in learning reading?
- d. How do powerful prediction_a pre reading strategy improve students' achievement in learning reading comprehension

Objective of the Study

The objective of the study are as follows:

- a. To describe the problems faced by students in the classroom.
- b. To describe the use of powerful prediction_a pre reading strategy in teaching reading comprehension
- c. To show how powerful prediction_a pre reading strategy can improve students' reading comprehension ability.

Methodology

The researcher used Classroom Action Research design (CAR) which consists of 4 steps adapted from Mc. Taggart (1990:11-13) namely planning, observing, implementing and reflecting. The data was analyzed by quantitative method since it was in the form of word.

Participants

The participants of this research were second semester students of STIT Muhammadiyah Tanjung Redeb and the lecturer of reading subject.

Data Collection Methods

Since this was descriptive qualitative research, the main instrument was the researcher herself as the English lecturer. The researcher applied several procedures namely planning, observing, implementing and reflecting.

Data Analysis

The researcher used the following steps to analyzed the data.

- a. Describing plan in conducting powerful prediction_a pre reading

- strategy to improve students' reading comprehension ability
- Describing the action of reading comprehension by using powerful prediction_a pre reading strategy.
 - Describing the observation which is done by the lecturer and reflect the action.
 - Describing the result of teaching reading comprehension based on the test in cycle one and cycle two
 - Drawing conclusion and proposing suggestion on the data analysis.

Statistics

cycle1

N	Valid	32
	Missing	0
Mean		74,7500

cycle1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68,00	8	25,0	25,0
	76,00	20	62,5	87,5
	80,00	3	9,4	96,9
	88,00	1	3,1	100,0
Total	32	100,0	100,0	

Finding and Discussion**Findings on cycle one**

This study was conducted in two cycles since the result of Cycle 1 did not meet the criteria of success yet. Cycle 1 were conducted in three meetings and Cycle 2 also were conducted in three meetings either.

From the result of the test the researcher found that the students faced some learning difficulties regarding to reading which taught by the lecturer because of the lack of students reading comprehension ability and the students motivation.

Based on the minimum passing grade set in the criteria of success, (70), there were 24 (75%) out of 32 students achieved the criteria of success, however, there were 8 (25%) out of 32 students still did not achieve the criteria of success. The result of students test can be seen on the diagram of SPSS bellow:

From the data above it can be seen that the result of the students' reading comprehension in cycle 1 still did not meet the criteria of success yet since there were eight students failed to achieve the criteria of success. Therefore, the researcher should continue to the next cycle.

The Students' Participation in Teaching and Learning Process in Cycle 1

The data presented in the observation checklist showed that the students' participation during the implementation of powerful prediction_a pre reading strategy in teaching and learning activities of reading comprehension for both meetings were good (88.74%) of the students did the activities actively.

The Students' Perception toward the Implementation of Powerful Prediction_A Pre Reading Strategies.

The recapitulation of the result of the students' perception based on the implementation of Powerful Prediction can be seen in Table bellow:

No	Statements	Number of students giving responses			
		SA	A	D	SD
1	Powerful Prediction_A Pre Reading Strategy can help me to be more creative in understanding and expanding the content of a short story	26 (81.25%)	6 (18.75%)	0 (0%)	0 (0%)
2	Powerful Prediction_A Pre Reading Strategy can motivate me to think a lot about the content of a short story book based on the clue provided.	28 (87.5%)	4 (12.5%)	0 (0%)	0 (0%)
3	All information given based on the clues can help me to predict what will happen on the story.	27 (84.37%)	5 (15.62%)	0 (0%)	0 (0%)
4	Every steps in Powerful Prediction_A Pre Reading Strategy is very useful for me to comprehend the whole text easily.	31 (96.87%)	1 (3.12%)	0 (0%)	0 (0%)
5	I feel happy to use this Powerful Prediction_A Pre Reading Strategy in reading a text since it can help me understand the whole text easily	30 (93.75%)	2 (6.25%)	0 (0%)	0 (0%)
Total		88.74%	11.26%	0 (0%)	0 (0%)

The data showed that 88.74% of the students strongly agreed that the powerful prediction_a pre reading strategy could help them improve their reading comprehension. they strongly agreed that this strategy can help them to predict what would happened in a certain story. It can also motivate them to think a lot about the whole story before their process of reading.

The last data of the students' participation during teaching and learning process were about the strengths, the weaknesses, and the suggestions given by the observer. Based on the first and the second meeting, the strengths found were (1) the students were active to follow the lessons; (2) they were creative enough to think, and to expand their own story based on the clues; (3) they were brave enough to express their ideas either orally or in the written form. However, there were some weaknesses during the teaching and learning process among other; (1) most of the students could not express their ideas in English well; (2) all the students are lack of vocabulary; (3) lack of time allocation for discussing the text in detail. From these problems, the observer suggested to (1) guides the students slowly to compose their English sentences well; (2) discuss in detail

the whole text and the vocabulary related to the text; (3) give sufficient time allocation for discussing the text in detail.

Reflection of Cycle 1

Since the result of the students' reading comprehension test in cycle 1 did not meet the criteria of success yet, the researcher and her observer decided that the research should be continued to cycle 2. There were some aspects in the teaching and learning activities which needed to be improved in cycle 2. Those aspects were the lesson plans and the teaching and learning activities.

Based on the suggestions given by the observer, the researcher developed the lesson plans. The teaching and learning stages in the whilst reading activities needed to be improved by: (1) allocating more time to discuss the text in detail after the students read the text; (2) identifying and discussing in detail the difficult words found in the text; (3) identifying the main ideas of the paragraphs in the text; and (4) guiding the students to construct their sentences to make their own story.

Findings from Cycle 2

In this part, the researcher presents the findings of the implementation of powerful prediction_ a pre reading strategy applied in cycle 2 which covers the findings of the students' achievements in the reading comprehension test (Test 2) and the students' participation in the teaching and learning process

The scores of the students' reading comprehension test for Cycle 2 can be seen on the diagram bellow:

Statistics		
cycle2		
N	Valid	32
	Missing	0
Mean		78,7500

cycle2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75,00	3	9,4	9,4	9,4
	76,00	1	3,1	3,1	12,5
	77,00	5	15,6	15,6	28,1
	78,00	4	12,5	12,5	40,6
	79,00	3	9,4	9,4	50,0
	80,00	15	46,9	46,9	96,9
	85,00	1	3,1	3,1	100,0
	Total	32	100,0	100,0	

It is concluded that the students' lowest score on their reading comprehension test was 75 and the highest score was 85. Based on the minimum passing grade set in the criteria of success (70), there were 32 (100.00%) students in the test 2 passed (achieve the criteria of success).

The Students' Participation in Teaching and Learning Process

The data presented in the observation checklist showed that the students' participation during the implementation of the powerful prediction_ a pre reading strategy in teaching and learning activities was very good. Almost all the students did the activities actively.

The last data about the students' participation during teaching and learning process were about the strengths, the weaknesses, and the suggestions given by the observer. From the first to the second meeting, the strengths found were (1) the students were more active to follow the lessons; (2) they were creative enough to think, to find the answers of the questions, and to find any information from the text include the vocabulary and the main

ideas; (3) most of the students were brave enough to express their ideas either orally or in written form although their sentences were not perfect.

However, there were still some weaknesses during the teaching and learning process among other: (1) most of the students still have lack of vocabulary items; (2) some students still could not expressed their ideas in English well.

Reflection of Cycle 2

The students' participation in the teaching and learning process in Cycle 2 was better than Cycle 1. The students became more active to find the information in the texts.

From the data on the students' reading comprehension achievement as presented in the findings of Cycle 2 above, it was known that the students' reading comprehension scores were improved. 100.00% of the students passed the minimum criteria of success. Therefore, the researcher and her observer decided to stop the research and reported the result of the study.

Conclusions

After conducting this research, the researcher find out that powerful prediction a pre reading strategy was very efective in increasing students' reading comprehension. it proved by the increasing of students' passing grade in reading. From the first cycle, there were six students who got low scores, but after applying the second cycle, the researcher found that there was no student who got low score. The conclusion of the research can be formulated as follows:

There were some problems faced by the students in comprehending a text. the problems may be caused by the students difficulty in understanding the story, the students felt bored when the teaching learning process used the conventional teaching methods, the students motivation was weak because the learning process didn't interest them before the implementation of powerful prediction.

Powerful prediction_a pre reading strategy proved that students are interested in understanding the whole story after they made their own predictions.

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FEMALE SURVIVORS IN THOMAS HARDY'S THE WITHERED ARM

Yulistiyanti

Faculty of language and cultural studies

Stikubank University

Semarang, Indonesia

yuliztiyanti@yahoo.co.id

Abstract

This article discusses women position in society that Thomas Hardy portrays in his short story entitled *The Withered Arm*. This short story tells about two female character have close-relationship to the same man. The man comes from upper class. The first woman from lower class has a son of his, but they do not live together. Then, the second one is his new young wife. This short story takes rural area, Dorset as the setting of place where the society has intimate relationships and setting of time is in Victorian era. It applied feminism theory that focuses on male and female positions in society. Beauvoir (1949) considered that the male in French and Western societies defines what it means to be human and what it means to be female. The female becomes subordinate to the male. It applies qualitative analysis method. The text is analyzed relating to the female characters' position in society. Their positions make them get discrimination which society created. Thomas Hardy's short story will be analyzed on discrimination to female characters. The data shows that the two female characters are oppressed on their conditions. Although they do not get physical harassment, the oppression comes from social injustice that women do not get equal benefit and opportunities. Both of them survive to obtain what they need. These characters use their ways as the survivors because of unfair condition.

Keywords: *The Withered Arm*, survivor, women oppression

Introduction

Literary works have reciprocal relation to society. The works may influence society, vice versa. What an author wrote reflects society's condition that usually it relates to the time and place written on it. Social conventions, historically and culturally determined, are fundamental for the comprehension of cognitive paradigms at work in society. Furthermore these social conventions are reflected in the ideology and plot structure of narratives, characteristic of a certain society. On the other hand, society imitates what happens described in. The works may inspire their action such as revolt and rebellion. There are many social problems inspiring society to change the condition; such as slavery, love, and oppression.

One of social problems often inspires authors relates to woman oppression. It describes what woman experiences whether in

domestic area or in public area. They often get the problem which is caused by social construct. This social construct lays women on insignificant position. They hold some predicates such as meek, humble, and submissive.

Women should survive in this condition. They try to keep alive in this unfortunate condition. As Kelly suggested cited in Walby (1991:146)...the term 'victim' gives misleading impression of women as passive recipients of male violence, and prefer to stress women's survival and the myriad of ways in which they resist.

Thomas Hardy is an author who wrote prose to express his social disagreement. One of his works is *The Withered Arm* that describes woman condition in Victorian Era. Hardy shows oppression toward women in England. This dependency is created by patriarchal ideology that English people conducted in

19th century. Besides that, Hardy also portrays woman rejection toward this social practice to survive in patriarchal society.

Methodology

This research applied qualitative research. It does not need numbers to be analyzed. The subject of the research is a short story text entitled *The Withered Arm* written by Thomas Hardy. This research focuses on discourse found in the short story.

In conducting the research, the procedures are reading the text, identifying the discourse, interpreting and analyzing the findings. Library research is applied in analyzing the finding. Some sources and references are needed to analyze the discourse in feminism.

Finding and Discussion

Thomas Hardy wrote *The Withered Arm* in 19th century and this short story was first published in 1888. This story takes setting in Dorset, England starting from a large farm that is owned by Mr. Lodge. *The Withered Arm* tells about a new wife of the farm owner named Gertrude Lodge who gets her arm suffered. This happens after one milk maid of her husband's farm, Rhoda dreamed. Then she feels guilty after meeting Gertrude. Gertrude tries to cure her arm, but it does not work. One day, she is suggested to touch her arm with the neck of a man who has been hanged. It takes her to a jail where she meets Rhoda and Mr. Lodge who are parents of the man hanged.

In *The Withered Arm* Thomas Hardy created two female characters; Rhoda and Gertrude that have different characteristics. Both of them get oppression from patriarchal society. This short story reflects that those oppressions happen caused by male domination creation. It is social construct that people conduct in their life. This causes disadvantages for both female characters because they always are compared to men.

Woman and man condition in society is in binary relation. This condition puts women in discriminated. Men hold superiority while women are inferior. On the one hand it puts men in transcendence that means they are independent, but on the other hand women are immanence. Women cannot stand on themselves, they need other (men) (Beauvoir; 2011:215-217). This situation makes women non-significant creatures. *The Withered Arm* underlines marital relationship that women experience inconvenient condition. Physical appearance, economic autonomy and authority are problems found in the short story.

The non-significance of both female characters can be found from how female characters view on physical appearance. Physical appearance is important for women, especially being beautiful and attractive. Women do not see their body from their own opinion, but they are driven by men's opinion. As Beauvoir wrote that the representation of the world, like the world itself, is the work of men; they describe it from their own point of view, which they confuse with absolute truth (2011:196). One female character of Hardy's *The Withered Arm*, Gertrude has opinion that woman should satisfy her husband from physical appearance. She knows that man looks woman from her appearance. 'I shouldn't so much mind it,' said the younger, with hesitation, 'if-if I hadn't a notion that it makes my husband-dislike me-no, love me less. Men think so much of personal appearance.' (49) 'Some do-he for one.' Gertrude should define herself how to be a woman, but social construct has already shaped her mind set. It makes her desperate when she is not beautiful any more especially for her husband. Refusing the condition is hard for her, although it is not fair by saying it with hesitation. She tries to rebel what society has, but social pressure encourages

her to find position and justification in marriage (2011:439).

Rhoda also thinks the same thing on physical appearance when she heard Mr. Lodge will bring her wife home. It comes out as her jealousy. Her jealousy toward Gertrude she shares to her son to find out Gertrude's physical appearance. Rhoda compares herself toward another woman as her ex-husband's wife. It describes that physical appearance is one of men's consideration to marry a woman. "Yes...You can give her a look, and tell me what's she's like, if you do see her...'If she's dark or fair, and if she's tall – as tall as I. And if she seems like a woman who has ever worked for a living, or one that has been always well off, and has never done anything, and shows marks of the lady on her, as I expect she do.'(42). Social construct has influenced her to judge others from their physical appearance especially women that have relationship to men. As Beauvoir stated, 'the supreme necessity for woman is to charm a masculine heart; this is the recompense all heroines aspire to, even if they are intrepid, adventuresome; and only their beauty is asked of them in most cases (2011:353).

Besides, men show their masculinity in many ways. One of them is in economic autonomy that may cause them tyrant (2011:574). Mr. Lodge shows Gertrude what he has that means power of his. 'Now, then, another mile and I shall be able to show you our house in the distance—if it is not too dark before we get there.'(44). His property is really important for men because men can subjugate women from it. Women do not have the same opportunity as men so that they may not get the same power. This situation causes women hypocrite, they say different from what they do behind the men.

The hypocrisy that Gertrude experiences is her way to gain her position in marriage. When Lodge asks her to destroy her stuffs to cure her arm, she obediently does it. "She

obediently destroyed her nostrums and charms; but there remained a hankering wish to try something else—some other sort of cure altogether.'(54). But, she tries to find other ways to cure her arm that is getting worse because she does not want to lose him. This description is relevant to what Beauvoir notes that possessing economic autonomy and holds appears to be tyrant that gives impact for women to revolt and behave dishonestly. Holding property has big impact in relationship whether on the holder or others. It gives advantages for the holder because property is power for them. In *The Withered Arm*, Gertrude cannot decide what she wants and needs to do by herself. She is a dependent woman and it causes her hypocritical toward her husband. She obeys what he asks because only her husband helps her economic.

Gertrude's condition is different from Rhoda. Hardy created Rhoda as a single mother who raises her son by milking cows in Lodge's farm, her son's father. Her life is not dependent on men after having a son. She is a woman who Beauvoir suggested that she dares to live by herself. Refusing property from her son's father proves that she does not want to be bound with male authority. 'It was then found that he had bequeathed the whole of his not inconsiderable property...subject to the payment of a small annuity to Rhoda Brook...but eventually she reappeared in her old parish, - absolutely refusing, however, to have anything to do with the provision made for her.'(63). Her act depicts she survives in her own way. She does not sacrifice her principle to live conveniently in materialism.

Property creating tyrant for the holder and revolt is also found in *The Withered Arm*. Lodge masculinity causes Rhoda irritated and hurt. 'For though this pretty young woman had rendered impossible any reparation which Lodge might have made Rhoda for his past conduct, everything like resentment at the unconscious usurpation had quite passed

away from the elder's mind. '(50). As tyrants, men take control women especially wife that makes women revolt to their acts. Rhoda revolts by leaving her husband and living with her son from her own earning. Lodge still acts tyrannically by not supporting them. He never gives money for their daily life.

Working outside is one of woman emancipation. Emancipation through working gives women space economic and political freedom. Earning money makes women satisfied as they do not need to fulfill their own need in marital community, because father or husband also supports their need. They bring extra-money home (2011:166). Rhoda works as a milk-maid in Lodge's farm, but she needs to support their life. The money she earns is also not extra-money, because there is no father or husband who helps them in fulfilling the needs. In this case, Rhoda has not got economic freedom yet because she still lives in poor condition. But, politically she gains her freedom. She is responsible for her own life, there are no persons especially Lodge controls her life any more.

The Withered Arm reveals women condition in England in Victorian era that women had social, legal, and political constraints. Two female characters reflect the impacts of the constraints in their lives. Hardy does not depict the causes of desperate lives that Rhoda and Gertrude experience, but the narrative shows what the society believes as their ideology. Although, this narrative tells superstition and supernatural power, it is Hardy's way to avoid the domestic, and essentially bourgeois ideology of social realism (Hazarika; 2014:41). Hardy wrote what English society practiced implicitly. Rhoda is described in poor condition with her illegitimate son of Lodge's. This part plays big role in driving Rhoda's life. On the other hand, Hardy depicts Gertrude middle class society that her economic condition is

different from Rhoda's. But, Hardy ends her life in tragic condition. Gertrude described dies in the end.

Conclusions

The Withered Arm is a short story written by an English author, Thomas Hardy. He describes women condition in England in the 19th century. He criticizes social problems that cause women ruin and disadvantage. This short story uses setting that patriarchal practices conduct in the society. Those practices reveal marital problem that men and women involve.

Hardy creates two female characters; Gertrude and Rhoda Brook that have different characteristics. They also experience oppression from social construct that discriminate women so that they have no chance to live better. Comparing Gertrude and Rhoda in The Withered Arm is Hardy's description for women how to overcome oppressive life. They live in the same place, but having different background.

Gertrude is depicted as tragic heroine that her life ends of sufferings. She fails survive in gaining her happiness in marriage, because she always thinks of physical appearance that gets worse. She believes in attractive appearance is important for women. Although Rhoda also has the same opinion on physical appearance, she lives much more freedom than Gertrude. Rhoda does not want her life to be interfered by man. She sets free herself by fulfilling her needs. It is one of ways to release from male authority.

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THE USE OF LOCAL CULTURE IN ENGLISH LANGUAGE TEACHING IN A GLOBALISED WORLD

Yuni Budi Lestari

The University of Mataram

Mataram, Indonesia

lestariyuni2006@gmail.com

Abstract

The importance of English language as an international tool of communication in this globalised world suggests that English teachers ensure students' attainment of English language competency through the use of effective English language teaching materials. For this purpose, English language materials containing English culture have been widely proposed for use in English language classrooms based on an assumption that successful language learning is associated with learning the culture of the language speakers. Strong theoretical and empirical support, however, calls for the need to use local culture in English language classrooms. This article discusses that the use of local culture in English Language Teaching (ELT) can be supported by exploring two interrelated issues: the relationship between language and culture and the emergence of World Englishes. Common practices of localised ELT practices in some local contexts also support the use of local culture in English language classrooms which is also discussed in this article. It is also suggested that teachers make use of students' local culture as learning material as it would develop students' English proficiency as well as their sense of cultural identity important for a global life.

Keywords: Local culture, World Englishes, Localised English language pedagogy

Introduction

Globalisation has lead many countries particularly in South East Asian nations to introduce the language earlier in the curriculum. The introduction of English in many cases is also accompanied with the introduction of English culture due to an assumption that successful language learning is associated with the learning of culture of the speaker (Schuman, 1987). English textbooks with English Western cultural contents therefore have been widely suggested for use in English language classrooms (Dat, 2010). Tomlinson (2008), however, has reported that the use of such English textbooks has been discouraged by teachers in South East Asia due to the irrelevant contents to the students' real life and thus suggesting the use of students' local culture in English language teaching. In fact, some studies have reported that students in EFL classroom showed greater enthusiasm in learning English when local culture is used (e.g. Fredericks, 2007; Luke 2012). More

importantly, the integration of local culture in ELT classrooms can be supported by exploring two interrelated issues: the relationship between language and culture and the emergence of World Englishes. Common practices of localised English language pedagogy in some local contexts also support the use of local culture in English language classrooms.

The Relationship between Language and Culture

Collins (2006), Fishman (1994), and Kramsch (1998) have described the relationship between language and culture in three ways. In the first place, language is the means through which culture is created and transmitted. The folktales, wise words, history, wisdom and ideals in that culture result from language and are created in language practices. Secondly, a language symbolises culture. It symbolises the history, tradition, and way of life of its speakers. Finally, a language indexes culture in the

sense that (a) it pre-exists its culture and (b) its vocabulary, idiomatic expressions and grammatical properties are the best means of talking about socio-cognitive and emotive levels in that culture. As Sarangi (2009) have mentioned, people sharing the same language tend to share the same cultural habits while people with different languages tend to develop different cultural habits.

Since language and culture are inseparable, one can certainly ask a critical question whether learning another language one will run into the risk of losing his or her native culture. Nonetheless, contemporary studies have shown that language and culture are indeed separable and learning one does not always mean losing the other. As Sarangi (2009) has rightly argued, when language is referred to the referential meaning is always verbal language and the non-verbal means of communication (e.g. gesture, bells, the use of kentongan in Javanese culture) are often neglected. But Sarangi (2009) has also shown that learners of a language can always separate their own culture from the one that they are learning. In fact, they can form a new culture of their own and this what Kramsch (2013) has referred to as the third culture, that is, a set of cultural beliefs and knowledge that learners of a language develop from those in their own culture and the target culture and Kramsch (2013, p.233) proposes this competence to be “the third place” in the communicative competence in addition to lexical and grammatical competence.

In this perspective, learners learning another language do not always start a new endeavor, but in such attempts they bring with them background knowledge which they can make use when tackling language learning tasks at hand. If this is the case, one can then ask what knowledge they bring and how teachers can make use of this knowledge in ELT classrooms, suggesting the possibility of using students’ local culture in ELT

classrooms as English materials and teaching and learning strategy.

World Englishes

English has been the most widely learnt and spoken language in the globalised world and thus which variety of the language that students should learn is not at all easy to define. So varied is the language and so vast has it spread, we can no longer speak of it as a single language spoken by people with a single group. Consequently, the language has been referred to as world Englishes (WE) representing the multi-variety of the language and its cultures.

Kachru (1992, p. 356) has proposed stratifications of WE in terms of three concentric English-speaking circles which “represent the types of spread, the patterns of acquisition, and the functional allocation of English in diverse cultural context”. “The Inner Circle” comprises territories which Kachru refers to them as ‘the traditional cultural and linguistic bases of English (mainly USA, UK, Canada, Australia and New Zealand). The characteristic of these varieties of English spoken in these locations is mostly endonormative, meaning that they provide themselves with the standard norms as the reference point used in English language teaching and learning in other areas (Bruthiaux, 2002). Accordingly Kachru describes them as ‘norm provider’, which seems to give a prestige position to the Inner Circle varieties.

“The Outer Circle” varieties are spoken in English as a Second Language countries such as Bangladesh, Ghana, India, Malaysia and Singapore (Jenkins, 2003). Kachru (1997) describes the varieties in “The Outer Circle” circle as “the institutionalized non-native varieties” given that the regions have passed through a long period of colonization. Kachru (1992, p. 356) has suggested that these varieties pass through a gradual shift from exonormative to endonormative, and

Kachru (1997) thus labels them as ‘norm-developing’. Therefore, some speakers of English in the outer circle have been widely accepted to alter English by localizing English. When English is localized it reflects the speakers’ local cultural norm (Jenkins, 2003; Kirkpatrick, 2007).

Meanwhile, the “Expanding Circle represents societies where the performance varieties of the language are used essentially in EFL contexts. The variety used in the Expanding Circle is labelled as “norm dependent” (Kachru, 1992, p.357). In these regions English tends to be exonormative in that speakers, educators, and policy-makers have traditionally make reference to American or British models for linguistic norms (Bruthiaux, 2002). Kachru, 1992 refers to China, Egypt, Indonesia, Israel, Japan, Korea, Nepal, Saudi Arabia as belonging to this Circle. Bruthiax (2002), however, argues that the Expanding Circle could be assumed as every nation neither in the Inner or Outer circles, given that English is now presumably taught to someone somewhere in every nation in the world, to mention few of randomly selected names, such as Brazil, Italy, Thailand, Morocco, and many more. It is also possible that some countries in the Expanding Circle go through so remarkable development of English that they increase their status from ‘norm dependent to’ norm developing’. An increasingly use of English as Lingua Franca for business and commerce within China, for example, would increase the status from ‘norm dependent’ to ‘norm developing’ (Kirkpatrick, 2007). Similar transition would also happen in Japan as there has been an increased need to use English as a means of expressing Japanese values in international communication (Hino, 2012). For countries with ‘norm dependent’ status, Rajagopalan (2011) argues that, they need to take people’s experience in the Outer Circle as a role model in their desire for learning English.

Even though some countries possibly no longer fit into Kachru’s stratification due to the countries’ development, what has been described by Kachru with his three concentric English speaking cycles have shown that English has grown into a myriad of varieties with their own norms. This means that WE theory views localised varieties along with their sociocultural context as legitimate as ‘native speaker’ varieties. This brings implication for a pedagogical shift from conforming to native speaker’s norms to local norms enabling teachers to use learning materials with local cultural and pragmatic norms. Learning English using local norm is relevant particularly because English is an International language (McKay, 2002). Adopting local norm is also important to anticipate the fear that learning English bring with it the learning and adoption of inappropriate values and language, even though nlearning English is also seen as local demand (Kirkpatrick, 2007).

Localised English Language Teaching Practices

The need for localising ELT has been highlighted by Canagarajah (2005, p. 12) who claims that “all knowledge is local”, and therefore other knowledge constructs can only be interpreted based on one’s particularity. His claim suggests that the adoption of dominant pedagogy by teachers in local contexts does not always follow the expectation of the local students. Thus, adaptation needs to be made rather than adoption (Littlewood, 2000) of the already established method of ELT pedagogy.

Such adaptation is clearly shown in Kramsch and Sullivan’s (1996) ethnographic study in a Vietnamese classroom. From their classroom observation on how teacher used materials in Western textbook, Headway, localisation of ELT in Vietnamese English language is identified when the teachers appropriated communicative language teaching to fit the Vietnamese cultural traditions. The study reports that instead of assigning the students

to work in small groups to respond to a language task, the teacher preferred the tasks to be responded by the whole class where the students were observed to create various language responses in English and build each other's responses to the question. As the researchers explain, the teacher did so because of the teachers' awareness of Vietnamese 'collectivist' culture, and thus avoiding 'individual competitiveness' characterizing Western culture (Hinkel, 1999). Though the activity in this localised ELT can be seen as insufficient in providing the students with negotiating meaning focus activities, the students might benefit from experimenting with language which can be seen in the creative verbal language response done collaboratively occurring in the whole class discussion.

Similarly, (Tin, 2014) ethnographic study in an English language classroom in Nepal reflects the actual practice of a teacher in translating Communicative Language Teaching approach to suit the local classroom reality in Nepal. The localised of ELT is identified in the study when the teacher used quite high teacher talking time during a lesson discussing the content materials in the prescribed textbook oriented to the use of Communicative approach. As the researcher argues this teacher talk seems to be motivated by the Nepalese classroom culture favoring teacher's explanations or lectures. Therefore, the teacher appeared to neglect a Communicative Language Teaching principle that teacher talk should be kept at minimum in order to provide maximum opportunities for the students' oral and written English language production (Harmer, 2007). However, such high teacher talking time was also revealed to be connected with the teacher's concern with some constraints including a shortage of classroom teaching time and limited learning resources as well as facilities. Under such constraints, teacher talk was found to serve as not only economical and but also effective

sources of input on which the students can rely in class, and that can be a basis for them for extended learning activities after class done either individually or in pairs or groups.

CONCLUSION

The use of local culture in English language teaching in this globalised era has been justified by theoretical perspectives that local culture provides students with linguistic and content schemata which facilitate their second or foreign language learning. Teaching students local culture while learning English also makes sense based on scholarship regarding the relationship between language and culture as well as World Englishes. Some studies on localised English language teaching practices on some local contexts also support local culture integration into English language teaching in a globalised world. As the use of local culture as English language learning material would not only develop students' English proficiency but also develop their sense of cultural identity, it is advisable that teachers make use of local texts and cultural practices from which students can learn cultural values.

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JUNGIAN GENDER IN ANIMAL ANIMATION FROM ANTHROPOMORPHISM PERSPECTIVE

Yustin Sartika

English Literature

IAIN Surakarta

Surakarta

yustinsartika@gmail.com

Abstract

Bear is usually depicted as a strong, brawny and blood-curdling animal. On the contrary, Pooh Bear is the fun-loving and caring main character while Masha Bear can handle all house works. Their characteristics can be related to Jungian gender theory which states that man is bisexual having both feminine and masculine sides. A focus on anima animus is established through qualitative research analysis of bear characters' actions and the characters around within the plots of Winnie-the-Pooh and Masha and the Bear. Masha and the Bear is adapted from the real story in Russia. The use of anthropomorphic storytelling in those animations can bridge the conceptual and moral gulf which separate human from animal. By using anthropomorphism perspective, this research is aimed to find the feminine and masculine stereotype of Pooh and Bear characters. Anthropomorphism is divided into the animation of physical and psychological qualities. The result shows that small bright yellow body on a short red t-shirt makes Pooh look more lovable. Another woman stereotype is portrayed from the name given, Winnie, and his most favorite honey. Masha Bear's physical qualities are quite identical to a real bear. Beyond his strong and brawny body, he is a spick-and-span bear. He is a merciful bear who becomes a caregiver for Masha, the parentless girl. Anthropomorphism creates great empathy in humans. This empathy can be combined with a simplified narrative to provoke genuine feeling from audiences. It draws attention to feminine and masculine stereotype of human to identify in animal animation.

Keywords: stereotype, feminine, masculine, anthropomorphism, empathy

Introduction

As visual media continue to increase in popularity, television nowadays becomes the most important media of learning process for children. It is educating while entertaining. Children's entertainment has been identified in conjunction with animated films for many years. Animated cartoon becomes the most notable variety of children's television program to present gender stereotype.

Winnie-the-Pooh is one of Disney's animated cartoon. It is an adventurous story of a little bear and friends in the Hundred Acre Woods by A. A. Milne, first published in 1926. Disney makes the Pooh stories grow become a big success and its character as popular as Donald Duck and Mickey Mouse. Pooh is figured as a cute male bear; on the contrary

to a real bear which is strong, brawny and blood-curdling animal with its paw and fang. Another story of bear is Masha and the Bear, a Russian animation by Oleg Kuzovkov. Adapted from true story, Masha is a little girl who lives near a forest where the Bear lives. Masha Bear's physical qualities are quite identical to a real bear. Beyond his strong and brawny body, Masha Bear is depicted as a spick-and-span bear who can handle all housework.

The characteristics of Pooh and Masha Bear are related to Jungian Gender theory which states man is bisexual, has both feminine and masculine side. Feminine side of male, anima, is formed as an archetype in collective unconsciousness. His relation to female such as mother, sister and girlfriend

forms the concept of female. This concept of female is not always represented in a female character but feeling and mood.

Masculine archetype in female is called animus. While anima represents irrational mood and feeling for male, animus influences female to think logically. According to Jung, animus is responsible for the way female think and giving opinion as anima for male's mood and feeling.

Anthropomorphism is commonly used in animal animation by combining animal and human. The animal lives as human. They walk, talk, eat, dance etc. It represents human traits as "symbolic human" and strengthens the animal character as "animal selves". This can be identified through the character voice, physical and psychological attributes.

In a brief, anthropomorphism is attributing human traits to non-human object such as animal, robot, sun, moon, star, etc.

Many of us share our homes and our hearts with our pets. Certainly our local environments, whether we live in a city, a suburb, or the country, are filled with a vast variety of animals both large and small. So, it would seem rather intuitive that these same creatures would find a place in the stories that we tell. And they do. But when these animals begin to talk and scheme and learn to read, we have gone past their intuitive inclusion in a replication of reality and have put them to use in a purposeful distortion of reality (Burke, 2014).

Anthropomorphism in visual media is a deliberate warping of reality to suit the ends of the story that needs to be told. Animals are assigned personalities and physical features to suit the ends of the narrative. (Jardim, 2013) Animals' human identities can be based on the physical appearance and manner.

The purpose of this study is to investigate how anthropomorphism is used to express feminine and masculine archetype as reflected in Winnie the Pooh and Masha and the Bear animation.

Methodology

A focus on anima animus is established through qualitative research analysis of bear characters' actions and the characters around within the plots of Winnie-the-Pooh and Masha and the Bear. By using anthropomorphism perspective, this research is aimed to find the feminine and masculine stereotype of Pooh and Bear characters. Anthropomorphism is divided into the animation of physical and psychological qualities.

Finding and Result

Many stories about human and animal relation have been written. Winnie the Pooh and Masha and the Bear are movies that tell about the relation between a Bear and human.

Milne (2004: 1-2) begins the story of Winnie the Pooh by describing name.

Winnie-the-Pooh. When I first heard his name, I said, just as you are going to say, 'But I thought he was a boy?' 'So did I,' said Christopher Robin. 'Then you can't call him Winnie?' 'I don't.' 'But you said –' 'He's Winnie-ther-Pooh. Don't you know what "ther" means?' 'Ah, yes, now I do,' I said quickly; and I hope you do too, because it is all the explanation you are going to get (Milne:2004)

Robin is Winnie's human character. First time he is introduced to Winnie, he calls into a question about Winnie's name. Winnie is a name stereotypically given to a girl, while Pooh is a boy. The nickname Winnie-the-Pooh sounds feminine.

Beside the name, some physical attributes of anima can be seen from the physical figure of Winnie.



Picture 1: Physical figures

Winnie is a figure of small cute bear. Winnie's body is quite different to a real bear. Bear has a big head and round ears. It looks scary with its arched and shrill paw in his arm and feet. Winnie has a small and round body. His distended stomach makes him look cute when walking. No fang or paw figure of bear. A short red t-shirt on his yellow body makes the bear more lovable.

In Pooh 's Tummy story, Winnie wears pajama and blindfold. He sleeps on a bed with a pillow and a blanket. Different from real bear which usually sleeps in a cave, the anima of Winnie leads his mood to find comfortable clothes and place for sleeping similar to human.

The animal self as a bear is strengthened from Winnie's favorite food honey. He loves climbing the tree and singing.

Then he thought another long time, and said: "And the only reason for being a bee that I know of is making honey."

And then he got up, and said: "And the only reason for making honey is so as I can eat it." So he began to climb the tree

He climbed and he climbed and he climbed and as he climbed he sang a little song to himself (Milne, 2004)

Feminine character is defined conventionally as being supportive, caring, and relationship oriented. Milne portrays Winnie as a savior character for his friends every time they are in trouble.

Otherwise, Masha Bear physical figure is identical to an adult bear. He presents an imposing physical presence with broad heads, extended jaws, massive frames, heavy paws, powerful claws, and shaggy coats. He lives in a wooden house in forest. Masculine character can be categorized as strength, dominance, assertiveness, and egotism. Masha Bear is figured as a strong animal that builds his own house and does reparation by himself. His masculine instinct arouses the competitive traits. To attract the female bear, he tries to look stronger and more frightening than another male bear.

His feeling to the female bear forms a female concept which is presented in irrational feeling and emotion.



Picture 2: Masha Bear hutches the egg

Bears are mammals so they do not hatch eggs. Taking Masha's wish to hatch the egg, he tries to find knowledge to do it by reading a book. Her anima leads to irrational emotion.

Bears are large, strong omnivores who eat both meat and plant but Masha Bear loves plant more than meat. He sometimes goes fishing more as a hobby. He often drinks tea and cook fruit jam.

Masha Bear manners psychologically reflect care and love feeling. His feminine feeling triggers him to find comfort by keeping his house clean. He becomes assertive when Masha make his house untidy. The bear does all house works that are usually done by female such as cooking, sewing, cleaning the house and nursing. Masha is a parentless girl who lives near the forest. The Bear replaces the parent figure by taking care of her and giving attention.



Picture 3: Masha Bear washes Masha's dress



Picture 4: Masha Bear asks Masha to brush her teeth after chewing candies

Conclusion

Animal animation as children literature can be portrayed in two forms, symbolic human and animal self. Authors imaginatively create a realistic animal character as they create human character using anthropomorphism devices. Empathy can be combined with a simplified narrative to provoke genuine feeling from audiences. It draws attention to feminine and masculine stereotype of human to identify in animal animation.

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