

THE MULTIFACETED DIMENSIONS OF ENGLISH LINGUISTICS, LITERATURE AND EDUCATION

PROCEEDINGS OF INTERNATIONAL CONFERENCE
ON THE 2nd ENGLISH LINGUISTICS, LITERATURE AND EDUCATION (ELITE)
10 -11 October 2014



English Education Study Program
State Islamic College of Palangka Raya
2014

THE MULTIFACETED DIMENSIONS OF ENGLISH LINGUISTICS, LITERATURE AND EDUCATION
Proceedings of International Conference
on the 2nd English Linguistics, Literature and Education (ELITE)
10 - 11 October 2014

Copyright©2014. All rights reserved.

No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher and the writers.

Editors:

Santi Erliana

M. Zaini Miftah

Layouter:

@Tazmaneyia

First Published, 2014

ISBN 978-602-71280-1-9

Published by:

English Education Study Program

State Islamic College of Palangka Raya,

Central Kalimantan, Indonesia

Phone +62536-3226947, 3226356

Fax +62536-3222105

E-mail : stainpalangkaraya@kemenag.go.id,
tbi@stainpalangkaraya.ac.id

Website : <http://www.stainpalangkaraya.ac.id>

In cooperation with:

Latif Kitto Mahesa

Jalan Indragiri IV No. 40 Purwantoro-Malang

Phone : 0341-8387747

E-mail : kitto.book@gmail.com

Website : www.kittobook.com

FOREWORD

The proceedings, *The Multifaceted Dimensions of English Linguistics, Literature and Education*, are the selected papers that were presented in the 2nd English Linguistics, Literature and Education (ELITE) International Conference in Indonesia conducted at the State Islamic College of Palangka Raya, Central Kalimantan, on 10 -11 October 2014. The title of the proceedings was taken from the theme of the International Conference.

The conference was organized by English Education Study Program of the State Islamic College of Palangka Raya in cooperation with the Association of Teachers of English Linguistics, Literature and Education (ELITE) in Indonesia. English Linguistics, Literature and Education is a discussion forum that researchers, practitioners (lecturers, teachers and instructors) and teachers can expose their ideas, researches and products on language teaching of English Linguistics, Literature and Education. One of the annual activities is international conference which is aimed at testing out ideas and perspectives of all researchers, practitioners (lecturers, teachers, instructors) with intellectual bearings that can be different one another and to share a similar frames of reference. This conference is objected to bring together a broader spectrum of scholars to have an intellectual conversation.

With the compilation of the conference papers, it is expected that the proceedings will be beneficial for the practitioners (lecturers, teachers and instructors) participating in the conference. Also, it is hoped that this proceedings will be useful for those who are interested in the development of their knowledge in language teaching of English Linguistics, Literature and Education.

The appreciation is addressed to the organization of the conference and the publication of the proceedings. First, it is addressed to the Chairman of State Islamic College of Palangka Raya (Dr. Ibnu Elmi A.S. Pelu, SH., MH) as well as the President of ELITE (Dr. Hj. Like Raskova O., M.Ed). The gratitude is also addressed to the plenary speakers of the conference, Prof. Rodney H Jones (City University of Hongkong, Hongkong), Prof. Peter Mickan (Adelaide University, Australia), Prof. Joko Nurkamto, M. Pd (Sebelas Maret State University), and Handoyo Puji Widodo, S. Pd., Postgrad. Dipl. Appl. Ling., MA (University of Adelaide, South Australia). Finally, the deepest thanks go to the members of the organizing committee, and all lecturers and students of English Education Study Program of the State Islamic College of Palangka Raya who gave their attention and time for the success of the international conference.

Palangka Raya, 26 December 2014

Editors

TABLE OF CONTENTS

Foreword _____	iii
Table of Contents _____	v
PART 1 THE ENGLISH LANGUAGE TEACHING TECHNIQUES AND STRATEGIES _____	1
CORRECTIVE FEEDBACK: TEACHING WRITING FOR ESP CLASSROOM <i>Supiani</i> _____	3
DESIGNING MODELS OF MEDIA OF LITERACY FOR TEACHING ENGLISH FOR YOUNG LEARNERS <i>Siti Mariam</i> _____	9
DEVELOPING A MODEL OF PEER ASSISTANCE WRITING (A STUDENT NEEDS ANALYSIS) <i>Masduki and Hartono</i> _____	17
ENGLISH TEACHERS' INSTRUCTION FOR THE SENIOR HIGH SCHOOL PAREPARE STUDENTS USING CODE MIXING AND CODE SWITCHING <i>Abdul Haris Sunubi</i> _____	25
IMPLEMENTING A STUDENT PORTFOLIO IN A GRAMMAR CLASS BY USING COMMUNICATIVE APPROACH <i>Rukminingsih and Hartia Novianti</i> _____	29
QUESTIONING STRATEGIES FOR IMPROVING INTERACTIVE ENGLISH LEARNING <i>Huriyah</i> _____	37
REVEALING COMMUNICATIVE LANGUAGE TEACHING (CLT) IN TEACHING SPEAKING TO ACCELERATE SPEAKING SKILL OF ENGLISH LEARNERS <i>Nasrullah</i> _____	43
REVEALING STUDENTS' EXPRESSIVE WRITING THROUGH DIALOGUE JOURNAL WRITING <i>Maida Norahmi</i> _____	57

THE APPLICATION OF THREE-MINUTE DESCRIPTIVE SPEECH TO ENHANCE STUDENTS' ORAL COMMUNICATION <i>Amalia Nurhasanah</i> _____	65
THE EFFECTIVENESS OF AUTONOMOUS LEARNING IN INCREASING READING COMPREHENSION ACHIEVEMENT TO THE STUDENTS OF ENGLISH EDUCATION PROGRAM OF STAIN WATAMPONE <i>Muhammad Zuhri Dj.</i> _____	71
THE EFFECTIVENESS OF ENGLISH LEARNING USING DYNAMIC DISCUSSION MODEL IN BANJARBARU SENIOR HIGH SCHOOLS <i>Ridha Fadillah</i> _____	81
THE INFLUENCE OF INTEGRATIVE THEMATIC TEACHING TOWARD STUDENTS' ACHIEVEMENT OF MAN MODEL PALANGKA RAYA <i>Halimah</i> _____	89
USING BRAINSTORMING TECHNIQUE IN WRITING TIME-ORDER PARAGRAPH AT THE SECOND SEMESTER ENGLISH DEPARTMENT STUDENTS OF PALANGKA RAYA STATE ISLAMIC COLLEGE <i>Sabarun</i> _____	107
PART 2 THE ICT-BASED ENGLISH LANGUAGE TEACHING TECHNIQUES AND STRATEGIES _____	123
ARE YOU DARE ENOUGH TO BE A HALF-CYBER TEACHER? <i>Rr. Dewi Wahyu Mustikasari</i> _____	125
IMPROVING THE LISTENING SKILLS THROUGH "THE DISCOVERY LISTENING TECHNIQUE" USING PODCAST <i>Luqman Baehaqi</i> _____	129
INTEGRATING MULTIMEDIA INTO PRONUNCIATION CLASS: ENGAGING THE 21 ST CENTURY STUDENTS IN USING THEIR MULTI-LEARNING MODALITIES <i>Nur Alfa Rahmah and Rini Kurniati</i> _____	139
LOCAL ENTREPRENEURSHIP IN A VIDEO MAKING PROJECT TO ENHANCE STUDENTS' SPEAKING SKILL (A CONTEXTUAL ENGLISH TEACHING AND LEARNING) <i>Dewi Puspitasari and Isriani Hardini</i> _____	149
TEACHING WRITING USING PEER RESPONSE VIA FACEBOOK <i>M. Zaini Miftah</i> _____	157

PART 3 THE ENGLISH LANGUAGE LEARNING STRATEGIES AND PROBLEMS 171

AN ANALYSIS ON STUDENTS' DIFFICULTIES IN TRANSLATING
ENGLISH SENTENCES INTO INDONESIAN
Nurlaila _____ 173

ENGLISH PROFICIENCY AND META-COGNITIVE STRATEGIES
USED BY ENGLISH DEPARTMENT STUDENTS AT
IAIN ANTASARI BANJARMASIN
Hidayah Nor _____ 183

GOOD EFL LEARNERS' COMMUNICATION STRATEGIES
TO HANDLE THEIR SEAKING SKILL
Syamsudin _____ 193

INVESTIGATING THE PROBLEMS OF ENGLISH SPEAKING
OF THE STUDENTS OF ISLAMIC BOARDING SCHOOL
PROGRAM AT STATE INSTITUTE OF ISLAMIC STUDIES
(STAIN) SAMARINDA
Siti Hadijah _____ 201

LEARNING STRATEGIES ON ENGLISH ACQUISITION OF JUNIOR
HIGH SCHOOL STUDENTS OF DARUL HIJRAH ISLAMIC
BOARDING SCHOOL MARTAPURA, SOUTH KALIMANTAN
Nida Mufidah _____ 207

PART 4 THE INTEGRATION OF ISLAMIC VALUE AND ENGLISH DIMENSION 223

INTEGRATING ISLAMIC VALUES: UNDERSTANDING EXTENSIVE
READING THROUGH ISLAMIC READING COMPREHENSION
AT ISLAMIC UNIVERSITY
Dina Destari _____ 225

PART 5 THE ENGLISH LINGUISTICS, LITERATURE, AND EDUCATION _____ 233

AN ERROR ANALYSIS ON STUDENTS' WRITING BASED
ON SURFACE STRATEGY TAXONOMY
Irawansyah _____ 235

CROSS-LINGUISTIC INFLUENCE IN FOREIGN LANGUAGE PROFICIENCY:
THE ROLE OF JAVANESE LANGUAGE ON ENGLISH ORAL PRODUCTION
Khoirul Hasyim and Dedy Fauriza Rosyadi _____ 241

DOES FOSSILIZATION REALLY HAPPEN TO ENGLISH
LANGUAGE LEARNERS?
Iwan Fauzi _____ 247

ENGLISH CONSONANTS LEARNING PROCESS OF CHILDREN BY THE AGE OF 4: A CASE STUDY OF INDONESIAN KINDERGARTEN STUDENTS IN CITA BUNDA SCHOOL <i>Dellis Pratika</i>	257
INTERPERSONAL FUNCTIONS IN TV PROGRAM OF MARIO TEGUH'S GOLDEN WAYS <i>Yuliana Ningsih</i>	263
JAVANESE ADDRESS FORM IN WAYANG SCRIPT <i>PRABU GAMBIR ANOM</i> <i>Rochmat Budi Santosa</i>	277
SYSTEMIC FUNCTIONAL LINGUISTICS IN CURRICULUM 2013 <i>Tien Rafida</i>	298
THE CORRELATION BETWEEN DISCOURSE QUALITY AND READABILITY OF THE ENGLISH READING TEXTS USED IN THE STATE ISLAMIC SENIOR HIGH SCHOOLS (MANS) JOMBANG <i>Hari Prastyo</i>	295
WETLAND AND ECOLOGICAL EDUCATION IN ENGLISH TEACHING <i>Moh. Yamin, Atiek Winarti, and Sarbaini</i>	309
PART 6 CULTURES AND SOCIETY (IN SOSIOLINGUISTIC, SEMANTIC, AND PRAGMATIC PERSPECTIVES)	315
BODY IN CONSUMER CULTURE: AN ANALYSIS ON KOREAN POP (K-POP) SONGS <i>Aris Siswanti</i>	317
LANGUAGE PHENOMENON IN BILINGUAL AND MULTILINGUAL SITUATION <i>Farida Repelita Waty Kembaren</i>	325
LANGUAGE USE OF <i>JAWAREH</i> IN CIREBON <i>Afi Fadlilah</i>	335
SEMANTIC ANALYSIS OF ETHNOPOETICS OF <i>PANGUNRAUN</i> IN MARIAGE NEGOTIATIONS OF MAANYAN DAYAK OF CENTRAL KALIMANTAN <i>Arnusianto M. Mage</i>	343
TYPES OF CODE MIXING ON THE FACEBOOK STATUS <i>Sholihatul Hamidah Daulay</i>	365

PART 1

THE ENGLISH LANGUAGE TEACHING TECHNIQUES AND STRATEGIES



Supiani ■
Siti Mariam ■
Masduki and Hartono ■
Abdul Haris Sunubi ■
Rukminingsih and Hartia Novianti ■
Huriyah ■
Nasrullah ■
Maida Norahmi ■
Amalia Nurhasanah ■
Muhammad Zuhri Dj ■
Ridha Fadillah ■
Halimah ■
Sabarun ■

CORRECTIVE FEEDBACK: TEACHING WRITING FOR ESP CLASSROOM

Supiani

UNISKA Banjarmasin, South Kalimantan, Indonesia

supi_rus@yahoo.com

Abstract: Writing is one of the skills that plays an important role in a daily international communication. It is being taught according to the specific needs of the students. However, the situation gets even more complicated when it comes to the teaching writing as the writing teachers especially those working in the domains of English for Specific Purposes (ESP) are faced with even thornier problems – grammar and diction. To overcome the problems, corrective feedback is an effective way to train students in writing and correct for students' errors. This paper will address how corrective feedback can mediate students' writing in ESP classroom. The presenter will begin by discussing the concepts of corrective feedback and role of ESP teachers to writing. It will step up to the implementation of corrective feedback in classroom. Additionally, the presenter will talk the corrective feedback benefits to writing in the ESP classroom. Thus, corrective feedback is an important tool for guiding, motivating, and encouraging learning where a teacher can help to provide students with clear directions for essay improvement, especially for beginning writers or students who are placed at low to intermediate levels in ESP class.

Keywords: *corrective feedback, ESP teachers, writing skill*

INTRODUCTION

English is a popular language currently, it is being taught according to needs of the students. This situation has contributed to the development of English for Specific Purposes (ESP). It deals with the materials that gather their input via the students' proposed study courses (Hutchinson & Waters, 1981). Hutchinson & Waters (1981) describe the basis of ESP curriculum as underlying conference and target conference repertoire. Due to the fact that ESP students have underlying conference repertoire, their language skills are affected by them. Among these skills, Kroll (2001) points out the importance of writing skill, and emphasizes that writing is the hardest one to get

success when compared with other skills like reading, comprehending and speaking.

Many suggestions have been drawn to find the ways to teach writing. Producing a successful piece of writing can be accomplished on condition that one has a concurrent control in language systems (Kroll, 2001). At that point, Hinkel (2006) suggests that to have success in L2 writing, learners need to have their grammar taught via explicit ways, and they require the knowledge of lexicon. Hinkel adds that L2 writing instruction programs need to be consisted of grammar and vocabulary. Frodesen (2001) states that learners need to attach importance to the form for developing writing proficiency and adds that "...form is not just about error but about resources for communicative

goals. Moreover, Frodesen & Holten also state that “ESL writing instructors have a role play in making writers aware of language form.

In addition to teaching through form, the study of corrective feedback has been viewed as important. Within this approach, teacher provision of corrective feedback to learners is an “analytic teaching strategy” (Lyster & Ranta, 1997:42), which, it is argued, may help learners pay attention to form when classroom activities are meaning-focused. Most of the studies found that corrective feedback are helpful and effective in improving student writing.

CORRECTIVE FEEDBACK IN WRITING

The study of corrective feedback in L2 writing is a controversial issue and an important factor in learning. It is defined as teacher’s input to a writer’s composition in the form of information to be used for revision (Keh, 1990). It is also defined as information provided by teachers to help students trouble-shoot their performance (Nicole and Macfarlane, 2006). I would define it as teacher’s response to students’ writing in the form of oral or written comments that aim to help them improve their writing performance.

Corrective feedback may be either written or oral in form. Written feedback usually takes the forms of direct correction, indirect correction and coding. Direct correction is when the teacher corrects students’ errors on their scripts by writing the correct structural or lexical form (Lalande, 1982; Robb et al., 1986; Semke, 1984; Van Beuningen et al, 2008, 2012). Indirect correction is when the teacher indicates that there are errors in students’ writing by underlining errors or circling them without providing corrections (Bitchener and Knoch, 2010b; Van Beuningen, 2008). Coding is when the teacher uses codes to indicate the location and type of error without correcting the error (e.g. S for spelling, T for tense, WW for word order). Other forms of teacher written feedback are marginal comments, content comments and meta-linguistic explanation.

On the other hand, oral feedback can take many forms but are mainly: a) one-to-one conferencing

or dialogue (Williams, 2002), b) positive or negative oral recast where the teacher confirms an utterance by repeating it, or indicates that it is inaccurate by reformulating it (Afitska, 2012) and c) explicit correction by directly indicating that what the student uttered was wrong (Lyster & Ranta, 1997).

Roles of ESP Teachers to Writing

As ESP teaching to writing is extremely varied some authors (Dudley-Evans and St John, 1998) use the term “practitioner” rather than “teacher” to emphasize that ESP work involves much more than teaching. ESP practitioner can have several roles.

The ESP Practitioner as a Teacher

ESP is a practical discipline with the most important objective of helping students to learn. However, the teacher is not the primary knower of the carrier content of the material. The students, especially where the course is specifically oriented towards the subject content or work the students are engaged in, may know more about the content than the teacher. The teacher has the opportunity to draw on students’ knowledge of the content in order to generate communication in the classroom. When the teaching is a specific course on, for example, how to write a business report, it is vital that the teacher adopts the position of the consultant who has the knowledge of communication practices but needs to “negotiate” with the students on how best to explore these practices to meet the objective they have. The relationship is much more of a partnership. In some situations the role of ESP teacher extends to giving one-to-one advice to students (e.g., in non-English speaking countries students will have to publish in international journals and need advice in both language and discourse issues). ESP teachers need to have considerable flexibility, be willing to listen to learners, take interest in the disciplines or professional activities the students are involved in, and to take some risks in their teaching.

The ESP Practitioner as Course Designer and Material Provider

Since it is rarely possible to use a particular textbook without the need for supplementary material – sometimes no really suitable published material exists for identified needs – ESP practitioners often have to provide the material for the course. This involves selection of published material, adapting material if it is not suitable, or writing it. ESP teachers also need to assess the effectiveness of the teaching material used whether it is published or self-produced. However, since the teachers are encouraged by their employees to write new material there is a danger of constant re-invention of the wheel; advantages of published materials are ignored even when they are suitable for a given situation.

The ESP Practitioner as Researcher

Research has been particularly strong in the area of ESP (genre analysis). Regarding the research into English for Business Purposes, there is a growing interest in investigating the genres, the language and the skills involved in business communication. ESP teachers need to be in touch with the research. Teachers carrying out a needs analysis, designing a course, or writing teaching materials need to be capable of incorporating the findings of the research, and those working in specific ESP situations need to be confident that they know what is involved in skills such as written communication.

The ESP Practitioner as Collaborator

It is believed that subject-specific work is often best approached through collaboration with subject specialist. This may involve cooperation in which ESP teacher finds out about the subject syllabus in an academic context or the tasks that students have to carry out in a work or business situation. Or it may involve specific collaboration so that there is some integration between specialist

studies or activities and the language. It might involve the language teacher specifically preparing learners for the language of subject lectures or business presentations. Another possibility is that a specialist checks and comments on the content of teaching materials that the ESP teacher has prepared. The fullest collaboration is where a subject expert and a language teacher team-teach classes; in EAP such lessons might help with the understanding of subject lectures or the writing of examination answers, essays or theses.

The ESP Practitioner as Evaluator

The ESP practitioner is often involved in various types of evaluation. It is very common that many writing teachers in ESP class may act only as an evaluator whose main role is to evaluate the quality of students' writing as an end product of a writing process (Arndt, 1992) and grade students' writing based on their evaluation.

The Implementation of Corrective Feedback to ESP Students

Before starting corrective feedback exercises, the students must first be introduced to "the basics of good paragraph writing: coherence, unity, developing one main topic, and providing adequate support" (Evans et al. 2010: 454). At an intermediate level and above in ESP students, the students should already be familiar with these concepts, but the teacher could review and/or reinforce these ideas by showing positive evidence (i.e., correct examples) or having the students identify those elements by themselves. Also preferably during the first week of class, the students must be trained to recognize the editing codes. After a handful of "editing codes training" sessions and the students understand the fundamentals of paragraph writing, the teacher can begin to work with the six-step, error correction process illustrated and described in the figure and paragraphs below:

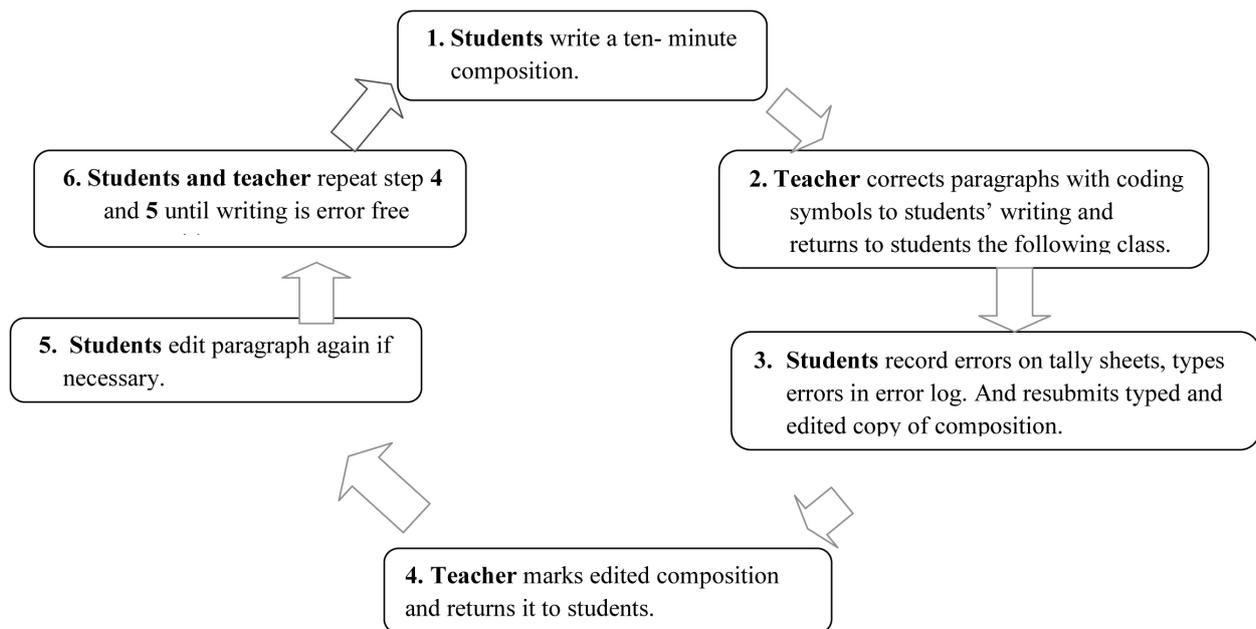


Figure 1. Illustration of Corrective Feedback

Those figure above adapted from “Effects of Dynamic Written Corrective Feedback on ESL Writing Accuracy,” by Hartshorn et al. (2010:90).

Step 1 (Students): At the beginning of class, students write ten-minute paragraphs. Though students are encouraged to develop the writing prompts as they wish, the teacher is generally the intended audience. The students are reminded to abide by conventions of good paragraph writing while making the content as substantive and linguistically accurate as possible (Evans et al., 2010:455). In a grammar class, the paragraph topics, or writing prompts, can come from genres appropriate to ESP activities or any specific content area that the students are familiar with, and they are intentionally one-word or short phrases that allow for a range of interpretations so as to not restrict the students creativity: e.g., bussiness, law, global warming, technology, or crime prevention. The teacher can favor or exclusively provide writing prompts the necessitate specific genres of writing, but in most writing classes the majority of these ten-minute, one-paragraph prompts will likely yield descriptive, expository, narrative, or persuasive writing (Hartshorn, 2012:229).

Step 2 (Teacher): The teacher collects and marks the paragraphs for lexical and syntactic accuracy. For treatable errors, i.e., those which can be corrected with systematic grammar rules, the teacher uses error-correction codes (i.e., indirect error correction). The untreatable errors are also marked with error-correction codes, but the correction is provided by the teacher (direct error correction). Before returning the paragraph to the students, “the teacher then assigns a score using a rubric that gives a 75 % weighting to linguistic accuracy and 25% weighting to content (Evans et al., 2010:455).

Step 3 (Students): with their marked papers, the students must now engage with “tools designed to facilitate linguistic awareness” (Hartshorn, 2012:229); error tally sheets and error lists. An error list is a complete inventory of all errors produced along with the surrounding text; students must type the statements exactly as they were originally written, i.e., in context, and highlight or underline the error (Evans et al., 2110:229). Then, students submit their typed and edited paragraphs to the teacher for a second assessment; students are not to add new ideas. An error tally sheet is a list of error frequency counts from each piece of writing; students must count and record their errors by type in a spreadsheet. An error tally sheet is a

valuable tool for identifying, and quantifying, an individual student's specific areas for improvement. The information from an error tally sheet would likely be appreciated in situations where writing center tutoring is available.

Step 4 (Teacher): Unless the student has produced a new error altogether, in which case the teacher may include an error-correction code, the teacher marks the error in the second draft simply with a check mark, circle, or underline to indicate the location of the error. The paragraphs are returned to the students for further editing, if necessary, or for filling in their binders, if the paragraphs are now error-free (Evans et al., 2010:455).

Step 5 and 6 are repeats of steps 3 and 4, but they only occur if the students' drafts still contain errors. Most students are expected to meet the objective of an error-free-paragraph within two drafts. If the class meets daily or even four times a week, the cycle can be completed with one week.

The Corrective Feedback Benefits to Writing in the ESP Classroom

There are three corrective feedback benefits to writing in especially ESP class. ESP classroom requires knowledge of its stages and their specific form-function correlations.

1. Corrective feedback helps students edit their writing and improve their performance in future tasks (Bitchener & Ferris, 2012). Ferris (2002) argues that it is useful in treating errors of prepositions and other issues of idiomatic lexis. She also claims that it is useful in the

final stages of the writing process to help students focus on the remaining errors in their texts and refer to them in future tasks.

2. It emphasizes the role of students in understanding and correcting their errors rather than being provided with the corrections. Through underlining students' writing errors, students can understand that there is a problem that should be 'fixed.'
3. The use of codes that helps teachers provide effective implicit feedback while maintaining the positive effects of error correction. Harmer (1991) claims that the use of codes reduces the negative psychological effect of red ink on students' texts.

CONCLUSION

Using writing skill as a framework of ESP, ESP teachers are provided with the necessary knowledge and tools to deal with their own students' specializations. Teachers are responsible for helping students develop students' ability in writing to reach their learning goals through teachers' feedback. Feedback raises students' awareness of the informational, rhetorical, linguistic expectations of the reader (Hedgcock & Lefkowitz, 1994). As Williams (2005) suggests, feedback in writing can stimulate explicit knowledge of student writers. Thus, corrective feedback is an inherent part and an important element in writing. Teachers and students gain benefits from sufficient writing practice and revisions on their drafts to produce a final piece of writing.

REFERENCES

- Afitska, O. (2012). Role of focus-on-form instruction, corrective feedback and uptake in second language classrooms: some insights from recent second language acquisition research. *The Language Learning Journal*, 0 (0), 1-17.
- Bitchener, J., & Ferris D.R. (2002). *Written corrective feedback in second language acquisition and writing*. New York, NY: Routledge.
- Bitchener, J., & Knoch, U. (2010). The Contribution of Written Corrective Feedback to Language Development: A Ten Month Investigation. *Applied Linguistics*, 31 (2), 193-214.
- Dudley-Evans, T., & StJohn, M. (1998). *Developments in ESP: A multi-disciplinary approach*. Cambridge: CUP.
- Evans, N. W., Hartshorn, M.R.M, & Wolfersberger, M. (2010). Contextualizing corrective

- feedback in second language pedagogy. *Language Teaching Research*, 14 (4).
- Ferris, D.R. (2002). *Treatment of error in second language student writing*. Ann Arbor, MI: The University of Michigan Press.
- Frodesen, J. (2001). Grammar in writing. In M. Celce-Murcia (Eds.) *Teaching English as a Second or Foreign Language* (pp. 233-248). Boston: Heinle & Heinle.
- Frodesen, J. (2001). Grammar in writing. In M. Celce-Murcia (Eds.) *Teaching English as a Second or Foreign Language* (pp. 233-248). Boston: Heinle & Heinle.
- Harmer, J. (1991). *The practice of English language teaching*. London: Longman.
- Hartsorn, K.J. (2010). The effects of dynamic corrective feedback on on ESL L2 writing accuracy. *TESOL Quarterly*, 44(1). 84-109, doi:10.5054/tq.2010.213781.
- Hartsorn, K.J. (2012). The differential effects of comprehensive corrective feedback on L2 writing accuracy. *Journal of Linguistics and Language Teaching*, 3 (2), 217-247. Retrieved from <http://sites.google.com/site/linguisticsandlanguagelearning/>
- Hedgcock, J, & Lefkowitz, N. (1994). Feedback on feedback. Assessing learner receptive to teacher response in L2 composing. *Journal of Second Language Writing*, 3, 141-116
- Hinkel, E. (2006). Current perspectives on teaching the four skills. *TESOL Quarterly*, 40 (1), 109-131.
- Hutchinson, T. & Waters, A. (1981). Performance and competence in ESP. *Applied Linguistics*, 2, 56-69.
- Keh, C.L. (1990). Feedback in the writing process: A model and methods for implementation. *ELT Journal*, 44 (4), 294-304.
- Kroll, B. (2001). In M. Celce-Murcia (Eds.) *Teaching English as a second or foreign language* (pp. 233-248). Boston: Heinle & Heinle.
- Lalande, J.F. (1982). Reducing composition errors: An experiment. *Modern Language Journal*, 66 (2), 142-149.
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 20, 37-66.
- Nicole, D.J. & Macfarlane-Dick, D. (2004). Rethinking formative assessment in HE: a theoretical model and seven principles of good feedback practice. In, C. Juwah, D. Macfarlane-Dick, B. Matthew, D. Nicol, D. and B. Smith (Eds.), *Enhancing student learning through effective formative feedback* (pp. 3-14). York: The Higher Education Academy.
- Semke, H.D. (1984). Effects of the red pen. *Foreign Language Annals*, 17, 195-202. 445-463.
- Williams, J. (2002). Undergraduate second language writers in the writing center. *Journal of Basic Writing*, 2 (2), 73-91.
- VanBeuningen, C., deJong, N.H., & Kuiken, F. (2008). The effect of direct and indirect corrective feedback on L2 learners' written accuracy. *ITL International Journal of Applied Linguistics*, 156, 279-296.

DESIGNING MODELS OF MEDIA OF LITERACY FOR TEACHING ENGLISH FOR YOUNG LEARNERS

Siti Mariam

IAIN Walisongo Semarang, Central Java, Indonesia
sitmer@yahoo.com

Abstract: Learning activity in early classes namely students of elementary school are defied activities for teachers. Beside skill of class management, a teacher should be expected to master materials that will be taught by him/her. Literacy in early class is a foundation for next literacy skill. The importance, literacy not only is seen from the skill, but the most important thing is how students' attitude towards literacy and how far their motivation in active participating in literacy activities. To enhance young learners' English competence is needed good media to support this purpose. Therefore the researcher is going to create literacy media for teaching English for young learner. This research is aimed to find the answer to the following research questions : Exploration Phase. 1) Can media of literacy improve young learners' English competence? 2) Which of media of media are potentially be used to improve young learners' English competence? 3) To what extent is media of literacy needed by English teachers? Prototype Development Phase. 4) How should media of literacy for teaching English for young learners be constructed? 5) How high is the effectiveness of using media of literacy for teaching English for young learners? Field Assessment Phase. 6) To what extent can the models of media of literacy draft be used to enhance young learners' English competence for young learners? The research method used Research and Development approach. The product of the reseach are Big Books, Pictures Media and Story Calender.

Keywords: *English language teaching, media of literacy, young learners*

INTRODUCTION

Based on critical age theory, teaching English should be started during the critical age, which is called as a golden age. People believe that at this age children can acquire the language better than when they start learning it at the later age (after puberty). Indonesian government has also realized the importance of giving English to young age children and they have already considered that English should be given at the elementary level. However teaching English to children will be different based on the context. In the society

where English is a second language, it will be different from teaching English where it as a foreign language like in Indonesia. Indonesia is a multi cultural country that gives impacts such as various dialects, culture and needs. Due to this fact, any educational institutions should take some considerations before deciding to provide English lesson to elementary school children. They should consider whether they have made good preparation such as good models (teachers), teaching materials, teaching methods, assessment, and the role of multiple

intelligences. A good model is very important to give correct input to the children who come from the multilingual society with different dialects. The teacher (model) should also know how to transfer their knowledge not only on the language itself but also on the culture of the language. Another important thing to consider is material. Not all materials which are available in the market are applicable to Indonesian context because most of the materials are designed for ESL context. The next consideration is teaching method. Even though there are a good model and applicable materials for teaching English in Indonesia, without appropriate teaching method they will be useless. The last consideration is the role of using media in learning process so that English learning becomes more effective and meaningful. All of the considerations above should be without good preparation mentioned above teaching English will not give any contribution to the children as young learners.

To enhance young learners' English competence is needed good media to support this purpose. Therefore the researcher is going to create literacy media for teaching English for young learner.

LITERATURE REVIEW

Literacy is the use of socially, historically, and culturally – situated practices of creating and interpreting meaning through texts. It entails at least a tacit awareness of the relationships between textual conventions and their contexts of use and, ideally, the ability to reflect critically on those relationships. Because it is purpose – sensitive, literacy is dynamic – not static – and variable across and within discourse communities and cultures. It draws on a wide range of cognitive abilities, on knowledge of written and spoken language, on knowledge of genres, and on cultural knowledge. Definitions like this one may be useful as a conceptual starting point, but they are often difficult to translate into the concrete realities of classroom teaching and curriculum design. Seven principles of a sociocognitive view of literacy

1. Literacy involves interpretation. Writers and readers participate in double acts of interpretation - the writer interprets the world (events, experiences, ideas, and so on), and the reader then interprets the writer's interpretation in terms of his or her own conception of the world.
2. Literacy involves collaboration. Writers write for an audience, even if they write for themselves. Their decisions about what must be said, and what can go without saying, are based on their understanding of their audience. Readers in turn must contribute their motivation, knowledge, and experience in order to make the writer's text meaningful.
3. Literacy involves conventions. How people read and write texts is not universal, but governed by cultural conventions that evolve through use and are modified for individual purposes.
4. Literacy involves cultural knowledge. Reading and writing function within particular systems of attitudes, beliefs, customs, ideas, and values. Readers and writers operating from outside a given cultural system risk misunderstanding or being misunderstood by those operating on the inside of the cultural system.
5. Literacy involves problem solving. Because words are always embedded in linguistic and situational contexts, reading and writing involve figuring our relationships between words, between larger units of meaning, and between texts and real or imagined worlds.
6. Literacy involves reflection and self – reflection. Readers and writers think about language and its relations to the world and themselves.
7. Literacy involves language use. Literacy is not just about writing systems, nor just about lexical and grammatical knowledge; it requires knowledge of how language is used in spoken and written contexts to create discourse.

These principles, although here framed in terms of reading and writing, are not unique to literacy, but can be applied broadly to human communication in general. In fact, the seven principles can be summarized by the macro principle: literacy involves communication. This seven – point linkage between literacy and communication has important implications for language teaching, as it provides a bridge to span the gap that so often separates introductory ‘communicative’ language teaching and advanced ‘literary’ teaching. By practicing literary in a non – native language, students learn not only about vocabulary and grammar but also about discourse and the processes by which it is created. They learn new, alternative ways of organizing their thought and their expression, ways which go beyond the learning of facts about the second culture. Literacy is therefore not only relevant for students with literary aspirations –but essential for all language learners, and at all levels of language study.

Shifting Paradigms in Language Teaching

Foreign language teaching has long relied on written texts as a source of language input. Until relatively recently, however, the sentence has been the privileged unit of meaning and analysis. The grammar – translation method of the nineteenth and twentieth centuries, for example, illustrated grammatical principles via exemplary sentences. The pedagogical goal was to recode sentences written in the foreign language into one’s mother tongue, with heavy emphasis placed on accuracy and completeness. During the audiolingual era, from the 1940s to the 1960s, the emphasis shifted to spoken language and dialogues were used as language models, but the individual sentence remained the focus of repetition and drills. Again, formal accuracy remained paramount. In the 1960s, with the advent of ‘cognitive code learning’ theory (following Chomsky’s rejection of behavioristic models of language learning in the late 1950s), teachers’ goals gradually shifted from instilling accurate language habits, to fostering learners’ mental construction of a

second language system. Rule learning was reintroduced, but still only at the level of the individual sentence. Indeed, even today, many introductory level foreign language courses are organized around a planned sequence of grammatical structures that are exemplified in sample sentences for intensive practice.

It has long been recognized, however, that communicative language use involves a good deal more than the ability to understand and produce structurally – correct sentences. In the 1960s, British linguist Michael Halliday and American sociolinguist Dell Hymes argued that the individual sentence was too narrow a lens to look through if one wanted to understand language as it is used in social practice. Because the structure of a given sentence is influenced by the larger textual structures in which it is embedded, Halliday argued that texts, not sentences, ought to be the basic unit of linguistic analysis. Halliday and Hasan (1976) define ‘text’ as ‘any passage, spoken or written, of whatever length, that forms a unified whole’. Therefore a text can range from a single word (for example, a stop sign) to a lengthy novel or report. Hymes, who coined the term ‘communicative competence’, shifted attention from grammatical well – formedness to the appropriateness of language use in real social contexts. His position is aptly expressed in his well – known remark ‘There are rules of use without which the rules of grammar would be useless (Hymes, 1971:10). Halliday’s & Hymes’ contributions to a broader, socially – based view of language teaching.

During the 1970s and 1980s, language educators called for a pedagogy that shifted emphasis away from language usage to language use (Widdowson, 1978); from language as code to language as communication in social context (Breen and Candlin 1980). Indeed, in the context of teaching literacy, this meant an extension of focus beyond text (i.e. stretches of cognitive processes involved in its realization as an expressive or communicative act).

Although the influential models of communicative competence developed by

Canale and Swain (1980), Canale (1983), Savignon (1983), and Bachman (1990) all included written as well as oral discourse abilities in their scope, communicative language teaching has, on the whole, focused predominantly on face-to-face, spoken communication. Communicative teaching programs have largely succeeded in their goal of promoting learners' interactive speaking abilities. They have tended to be somewhat less successful, however, in developing learners' extended discourse competence and written communication skills – areas of language ability that are extraordinarily important in academic settings.

An early and strong proponent of developing language learners' ability to handle written discourse, Widdowson (1978) argued that interpretation underlies all communicative language abilities. Because meanings are not inherent in language itself, but need to be worked out, learners should have guided experience in selecting, organizing, and interpreting linguistic clues through the creation and re-creation of discourse. Key to Widdowson's scheme for developing learners' interpretative ability was an integrated approach to reading and writing: "What the learner needs to know how to do is to compose in the act of writing, comprehend in the act of reading, and to learn techniques of reading by writing and techniques of writing by reading. Widdowson's integrated approach involved cycles of reading and writing that relied on two primary exercise types: rhetorical transformation (for example, reformulating directions into description and vice versa) and information transfer (for example, using tables, drawings or other non-verbal representations to mediate a transition from one form of discourse to another). The aim of these activities was 'getting the learner to write something based on his reading and so to represent these two abilities as aspects of the same underlying interpreting process.

Many of Widdowson's ideas are echoed and extended in two, more recent books, *Reading for Meaning* by Janet Swaffar, Katherine Arens, and Heidi Byrnes, and *Context and Culture in*

Language Teaching by Claire Krammsch. Both books articulate a vision of foreign language education that shifts emphasis from sentence – grammar, structure drills, and information retrieval to a more thoughtful mode of learning that involves students' reflection on language and language and context, and specifically on the connections between the details of texts and students' personal responses to those texts. Both books make the point that many approaches to language teaching have focused on linguistic form, without a simultaneous focus on the semantic and pragmatic consequences of form, leaving the links between discourse and culture insufficiently explored.

Swaffar et al deal extensively with the cognitive dimensions of language learning. They question the teaching profession's assumption that practice in speaking about concrete objects and events will eventually prepare learners to express and evaluate abstract ideas and concepts in the new language.

Media play an important role in a teaching and learning process. Media are needed to reach the objectives of teaching learning process. As a teacher, we should use various media or teaching aids in giving the material to the students as stated by Harmer that "as a language teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity".

According Gerlach and Elly, a medium is any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills and attitude. In addition, Brown, defines media as the tools or physical things used by a teacher to facilitate the.

From the definition above, the writer makes a conclusion that media are the tools, materials, or events that establish conditions used by a teacher to facilitate the instruction to acquire knowledge, skill and attitudes, and engage the learners in a topic or as the basis of a whole activity.

The teachers' creativity in using media will increase the probability that students will learn more and the knowledge will retain better in their mind. Those are many media that can be used in a teaching learning process. Gerlach and Elly classify media in six general categories :

1. Picture

Picture consists of photographs of any object or event, which may be larger or smaller than the object or event it represents.

2. Audio Recording

Recording is made on magnetic tape, discs, motion picture, and soundtrack. These are reproductions of actual event or sound.

3. Motion Picture

A motion picture is a moving image in color or black and white produced from live action or from graphic representation.

4. Television

This category includes all types of audio video electronic distribution systems; Which eventually appear on television monitor.

5. Real things, simulation and model

This category includes people, events, objects and imitation of real things. Imitation of real things can be used a substitution for the actual objects or event. They are, in fact, life itself, often in its natural settings. Simulation is the replication of real situation, which has been instruction designed to be as near the actual event or process as possible. Many media, including the computers, tape recordings, and motion pictures can be used for simulation. A model is replication or representation of reality. It is often in scale and may be miniature, exact size or an enlargement.

6. Program and Computer-Assisted Instruction

Programs are sequences of information (verbal, visual, or audio) which are designed to elicit predetermined responses. The most common examples are programmed textbooks or instructional programs prepared for computers.

From the categories above, not all of them can be applied in the classroom. According to Gerlach and Elly (1980 : 254), to select

the appropriate media, the teacher must consider the characteristics of the students which directly relate to the learning process, such as verbal abilities, visual and audio perception skills, experience, motivation, personality and social skills.

Roles of Media in Teaching Learning Process

The use of media in a teaching learning process is very important. Lacatis & Atkinson (1984) give a brief explanation on the roles of media or instructional media as follows :

1. To entertain

Media can be used as recreation and enjoyment. It includes fictional stories and poem publishes in books and magazines; records; tapes and radio broadcast of music, music typically shown in motion pictures theaters; and comedies, dramas, and sporting events in television.

2. To inform

The use of media can increase awareness or present facts. It includes newspapers, documentaries on radio and television, and advertisements in all media.

3. To instruct

Media are used to take the viewer and listener from state of not knowing to one of knowing. From a state of poor performance to a state of competence. It includes motion pictures, slides, film strips records and audiotapes.

Characteristic of Elementary School Students

Learners are often described as children, young learners, adolescents, young adults or adults. Within education, the term children are generally used for learners between the ages of about two to fourteen. Students are generally described as young learners between the ages of about five to nine, and very young learners are usually between two and five. At what ages it is safe to call students adolescents are often uncertain, since the beginning of adolescence is bound up with physical and emotional changes rather than chronological age. However, this

term tends to refer to the student from the ages of about twelve to seventeen, where the young adults are generally thought between sixteen and twenty.

Piaget defines that young learners are the students who learn English as a local content subject at Elementary School that they are between six to twelve years old. Phillips said that young learners mean children from the first year of formal schooling (five or six years old) to eleven or twelve years of age.

In addition, young learners are children which are 6 - 12 years old. According to the age, they can be divided into two groups, they are younger group (6 - 8 years old), and older group (9 -12 years old). According to the class level, they are divided into lower classes (1, 2, and 3 classes), and upper classes (4, 5, and 6 classes).

Based on the definition above, it can be concluded that young learners are children whose ages are between 6 - 12 years old. In this occasion, the writer discusses the upper classes, particularly the fourth, fifth and sixth grade.

The Characteristics of Young Learners

Everybody is different, either their characteristic of personality. Therefore, it is necessary for us to treat them in different treatments in order to make them feel convenient. In the same case, teaching English for elementary school level is also different with teaching English for students at the higher levels. The elementary school students are still called as children because their ages between 7 to 12 old. Some people say that children learn language faster than adults do. According to Mary Slattery and Jane Willis, children at that group have some general characteristics as follows :

1. They are learning to read and write in their own language.
2. They are developing as thinkers.
3. Understand the difference between the real and the imaginary.
4. They can plan and organize how best to carry out an activity.

5. They can work with others and learn from others.
6. They can be reliable and take responsibility for class activities and routines.

In addition, Wendy Scoot states some general characteristics of the students in elementary school are as follows :

1. They are competent users of mother tongue.
2. They can tell difference between fact and fiction.
3. They love to play and learn best when they enjoy themselves. But they also take themselves seriously and like to think what they are doing in real work.
4. They are enthusiastic and positive about learning.
5. They rely on the spoken as the physical would convey and understanding.
6. They are able to work with others and learn from others.
7. Their own understanding comes through eyes, hands and ears. The physical world is dominant at all times.
8. They have very short attention concentration span.

From the characteristics above, the researcher can conclude that elementary school students are unique and very enthusiastic in understanding and learning everything. They lost interest more quickly in doing something, and they more like to have other children around them and sitting with others encourages cooperation. The teacher has to be flexible. It means that the teacher does not follow her lesson plan strictly but the teacher might improve the learning process based on the encountered situation. The teacher should provide a fun, cheerful, enjoyable classroom and provide an appropriate technique, game or media in order to be able to attain a successful activity.

RESEARCH METHOD

Research Design

This study will use Research and Development (R & D). Development Model is basis to develop the product that will be produced. The

development model will be designed in this research is collaborative between conceptual model and procedural model. Conceptual model is an analytic model that mentions components of product, to analyze the components in detail and shows each component that will be developed (Depdiknas, 2007). So the steps are as follows:

1. Figure1:

Designing Models of Literacy Media for Teaching English for Young Learners.

- a. Designing Models of Literacy Media for Teaching English for Young Learners
- b. Planning
- c. First Phase : Needs Analysis
- d. Second Phase : Product Development
- e. Data collection
- f. Expert's Validation
- g. Data Analysis
- h. Third Phase : Testing Products : Product Revision
- i. Dissemination

Data is information material to give specific description of research objects. The activities of development research are not separated by data. In this development research, there are two kinds of data :

2. Primary Data

This data are collected from source of data directly by the researcher. Primary data are also called authentic data or new up to date data. To obtain primary data, the researcher must collect them directly. Techniques of primary data collection use observation, interview, focus group discussion.

3. Secondary Data

This data are collected from various sources namely previous relevant researches, books, journals, research reports, etc.

CONCLUSION

The products of this research and development are six kind of big books as media of literacy that have been proven effective media for enhancing young learners' interest towards English.

REFERENCES

- Airasia, W.P & Michael K.R. (2008). *Classroom Assessment, Concepts and Applications* Boston College : McGraw – Hill Higher Education.
- Anderson, H. (1988). *Languages and Children Making the Match*. USA: Addison Wesley Publishing Company.
- Anderson, M. & Anderson, K. (2003). *Text Types in English 1 – 2*. Australia: Macmillan Education Australia PTY LTD.
- Armstrong, T. (2009). *Multiple Intelligences in the Classroom*. Virginia : ASCD.
- Brewster, J., Gail, E. & Denis, G. (2003). *The Primary English Teacher's Guide*. China : Penguin English.
- Brown, H.D. (2000). *Principles of Language Learning and Teaching*. England: Pearson Education. 4 th Ed.
- Brown, J.W., Lewis, R.B., & Harclerod, F.F. (1977). *Instruction : Technology, Media and Method*. New York : Mc Grow Hill Company.. P. 2 – 3.
- Brown, H.D. (2001). *Teaching by Principle: An Interactive Approach to Language Pedagogy*. Great Britain : Longman.
- Bygate, M. (1980). *Speaking Language Teaching : A Scheme for Teachers of Education* New York : Longman.
- Byrne, D. (1986). *Teaching Oral English*. England : Longman Group Limited.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. UK: Cambridge University Press.
- Canale, M., & M. Swain. (1980). Theoretical Basis of Communicative Approaches To Second Language Testing and Teaching. *Applied Linguistics* 1 (1), 1 – 47.
- Duzer, C.V. (1997). *Improving ESL Learners' Listening Skills : At the Workplace and Beyond*, [http:// www.cal.org/ncl/DIGESTS/LISTENQA.HTM](http://www.cal.org/ncl/DIGESTS/LISTENQA.HTM)

- Freeman, D.L. (2000). *Techniques and Principles in Language Teaching*, 2nd ed. New York : Oxford University.
- Gerlach, V.S., & Elly, D.P. (1980). *Teaching and Media : A Systematic Approach*, New Jersey : Prentice Hall.
- Green, et al. (1997). Developing Discussion Skills in the ESL Classroom. *ELT Journal*, 51, 135-143.
- Harmer, J. (2001). *The Practice of English Teaching*. England : Longman, 3rd Ed
- Harmer, J. (2007). *The Practice of English Language Teaching*. Malaysia : Pearson Education Longman.
- Kern, R. (2000). *Literacy and Language Teaching*. New York : Oxford University Press.
- Lazaraton, A. (2001). *Teaching Oral Skills*. In M. Celce – Murcia (ed). *Teaching English as a Second or Foreign Language*. United States : Heinle & Heinle
- Linse, C.T. (2006). *Practical English Language Teaching : Young Learners*. Singapore : Mc. Graw Hill Companies.
- McKay, S.L. (1991). 'Variations in English : What Roles for Education ?'. In M.L Tickoo (ed). *Languages & Standard : Issues, Attitudes, Case Studies*. Singapore : SEAMEO Regional Language Centre.
- Menergnay, R.F. & Carol, A.C. (1981). *Teacher Development*. New York : Macmillan Publishing.
- Morley, J. (1984). *Listening and Language Learning in ESL : Developing Self-Study Activities for Listening Comprehension*. New York: Harcourt Bruce Jovanovich
- Nolasco, R. (1987). *Conversation*. Oxford : Oxford University Press.
- Nunan, D. (1989). *Understanding Language Classroom : A Guide for Teacher – Initiated Action*. Cambridge : Cambridge University Press
- Phillips, S. (1993). *Young Learners*. New York : Oxford University Press.
- Prator, C. (1968). 'The British Heresy in TESL'. In J. Fishman, C. Ferguson, and J. Das Gupta (eds). *Language Problems in Developing Nations*. New York : Newbury House Publishers.
- Richard, J.C & Theodore, S.R. (1986). *Approach and Method on Language Teaching*. Cambridge University Press.
- Richard, J.C. (2001). *Curriculum Development in Language Teaching*. Cambridge : Cambridge University Press.
- Richards, J.C. (1983). Listening Comprehension : Approach, Design, Procedure. *TESOL Quarterly*, 27 (2), 219 – 240.
- Rost, M. (1990). *Listening in Language Learning*. Longman. London.
- Scot, W.A., & Lisbeth, H.Y. (1990). *Teaching English to Children*. New York : Longman.
- Smith, L.E. (1991). Standard in World English. In M.L. Tickoo (ed). *Languages & Standards : Issues, Attitudes, Case Studies*. Singapore : SEAMEO Regional Language Centre.
- Tomlinson, B. (2001). *Material Development in Language Teaching*. Cambridge: Cambridge University Press.
- Ur, P. (2001). *A Course in Language Teaching : Practice and Theory*. Cambridge: Cambridge University Press.
- Willems, G.M. (1987). Communication Strategies and Their Significance in Foreign Language Teaching System. Vol 15 No. 3.

DEVELOPING A MODEL OF PEER ASSISTANCE WRITING (A STUDENT NEEDS ANALYSIS)

Masduki and Hartono

Muhammadiyah University of Malang, East Java, Indonesia
masdki@yahoo.com

Abstract: In order to promote students' writing skills, a model of *Peer Assistance Writing* is developed in two different research phases. The first phase is focused on a based line study. The second phase is designed to develop the model. However, this article focuses on reporting the findings of the base line study covering the types of learning needs and learning resources in teaching and learning of essay writing, the students' problems in learning to write essays. Data collection in the first stage was performed using: 1) questionnaire and (2) semi structured interviews in order to gather empirical data on: (1) the types of student needs, (2) the types of learning resources that can be utilized in the teaching of essay writing, and (3) the problems faced in teaching essay writing. The data were analyzed by the inductive method. In the inductive phase, data on the types and sources of learning needs and learning problems in essay writing were examined, identified and categorized. The findings revealed that, *first of all*, the types of student needs in learning writing skills include: (1) fulfillment of the final project, (2) mastery of linguistic components, (3) editing skill, and (4) participation in writing competitions. *Secondly*, the types of learning resources in teaching essay writing cover: (1) the source of writing materials and (2) the source of the writing development. *Thirdly*, the student problems in learning to write essays include: (1) linguistic problems as well as (2) non-linguistic problems. This study suggests important descriptions and explanations regarding ESL tertiary students' writing problems and learning needs.

Keywords: *Peer Assistance Writing, student needs, learning resources*

INTRODUCTION

The fact is that students are required to have good skills in writing in order to learn effectively in college because they have to work on various tasks involving writing skills of their lecturer. Nevertheless, several studies have shown that many students face some problems in writing. Research findings showed that in general they have difficulty in organizing and expressing their ideas logically (Budiharso, 2001; Winarto, 2002; Salija, 2004). Therefore, the effective teaching of writing is very necessary.

The need for effective teaching of writing becomes more urgent when linked with students' ability in writing. Results of research conducted by Widodo (2008) have revealed low ability students in writing skills. By using a scale of 1-4, as the criteria for measuring the level of writing skills, the finding showed the average student's ability to write at the level of 2.3. Thus, students' writing ability is still far from expectations. Furthermore, Widodo's research finding reveals a number of factors that lead to low student essay writing skills,

among others, is the less innovative and less varied learning process that is performed by the lecturers. This, in turn, causes low student motivation and less optimally explored learning potential of students.

In order to search for and find an effective solution to improve the writing skills of students, this study focuses on developing a model of learning to write with the help of a classmate (*Peer Assistance Writing*) in the context of learning English as a foreign language. The model will be developed based on the modification of the two models that have been researched and developed earlier, the model of learning to write in pairs (*Paired Writing Model*) for learners of English as a first language created by Topping (2001) and a model of learning to write in social interactive learning of English (*Social-interactive Writing for English Language Learners [SWELL]*) as a second language developed by Teo (2007). Both models of the teaching of writing adopt the collaborative learning model in which students share their ideas in pairs or groups in order to give each other feedback and edit each other's composition.

Cooperative learning model has been the interest in research on writing skills since 1970 (Teo, 2007). Ferris and Hedgcock (1998) state that collaborative learning to write essays encourage social interaction among authors through various activities such as peer response. Vygotsky (in Teo, 2007) considers interactions and social dialogues important because he believes that the learning process involves the internalization of social interaction, which can help learners make progress on complex thinking to conceptual thinking. Other researchers, Jacob and Hall (2003) found that in the last two decades there has been a growing interest among students in the use of cooperative learning activities. Through cooperative learning, students work together in groups of two to four. Nonetheless, cooperative learning does not simply divide the students into groups and give them a job to do. It is an effective way for the lecturer to stimulate students' cooperation in learning.

In brief, this study is significant for the following reasons. Firstly, every learning activity in college almost always involves writing. Tasks such as writing overviews, summaries, abstracts, papers, and final projects such as thesis and dissertation are an integral part of the learning process. Thus, students are required to have good writing skills in order to be able to pour their ideas in a clear and easy way to understand. Secondly, cooperative learning can help each member of the group to stimulate cooperation in group learning activities and also to increase the participation of all members of the group. This is because students are encouraged to share their ideas in pairs or groups to give each other feedback of their writing. In addition, collaborative learning to write essays encourages social interaction among authors through various activities such as peer response. It emphasizes the importance of interactions and social dialogues as learning involves the internalization process of interaction, which can help learners make progress on complex thinking to conceptual thinking. Thirdly, despite the positive side of collaborative writing, there are still problems that arise in connection with the application of the method, such as students have troubles in giving feedback because of their lack of editing skills. Thus, students need clear instructions or guidelines (explicit guidelines) on peer editing.

METHOD

The first phase of this research was focused on the base line study which would underpin the research at a later stage. At this stage, this study was designed to produce two products. The first product was the description of: (a) the types of learning needs of students in essay writing; (b) the types of learning resources that can be utilized in teaching essay writing; (c) the problems of students in learning to write essays. While the second product was in the form of *Peer Writing Assistance* model which contained guidelines for both lecturer and students in the teaching and learning process of essay writing.

This research was descriptive and qualitative in nature. The subjects of this study were tertiary students who were taking essay writing course in the context of EFL at Univeristy of Muhammadiyah Malang, East Java. Snow ball technique was applied in order to collect the data.

The data of this study were concerned with (a) the types of learning needs of students in essay writing; (b) the types of learning resources that can be utilized in teaching essay writing; (c) the problems of students in learning to write essays. They were collected through an in-depth interview, classroom observation as well as document analysis. The in-depth interviews were conducted with the selected with selected students (informants) to get a deep understanding in their learning of essay writing. The observation was conducted by entering the classroom setting where the teaching learning process of essay writing was going on. The purpose of the activity was to supplement and verify the data obtained from the in-depth interviews. The documents were obtained from the students' writing tasks and assignments.

The data of this study were analyzed inductively. In this case, the researchers did not search out data or evidence to prove or disprove nay hypothesis they held before entering the study; rather, they constructed a picture that took shape as they collected and examined the data. Furthermore, since meaning was of essential concern to this study, they were interested in understanding how the students learned essay writing, what assumption they made about it, what they took for granted. In this context, a deep understanding suggested that the researchers needed to learn the details of the complexity of the phenomenon under investigation. Thus, answering the research problems of (a) what types of learning needs do students have in learning essay writing, (b) what types of learning resources can be utilized in teaching essay writing; and (c) what problems do students encounter in learning to write essays requires both an exploration

(because the researchers did not know how they learned essay writing) as well as a deep understanding (because of the complexity) of the process of learning essay writing.

The data of this study were analyzed using Miles and Huberman's (1994: 10-12) data analysis procedure which involved three stages. Firstly, data reduction was done. This is the steps where the raw data were processed in order to be ready to be analyzed. The process took in the form of selecting, simplifying, focusing, summarizing, sorting, and/or making cluster of theme. Second step was data display. In this stage, the selected data were analyzed and classified using certain categories. The tentative categories applied consist of: (a) the types of learning needs of students in essay writing; (b) the types of learning resources that can be utilized in teaching essay writing; (c) the problems of students in learning to write essays. Finally, conclusions were drawn continuously throughout the course of the study. In other words, the researcher formulated his interpretations as he went along. Thus, the conclusions were integrated with other steps in the research process.

FINDINGS

The research findings include, *firstly*: 1) mapping and description of: (a) the types of learning needs of students in essay writing; (b) the types of learning resources that can be utilized in teaching essay writing; (c) the problems of students in learning to write essays; and, *secondly*, the model of *Peer Writing Assistance* - which contains tentative module for teaching and learning essay writing.

The Students' Learning Needs, Learning Resources and Learning Problems

This section presents the results of the data analysis on: (a) the types of learning needs of students in essay writing; (b) the types of learning resources that can be utilized in learning essay writing; and (c) the problems of students in learning to write essays.

Based on the results of data analysis, it was found that students' writing needs are classified into four different aspects: (1) a need for final project, (2) improvement of linguistic components, (3) revision, and (4) participating in writing competition.

Based on the analysis of the need for the paper, it is known that the student needs include three groups, namely: (1) writing references, (2) the manufacture of reference, and (3) the presentation of material. In terms of the writing and making of reference, students require guidance on writing a reference and referral system like that of the APA (American Psychology Association). Meanwhile, for the purposes of presentation, various "tips" to support the presentation felt urged to be known.

Then, for the purpose to improve the linguistic components, it was found that English is a foreign language vocabulary and structure possessed another with their mother tongue. Therefore, in the writing activities, students feel never encountered problems on the linguistic aspects, namely the existence of errors in grammar, punctuation usage (graphic symbols convention), and the choice of words (diction).

Needs of students in writing related posts revision arises when students aware of the linguistic errors that they encounter. At the level of errors that do not interfere with comprehension (local errors), students feel the need to do another revision between them independently (peer correction). Thus the need for mutual becoming "proof reader" between students becomes an important perceived. Meanwhile, students still need help to be free of errors that can interfere with the process of understanding the ideas in writing (global errors).

It was also revealed through interviews that the students pride in writing is the recognition of the other party. The need to follow the race is one of the forms for awards, recognition, and appreciation of the other party. Thus, it is a common knowledge that if the desire to follow the race appear in a student, a good race in scale regional, national or international.

Types of Learning Resources in Learning Essay Writing

Based on the results of data analysis, a number of learning resources were used in learning essay writing. These sources were classified into two main categories: the learning sources concerning materials of writing skills and learning sources for the development of writing skills. The former was associated with two aspects of writing, which includes: 1) the materials of writing, especially about the components of language (grammar and vocabulary) and 2) writing techniques, namely creative writing techniques. The later concerned two types of sources, namely: 1) the development of writers through a community network and 2) development of writers through publishers.

Students' Problems in Learning Essay Writing

The research findings showed that some problems were found to be experienced by students in learning essay writing. These problems can be classified into two: linguistic and non-linguistic problems. The linguistic problems include unsystematic, flawed organization of ideas, less precise use of vocabulary, inappropriate grammar usage (improper construction of words, phrases, clauses, and sentences), less precise use of mechanics (punctuation marks, capital letters).

The students' linguistic problems are further elaborated as follows. Firstly, the problems in the organization of ideas involved inconsistent ideas, confused or disconnected ideas, and lack of logical sequencing and development of ideas. Secondly, the vocabulary problems included limited range, frequent errors of word/idiom form, choice, usage, meaning of vocabulary confused or obscured, improper use of vocabulary (words, idioms /phrases), inappropriate word choice. Thirdly, the problems in grammar were found in several forms, including improper construction of basic and /or compound sentences, improper use of negative sentences, incorrect use of agreement (subject and predicate), inappropriate use of

tenses, incorrect word order, and inaccurate use of articles, pronouns, and preposition. Lastly, the problems in mechanics included frequent errors of spelling, punctuation, capitalization, paragraphing, and poor handwriting.

The students' nonlinguistic problems included lack of critical thinking, lack of independent learning, and lack of social interaction. The lack of critical thinking skills in learning essay writing was reflected in the students' limited knowledge about the topic/subject, little substance, inadequate development of topic. Furthermore, the problem of lack of independence learning was seen in the form of lack of access to learning resources available outside the classroom, both in print and online learning resources. Finally, lack of social interaction in learning essay writing was seen from the lack of reflection and discussion among students outside of class, either offline or online.

Peer Assistance Model Writing

This present study develops Peer Assistance Writing model – in the context of EFL – by modifying and synthesizing Topping's model (where English is taught in the context of first language [first language]) and Teo's model (where English is taught in the context of second language [second language]). The development of the Peer Assistance Writing model was made based on the result of based line research findings. However, the model is not presented in this paper since it has not been validated yet.

DISCUSSIONS

Several studies have shown that students face some problems in learning writing in the context of learning English as a foreign language, especially in organizing and expressing their ideas logically (Budhiarso, 2001; Winarno, 2002; Salija, 2004). In connection with these problems, some research findings showed that the application of the two models of cooperative and collaborative learning in writing has proven effective in improving students' ability in writing skills. The first learning model developed by

Topping (2001) was *Paired Writing Model*. This model has been proven effective in improving students' writing skills in the context of English as a first language. The second model – *Sosial-interactive Writing for English Language Learners (SWELL)* – was a model of teaching writing developed by Teo (2007) who adapted the Topping model in which students share their ideas in pairs or groups in order to give each other feedback and editing posts respectively. The model also proved to be effective in improving student writing skills in the context of English as a second language.

Learning to write in the context of learning English as a foreign language has clearly different typologies and characteristics compared with learning to write in the context of learning English as a first or a second language. To that end, *Peer Assistance Writing* model developed to overcome the problems of students in learning writing, especially writing essays. This is because although some studies emphasize the positive side of essay writing collaborative learning (Topping and Teo), there are problems that arise in connection with the application of the learning methods, such as students having trouble editing posts because of their lack of editing skill. Thus, as suggested by Peregoy and Boyle (2001), students need clear guidelines (explicit guidelines) about writing and peer editing.

Many research findings show that the cooperative learning is associated with various important aspects such as learning, self-esteem, love of the school, and inter-ethnic relations (Johnson, Johnson and Holubec, Slavin in Jacob and Hall, 2003). In learning a second language and a foreign language, the experts show some advantages cooperative learning methods, among others: increasing participation of learners, creating a more relaxed learning atmosphere, increasing the motivation to learn, increasing the activity of discussion, and enlarging the input that is easy to understand (Liang, Mohan and Early, Jacob Olsen and Kagan in and Hall, 2003). However, the application of cooperative learning methods is not as simple as generally

thought. In fact, in planning and implementing cooperative learning, lecturers must choose between available alternative. Therefore, this research is designed to direct lecturers, especially lecturers of writing courses, to determine the right choice to write an effective learning method in the context of English as a foreign language.

The results of the preliminary study showed that the two models of teaching writing that proved to be helpful in improving students' writing ability. The first model (*Topping's Model*) proved to be effective in improving writing skills in the context of English as a first language / mother (first language). With this model, specific tasks have to be done by Helper (students who provide assistance in the teaching of writing) and Writer (students who receive aid) when they write collaboratively. The writing activities take the following steps: (1) generating ideas; (3) drafting; (4) editing; (5) best copying; and (6) evaluating. The second model (*Teo's Model*) also proved to enhance students' writing skills in the context of English as a second language. Being less satisfied with the learning outcomes using Topping's model, Paired Writing, Teo (2007), who teaches writing in the context of English as a second language, then develops SWELL (Social-Interactive Writing for English Language Learner / Swell) model, by modifying Topping's Paired Writing. The results showed an improvement in students' writing ability. SWELL model takes similar steps: (1) generating ideas; (2) drafting; (3) reading; (4) editing; (5) best copying; (5) lecturer's assessment .

This study develops Peer Assistance Writing model - in the context of EFL - by modifying and synthesizing Topping's model (where English is taught in the context of first language [first language]) and Teo's model (where English is taught in the context of second language [second language]). The context of learning English as a foreign language, especially in Indonesia, has implications on two things, namely the development of a mindset (thought patterns) and the development of rhetoric/style of language. The first implication needs to be

emphasized because the mindset of the people in the English language tends to be linear, while Indonesian society tends to be circular. The second implication is noteworthy that English tends to use effective sentence patterns as a consequence of the linear mindset, while Indonesian tends to be loaded with flowery sentence patterns as a result of the circular thought patterns.

Thus, the development of the Peer Assistance Writing model in this study also considers the needs of students in writing and the various problems they faced in learning to write. More specifically, the development of the Peer Assistance Writing model takes into account the following issues: (1) How big should the number of the group members? (2) How do groups should be set up? (3) When students work in their groups, how to get attention from their lecturer? (4) What should be done when classes became too crowded? (5) What if students are not willing to work in a group? (6) What if some groups finish their discussions earlier than other groups? (7) How long does the group have to endure? (9) How does the group have to end? (10) What percentage of time allocation should be devoted to the cooperative writing activities?

Based on the above rationale, the development of Peer Assistance Writing model was made by modifying Topping's and Teo's models. The modification was made by considering the specific context of English teaching in Indonesia, namely teaching English a foreign language.

CONCLUSIONS

Based on the research findings, some conclusions can be taken. Firstly, the students learn to write essays some different needs. Secondly, a number of learning resources were used in learning essay writing. These sources were classified into two main categories: the learning sources concerning materials of writing skills and learning sources for the development of writing skills. Thirdly, the research findings showed that some problems were experienced by students in learning essay writing. These problems can be classified into

two: linguistic and non-linguistic problems. The linguistic problems include unsystematic, flawed organization of ideas, less precise use of vocabulary, inappropriate grammar usage (improper construction of words, phrases, clauses, and sentences), less precise use of mechanics (punctuation marks, capital letters). The students' nonlinguistic problems include

lack of critical thinking, lack of independent learning, and lack of social interaction. Finally, the Peer Assistant Writing model was developed by modifying Topping's and Teo's models for the specific context of English teaching in Indonesia, namely teaching English a foreign language.

REFERENCES

- Budiharso, T. (2001). *Rhetoric and Linguistic Features of English and Indonesian Essays Made by EFL Undergraduate Students*. Unpublished Doctoral Dissertation. Malang: PPS Universitas Negeri Malang.
- Ferris, D. & Hedgcock, J.S. (1998). *Teaching ESL Composition: Purpose, Process, and Practices*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Jacobs, G.M. & Hall, S. (2003). Implementing Cooperative Learning. In *Methodology in Language Teaching: An Anthology of Current Practice*, eds Jack C. Richards and Willy A Renandya, 52-63. United Kingdom: Cambridge University Press.
- Lew, A. (1999). *Writing Correctness and the Second Language Students*. In *Inside City Schools*, ed. S. Freedman et al., 165-78. New York: Teachers College Press.
- Nixon, J.G. & Topping, K.J. (2001). "Emergent Writing: The Impact of Structured Peer Interaction." *Educational Psychology*, 21 (1), 41-58.
- Peregoy, S.F. & Boyle, O.F. (2001). *Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers*. New York: Longman.
- Reichardt, C.S. & Cook, T.D. (2007). Beyond Qualitative versus Quantitative Methods. In C. Reichardt & T.D. Cook (Eds.), *Qualitative and Quantitative Methods in Evaluation* (pp. 7-32). Beverly Hills: Sage.
- Richards, J.C. (2003). *Theories of Teaching in Language Teaching*. In *Methodology in Language Teaching: An Anthology of Current Practice*, eds Jack C. Richards and Willy A Renandya, 19-25. United Kingdom: Cambridge University Press.
- Salija, K. (2004). *The Effects of Using Formal Outlines in Writing Exposition*. Unpublished dissertation of English Department Program, Postgraduate Program, Malang State University.
- Scarcella, R. (2003). *Balancing Approaches to English Instruction*. In *Accelerating Academic English: A Focus on the English Learner*, (Ed.) R. Scarcella, 159-73. Oakland: University of California.
- Sutherland, J.A. & Topping, K.J. (1999). "Collaborative Creative Writing in Eight-Year-Olds: Comparing Cross-ability Fixed Role and Same-ability Reciprocal Role playing." *Journal of Research in Reading* 22 (2), 154-79.
- Teo, A. (2007). "SWELL: A Writing Method to Help English Language Learners." *English Teaching Forum*, 4, 18-25.
- Topping, K. (2001). *Paired Collaborative Writing*. www.scre.ac.uk/rie/n167/n167topping.html. Accessed on 24 October 2008.
- Widodo, E. (2008). *Kemampuan Menulis Esai Mahasiswa Jurusan Bahasa Inggris*. Hasil Penelitian Tidak Dipublikasikan. Malang: FKIP UMM.
- Winarto, A.E. (2002). *Writing Strategies Employed by S-1 Students in Developing a Topic into an Essay*. Unpublished Master Thesis.

Malang: Universitas Negeri Malang
Yarrow & Topping, K.J. (2001). Collaborative
Writing: The Effect of Meta-cognitive

Prompting and Structured Peer
Interaction. *British Journal of Educational
Psychology*, 71, 261-82.

ENGLISH TEACHERS' INSTRUCTION FOR THE SENIOR HIGH SCHOOL PAREPARE STUDENTS USING CODE MIXING AND CODE SWITCHING

Abdul Haris Sunubi

STAIN Parepare, South Sulawesi, Indonesia

ali_halidin@yahoo.com

Abstract: Language means of communication that is very important for human life. By language people are very easy to understand whether mean and purpose it. In this case language as medium which has function to give information for other people including English. So, English is one of the important elements to communicate with other people both teachers and students. The researchers use qualitative research as design of this research. Qualitative is the collection, analysis, and interpretation of comprehensive and visual (non numerical) data. The findings show that in the teaching and learning English code switching and code mixing is very important because code switching and mixing can help the students do the English teacher's instruction. Besides, most of students are difficult to understand the material because they are lack of vocabulary. The students need instruction between Indonesia and English or bilingual.

Keywords: *instructional process, code mixing, code switching*

INTRODUCTION

Language means of communication that is very important for human life. By language we are very easy to understand whether mean and purpose it. In this case language as medium which has function to give a information for other people include English. So that, English is one of the important elements to communicate with other people both teachers and students. In the classroom learning activities English is used to communicate between teachers and students even though they combine between English and Indonesia. So that, English in the school is used to equip the students' knowledge with related the four basic language skills in English, such as : listening, speaking, writing, and reading.

To make the students understand or mastery the four skills in English, in English teaching activities the English teacher should be more creative and fun in creating interesting of English teaching method and comfortable classroom. So, before teaching a teacher always chooses some method and strategies that will be applied in the classroom to increase the English skills of the students. But the reality now, there are a lot of English teachers lack of methods, strategies to increase the students' skills because they only focused on the course the book. To teach the four basic language skills in English, the teachers have to integrate the all skills.

REVIEW OF THE LITERATURE

Moyer (1998) Code switching as a field of study has a rich and varied literature encompassing research based on various theoretical models

and research methodologies. The dominant perspectives in the study of code switching have been either sociolinguistic or grammatical in nature. The sociolinguistic approach has examined languages in contact in bilingual or migrant communities and concerns itself with the social and political motivations for its use. For example, code switching as a conversational strategy has been investigated in Gibraltar, where Spanish and English have been in contact for several hundred years.

Heller (1988) Code switching is also viewed as a bilingual/multilingual practice that is used not only as a conversational tool, but also as a way to establish, maintain and delineate ethnic boundaries and identities. As a social process, code switching has been understood to provide multilingual with “a resource for indexing situation ally salient aspects of context in speakers’ attempts to accomplish interactional goals.

METHODOLOGY

In this research, the researchers use qualitative research as design of this research. Qualitative is the collection, analysis, and interpretation of comprehensive and visual (non numerical) data. Source of data of this research is all of SMU Neg. in Parepare. There are 5 Schools. From the 5 Schools, the researcher took SMU Neg.2. There six English Teachers, two teachers teach in the first class, two teachers teach in the second class, and two teachers teach in the third class. In this research it was used purposive sampling. Purposive sampling referred to as judgment sampling is the process of selecting sampling that is believe to be preventatives of given population. In order words, the researcher select source of data using his experience and knowledge of the group to be of source of data (Gay 2006). In this case, and based the explanation about purposive. The source of data is All the English teachers of SMU Neg. in Parepare as sample. There are six English Teachers.

In collecting the data, the researchers do observation and interview for the six English

teachers in SMU Neg.2 Parepare. In doing interview the researchers use structure interview and unstructured interview. Structure interview, the researchers has set of specific question that elicit specific information from the respondents while unstructured interview is little more than causal conversation. Beside that the researchers record what the English teachers say in learning English process. Record the voice of the English teacher is the main part of this research because the researchers will analyze it.

In this research, the research do observation to see the learning activities in the classroom and to hear the English teachers instructional in giving material for the students while the researcher do interview to know the reason of the English teachers use code switching and code mixing in giving material for the students.

In analyzing the gathered data, the researchers give description data that derive from the researchers’ observation and the researchers’ interview. In doing observation the researcher explain more detail the chronological notes about what the researchers sees, hears. And data derive from the researchers’ interview is analyzed to give description about the reason of the English teachers do code switching and code mixing in giving material for the student.

Beside that, to analyze the data the writer also use histogram to give percentage the English teacher do code switching and code mixing. From the diagrams it can be seen the percentage of the English teacher do code switching and code mixing in every extract or in the learning process in the class.

FINDING AND DISCUSSION

Teacher one

Teacher one in the extract one, the English teacher teach the students about writing. The teacher explain more detail about the writing material for the students. After explaining the material, In this case the English teacher give instruction for the students how to do the exercise. The English teacher’s instruction it can be seen the statements below:

Extract One

Listen your name pleas

Good morning students

You bring your test narrative

Ok, now you must find the text organization or your generic structure of the text. Do you know, what do you do

You find the orientation, complication, and resolution.

On your test narrative, may be, there is reorientation. And fine the orientation in the last paragraph. Do you know orientation. Yaitu memperkenalkan kembali siapa siapa tokohnya. Itu reorientation namanya Rina, Re.....artinya memperkenalkan kembali. Sekaran kerja.

After doing the exercise, the English teacher inform to the students about the subject next meeting. The English teacher ask to the students to study because in the next meeting the English teacher will ask to the students to retell the story because next meeting is speaking subject. The students have to prepare their selves.

Extract 2

Teacher one in extract two ask to the students to prepare their selves because according to their English teacher that next is meeting is speaking material. The English teacher give instruction for next meeting and the students retell the story and make summary. In giving

instruction the English teacher use two languages. The statements of the English teacher it can be seen as follow:

For next meeting on Saturday, pertemuan berikutnya hari sabtu kita masuk pada speaking. Retelling your strory, menceritakan kembali apa yang ada ditesi itu, kamu simpulkan and make summary and retelling for Saturday, lalu kau hapal. Jadi I tell you, saya Tanya memangki. On Saturday you must ready to speak. Yang saya nilai in your speaking adal your gesture, and your eye contact.

CONCLUSION

Based on the findings of this research teaching English in the learning process using code switching and code mixing is very important because code switching and mixing can help the students do the English teacher's instruction. Besides, most of students are difficult to understand the material because they are lack of vocabulary. The students need instruction between Indonesia and English or bilingual.

Bilingual or code switching and mixing can improve the students' vocabulary because the students direct to know the meaning of the words because the English teacher speak English and the English teacher change his speaking to Indonesia. In this case the students can catch the information from the English teacher.

REFERENCES

- Bhani, S. (2005). *Language Choice and code switching in the Azarbaijani Community in Teheran*. UPP Sweden: Acta Universities.
- Cresswell, J.W. (2008). *Education Research: Planning, Conducting, and Evaluating, quantitative and qualitative Research*. United Stated of America: Pearson Prentice Hall.
- Fatos, S. (2001). *Code switching by Japans unrecognized Bilingual Japanese Universities*. Cleredon: Multilingual Matter.
- Gafaranga, J. (2001). *Linguistic Identities in talk interaction*. Bilingual Conversation: Journal Pragmatic.

IMPLEMENTING A STUDENT PORTFOLIO IN A GRAMMAR CLASS BY USING COMMUNICATIVE APPROACH

Rukminingsih and Hartia Novianti

STKIP PGRI Jombang, East Java, Indonesia

rukminingsih@yahoo.co.id

Abstract: Teaching grammar by using a student portfolio is to help students find and retrieve course materials organizing their materials into a portfolio let students have a ready reference from which they could track their own progress and see their own areas of strength or consistent weakness. A grammar-writing course provides an excellent situation in which students can learn both about the roles or patterns of English grammar and applying those roles or patterns in writing context. The purpose of the study is to know the effectiveness of teaching grammar by a student portfolio get better achievement in grammar. Grammar in writing context as communicative approach also could encourage students to use the forms in expressing their own content and to help students see the usefulness of what they have learned (Weaver:1996). This study has been conducted to determine the effectiveness of teaching grammar by implementing a student portfolio. The general question to answer is ,” Do the students taught by using writing context as task based approach gain better achievement in learning grammar than those taught by using pattern exercise drills?” The design of the study was quasi experiment with non randomized pretest-posttest group. The samples of the study were taken from the population of the fourth semester of student STKIP PGRI Jombang in 2011/2012 in academic year. To test hypothesis is used Ancova Statistics. The result of this research based fom Ancova Analysis is that the null hypothesis is rejected and alternative hypothesis is accepted. Therefore it could be concluded that students taught grammar by using portfolio gain better achievement than those taught in pattern practice drills.

Keywords: *learning grammar, portfolio, Communicative Approach*

INTRODUCTION

The idea of assigning students to create a portfolio during the course of learning Grammar is one form of grammar in communicative particular application in writing. Portfolio helps students to be able to see progress in the mastery of the grammar of their ability both in the grammar pattern and its application in the context of writing. Organizing them into a portfolio of material to encourage students to have a ready reference of where they can track their own progress and see the extent to which

their own abilities, strength, or weaknesses consistent grammar courses. The use of grammar portfolio allows students to begin to have a responsibility for their own learning because they know more about their own English language and on their own learning styles and strategies. Grammar is interesting If it is taught in communicative approach.

Model-based learning portfolio is a learning model that has a strong basic principles such as the principle of active learning, cooperative learning groups, and reactive. Learning process only occurs

when students reflect on their experiences, new regulatory concepts based on their experience, applying the theory into the communicative learning. Portfolios provide an ideal context shapes which monitors direct experience in the assessment and learning process.

The portfolio is a range of evidence that describes the achievement and learning process in educational programs. According Wayatt and Lopper (1999: 2) further argued that portfolios help students see what they think, feel, do and change a period. Model portfolio-based learning is a learning innovations designed to help learners understand the material of the course deeply and widely through the development of materials that have been studied in the classroom by using a variety of reading materials or references. The development of the material can be reached by reviewing the material presented by the lecturer of various perspectives. A student portfolio can be created separate elements into incorporated where students take evidence together into a series of learning (Banfi, 2003)

Grammar courses on English language department are courses that are intended to help students communicate in English both orally and written completely in accordance with the rules of grammar in English. Role in communicating grammar because grammar can form both written and verbal meaning. Communicative approach proves that grammar can not be ignored in language learning (Larsen-Freeman, 2001: 251). In other words, communicating not only require language skills but also the ability to use language components that can be delivered to the proper meaning.

But the problem is teaching grammar often reflects the separation between declarative knowledge and procedural knowledge. Declarative knowledge makes students afford to describe the patterns of grammar and apply it to practice sentence patterns. Procedural knowledge to focus on how the student is able to use the concept of patterns with automatic grammar explicitly in communication. However, procedural knowledge can not be incorporated into a

declarative knowledge. It can be seen how the native speakers can use their language clearly and correctly without being able to mention the linguistic patterns. Declarative knowledge can not be incorporated into procedural knowledge. Students may be able to memorize grammar patterns but they are not necessarily able to apply the grammar when they speak or write. Grammar is not associated with right and wrong but how grammar can be used to convey meaning in sentences spoken and written.

To answer the dichotomy of declarative and procedural knowledge, the lecturer should implement strategies that may include both of them. However, many students who still spend their time memorizing grammar patterns either within or outside the classroom, so the grammar class into a drab classroom and many students confused with its many grammar patterns should they memorized. The step that is generally applied in teaching students grammar, namely; lecturer gives the concept of grammar patterns and then students are required to memorize the patterns, and doing some exercises; then, the lecturer gives more depth the concept of grammar patterns with some form of exercise in the form of translation sentence patterns.

The need for teaching grammar through a portfolio can improve both student learning grammar delaratif knowledge and procedures. They not only recognize the patterns of sentence structure but also implement the sentence patterns by using communicative approach. In teaching grammar with portfolio gives a picture of what students know and what they can do, gives an overview of the development of the students during the learning process, provided the impetus for self-reflection, participation and assessment. Portfolio on the students encourages them to participate actively in every aspect of learning which includes reaching the goals, selecting instructional materials and assessing the results of the students' achievement.

Learning Grammar

Grammar is taught with the goal of making

students how to communicate both oral and written correctly. Grammar language is sometimes defined as the rules or the way the words are arranged together to create correct sentences Larson, (2009:75) .. Hammer (2001: 12) states that grammar is a description of the ways in which words can change shape and can be combined into sentences in that language grammar which is ignored. If the rules are obstructed, then the communication may also be obstructed. Thus, good grammar is needed to make good communication. So, we can not put words carelessly anywhere to make a sentence. For example, we can not write "I will go to America." readers or listeners will be confused with this sentence because the grammar is wrong. In this case, the grammar does not only affect how units of language are combined to look right.

However, there is still controversy to put grammar in teaching and learning English. Hammer (2001: 165) says that the important thing is that the study of grammar as it is neither necessary nor sufficient to learn the language. "This statement, according to Larson (2009: 77), may be right if it means that we learn the native language someone without grammar., but it is not true because humans also need to know the grammar of their mother tongue to make good sentences and correct them. course, necessary and required to teach or learn grammar, even if taught consistently as a means to improve the mastery of language. Larson (2009: 77) asserts that the main purpose of learning grammar is an affirmation of its value as a tool for language learning.

Grammar Learning Strategies

Students often frustrated within sight into whether they need between knowing the rules of grammar and be able to apply the rules automatically in listening, speaking, reading, and writing. This disconnect reflects a separation between declarative knowledge and procedural knowledge Larson (2009: 77). Declarative knowledge is knowledge about something. Declarative knowledge enables students

to describe grammar rules and apply them in practice exercise pattern so rules of grammar. Procedural knowledge is knowledge about how to do something. Procedural knowledge allows students to apply the rules of grammar in communication. However procedural knowledge does not translate automatically into declarative knowledge, native speakers who can use their language clearly and correctly without being able to express grammar rules. Likewise, declarative knowledge does not translate automatically into procedural knowledge, students may be able to declare the rules of grammar, but not consistently successful in applying the rules when speaking or writing. To overcome the declarative knowledge/procedural knowledge dichotomy, faculty and students can apply some strategies (Hammer, 2001:165).

Model-Based Learning Portfolio

According to Wayatt and Looper (1999: 25) portfolio is defined as a very personal collection of objects of human handiwork of an intelligent and reflection of learning achievement, strength, and best work. Further said that portfolios help students see what they think, feel, do, and change from a period of time, Wayatt and Looper (1999: 31). From this definition it appears that identical portfolio with a collection of student work that terbaik. Mengacu in this sense, then the student portfolio is a collection of information about student activities take place during the learning grammar. In the United States since 1985 in Wayatt and Looper (1999: 25) has been recommended as one of the portfolio of authentic assessment tool for several reasons, namely; (a) enable students to reflect on their learning progress, (b) allowing students to choose their own work which became the contents of the portfolio and give reasons why the work is important, (c) the student must be able to demonstrate the ability to think and skills, (d) gives an overview on what is known and what students can do, (e) allows the teacher to know the important learning outcomes according to the student, (f) Being authentic evidence of student learning

outcomes for students, parents and community. Understanding Portfolio related to the student as proposed, as quoted Wayatt and Looper (1999: 25) says that the portfolio is a folder or a document that contains a sample of students' work which, according to the students: (1) very meaningful, (2) the best work, (3) a favorite work, (4) very difficult to do, but it works and (5) very touching feeling, or has a value of memories. So the portfolio is a collection of student work that illustrate competence achieved in the study.

Interweaving Learning Grammar to Portfolio

The concept has been known as an ability-based learning or learning by their own style. Previous research shows that effective portfolio to integrate pedagogic abilities, learning and evaluation of all of which support critical thinking and learning autonomy (Delett, et al, 2001). Researchers also have found difficulty in the manage time and study materials due to lack of experience in producing portfolio (Banfi, 2003:34). This shows that EFL students in developing skills afford to manage their learning autonomy. In a study Yang (2003) also reported that the teacher's manual is important in helping students to develop autonomy. The portfolio is used to enhance the students to improve the application of the meta strategy cognitive.

In some cases, the exercise can be successfully completed without the student understand the meaning of the forms they learn. As a result, in writing or speaking students do not understand how they write or speak correctly so many grammar mistakes are made. Nunes (2004:327) states that learning grammar with only drilling rules or grammar patterns more common the language learning usually involves manipulation

of sentence-level structure, with little or no context.

Portfolios are applied to the grammar course helps students to adopt a communicative approach which also apply procedural knowledge and declarative knowledge. It means that a student portfolio on grammar courses, students not only learn the grammar to the patterns (pattern) but also apply knowledge of sentence grammar they are written.

RESEARCH METHODOLOGY

This research uses an experimental study to measure the effectiveness of the portfolio, in communicative approach to learning grammar. To measure whether the students' portfolio can apply in grammar class more accurately is more effective than learning Grammar with English pattern drills.

Research Variables

In this study, teaching grammar in by using a student portfolio in communicative approach is independent variable since it influences the teaching learning process. The result of the research in the form of the students' grammar achievement as dependent variables.

Treatment

The two -selected groups were taught in different ways. The experimental group was taught grammar by using a student portfolio in communicative approach while as the control group was taught by using pattern practice drills or conventional method. Here is the treatment or teaching techniques used in this research. Essential Features in The Teaching Technique of Grammar in Writing Context as Task Based Approach and conventional Method.

Table 1. The Treatment or Teaching Techniques

Teaching Grammar by using a student portfolio in communicative approach. (Experimental group)	Teaching grammar in Pattern practice drills. (Control group)
<ul style="list-style-type: none"> • Introduce the concept of grammar form, the grammar lecture explain the rule and the concept. 	<ul style="list-style-type: none"> • Introduce the concept of grammar form, the grammar lecture explain the rule and the concept.
<ul style="list-style-type: none"> • Have the students submit the students' response on adjective clause as their assignment before having discussion. 	<ul style="list-style-type: none"> • Have the students submit the students' response on adjective clause as their assignment before having discussion.
<ul style="list-style-type: none"> • Have the students perform the presentation, discussion, questions and response on the material, adjective clause. 	<ul style="list-style-type: none"> • Have the students perform the presentation, discussion, questions, and response on the material, adjective clause.
<ul style="list-style-type: none"> • Get the students to do exercises such as class room test(multiple choice and fill the blanks) 	<ul style="list-style-type: none"> • The lecture enables students to describe a rule of grammar and apply it in pattern practice drills.
<ul style="list-style-type: none"> ▪ Have the students write a paragraph with the particular topic involving the material related to adjective clause (grammar in writing context as task based) 	<ul style="list-style-type: none"> • Get the students to do exercises such as room test(multiple choice and fill the blanks)
<ul style="list-style-type: none"> ▪ Get students to reword the incorrect passages to eliminate the errors. If the students look the error up again or have him ask questions involving the correct usage in grammatical situation. 	<ul style="list-style-type: none"> • The lecturer discusses the students' answers then gives feedback and positive wash back.
<ul style="list-style-type: none"> ▪ Remind the students that if they ever have questions about grammar, consulting a grammar book can be helpful. Be certain the students understand the rules that they violated originally. Repeat this process with more than one of the students' papers or written text. 	<ul style="list-style-type: none"> • The last, give the test and the form of exercises related to adjective clause.
<ul style="list-style-type: none"> ▪ Give feedback and positive washback on their writing by conducting teacher-students conference 	<ul style="list-style-type: none"> • The last, assess the students' achievement in grammar by using multiple choice test, because it enables her to measure the effectiveness of the specific learning objective.
<ul style="list-style-type: none"> ▪ Assess their writing by using primary trait score which the lecturer just considers the usage and application on adjective clause. 	
<ul style="list-style-type: none"> ▪ Get students to correct or to edit their writing after having the score from the lecturer. 	

-
- Get the students to collect their notes and assignments in one collection as their portfolio.
-
- The last, assess the students' achievement in grammar by using multiple choices test, because it enables her to measure the effectiveness of the specific learning objective.
-

Population and Samples

The target population of this research could be expected to cover the fourth semester of English Department of STKIP PGRI Jombang in academic year 2013/2014. From the target population, the present study only two classes were taken as the samples. The researchers employed 2011 consisting A as control group and 2011 B consisting 40 students as the sample.

Research Instrument

The instrument of the study to collect the data was test. The test is constructed in the form of multiple choices. In this study the test were divided into pretest and posttest. Pretest was given before treatment. The objective of holding pretest was to know the previous grammar in adjective clause of the students before treatment. And posttest was administrated in order to know the effectiveness of teaching grammar in writing context on students' grammar achievement after conducting the treatment. In preparing for the test the researcher did the procedure such as (1) developing and constructing test, (2) trying out the planned test validating the test, (3) analyzing the result of try out, (4) validating the test.

Data Collection

In accordance with the research design of this research, the process of data collection generally done in this research was categorized into 3 steps or phases. Those were pre-testing, treatment process and post-testing. In this research, the reserachers used multiple choices test, because it enabled them to measure the effectiveness of the specific learning objective

Data Analysis

In this research, the scores of the grammar of both experimental group and control were counted and analyzed. This research employed Analysis of Covariance was to see the difference experimental group that was taught grammar by using a student portfolio in communicative approach while the control group that was taught in pattern practice drills..

RESEARCH FINDINGS

There are some points that explained in data analysis, those are the description analysis of Pre-test score, the description of posttest score and analysis of covariance as describe below.

The Description of Pre-test Score.

The descriptive statistic of learners' pretest both of experimental and control group presented in a table below:

Table 2. Descriptive Statistics of Pretest

	Teaching Method	N	Mean	Std. Deviation
Pretest_ Scores	In writing context as taskbased	40	57.75	7.005
	Pattern practice drills	40	59.75	5.300

The Description of Post Test Score

The descriptive statistic of students' posttest both of experimental.

Table 3. Descriptive Statistics of Posttest

Teaching_Method	Mean	Std. Deviation	N
Grammar in writing context as taskbased	76.25	6.578	40
Pattern practice drills	64.50	8.973	40
Tota;	7	9.801	80

The table of descriptive statistics of posttest shows that mean score of experimental group (in this case Grammar in writing context as

Tests of Between-Subjects Effects

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3346.544 ^a	2	1673.272	30.371	.000	.441
Intercept	4497.897	1	4497.897	81.641	.000	.515
Pretest	585.294	1	585.294	10.624	.002	.121
Method	3024.342	1	3024.342	54.895	.000	.416
Error	4242.206	77	55.094			
Total	403800.000	80				
Corrected Total	7588.750	79				

a. R Squared = .441 (Adjusted R Squared = .426)

Based on the table of Tests of Between-Subjects Effects it can be seen that line the independent variable (in this case teaching method) finds an F-value of the effect of teaching method 3024.342 ($p < .000$) and column labeled Sig the value is .000 where it is less than 0.01 (an alternative alpha level). It means that two groups both of experimental and control differ significantly. The variance in the dependent variable is explained by the independent variable is 12.1%. We can see in the value of Eta Squared column and multiple it by 100%.

In line pretest finds an F-value of the effect of pretest 10.624 ($p < .000$) column sig, the value is 0.000 (which actually means less than 0.01). This is less than 0.01, therefore the covariate is significant. In fact it explained 41.5% of the variance in the dependent variable (eta squared of 0.121 multiplied by 100).

task based) is 76.25 (s.d. = 6.578). The increase of mean score from pretest mean score is 14.23 or 31% while the mean score of control group (in this case Pattern practice drills) is 64.50 (s.d. = 9.801) and the increase of the mean score is 1.46 or 3.6 %. The increase of the mean score of grammar in writing context as task based is higher than the practice pattern group.

Analysis of Covariance

In analysis of covariance, it was used pretest and posttest score. The analysis of covariance presented in table 4.3 below.

Hypothesis Testing

In table test-subject teaching methods showed that the value of the F-value is 3024.342 and the significant value is 0.005. Thus, it can be concluded that both the experimental and control groups differed significantly. This means that the alternative hypothesis (H_a) revealed that subjects Grammar through the implementation of a portfolio given to students in the fourth semester in the English Department STKIP PGRI Jombang better achievement than students who were taught using the practice of English sentence patterns or pattern drills accepted and H_0 is rejected.

DISCUSSION

Based on the results of teaching grammar with a portfolio with a communicative approach in writing. Model-based learning portfolio is a learning model that has a strong basic

principles such as the principle of active learning, cooperative learning groups, and reactive. Learning only occurs when students reflect on their experiences, new regulatory concepts based on their experience, to apply the theory into the communicative learning. Portfolios provide an ideal context which monitors direct experience in the assessment and learning process.

Portfolio helps students to be able to see progress in the mastery of the grammar of their ability both in the grammar patterns and its application in the context of writing. Organizing them into a portfolio of material to encourage students to have a ready reference of where they can track their own progress. The use of grammar portfolio allows students to begin to have a responsibility for their own learning because they know more about their own English language and on their own learning styles and strategies.

CONCLUSION AND SUGGESTION

Based on the result of the data analysis and discussion in the previous chapters, it shows

that there is a significant difference between the mean scores of the learners in the control and the experimental groups. Therefore the gain score in the experimental group led to the rejection of the null hypothesis and accepting alternative hypothesis which stated that that students' grammar achievement taught in communicative approach by using a student portfolio get better than those taught in pattern practice drills.

Portfolios are applied to the grammar course helps students to adopt a communicative approach which also apply procedural knowledge and declarative knowledge. It means that a student portfolio on grammar class, students not only learn the grammar to the patterns but also apply knowledge of sentence grammar they are written.

Based on the results of this research progress report, it is suggested to develop a teacher or lecturer. Portfolio-based learning, although the process is a little complicated, but it will greatly help the teacher to get the maximum learning.

REFERENCES

- Banfi, C.S. (2003). Portfolios: integrating advanced language, academic, and professional skills. *ELT Journal*, 57 (1), 34-42.
- Delett, J.S., Barnhardt, S., & Kevorkian, J.A. (2001). A framework for portfolio assessment in the foreign language classroom. *Foreign Language Annals*, 34 (6), 559-68.
- EFL College Students. *International Review of Applied Linguistics in Language Teaching*, 41 (4), 293-317.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Pearson Longman.
- Larsen, D. & Freeman. 2009. *Techniques and Principles in Language Teaching*. New York: Oxford University Press, Inc.
- Littlewood, W. (1999). *Defining and Developing Autonomy in East Asian Contexts*. *Applied Linguistics*, 20 (1), 71-94.
- Nunes, A. (2004). *Portfolios in the EFL classroom: disclosing an informed practice*. *ELT Journal*, 58(4), 327-35.
- Weaver, C. (1996a). *On The Teaching Of Grammar Slate Stater Sheet-Urbama 2* page 7-8.
- Wyaatt III, R.L. & Looper, S. (1999). *So You Have to Have A Portfolio, a Teacher's Guide to Preparation and Presentation*. California: Corwin Press Inc.
- Yang, N. (2003). Integrating portfolios into learning strategy-based instruction for

QUESTIONING STRATEGIES FOR IMPROVING INTERACTIVE ENGLISH LEARNING

Huriyah

IAIN Syekh Nurjati, Cirebon, West Java, Indonesia

61.huriyah@gmail.com

Abstract: One of the best ways to develop your role as a teacher, facilitator, initiator, and sustainer of interaction is to develop a repertoire of questioning strategies. In teaching and learning English as the first foreign language in the classroom, where learners often do not have a great number of tools for initiating and maintaining language, your questions provide necessary stepping stones to communication and interaction. Appropriate questioning in an interactive classroom can fulfill a number of different functions as follows. For example: teacher questions give learners the opportunity to produce language comfortably without having to risk initiating language themselves, teacher questions can serve to initiate a chain reaction of student interaction among themselves, teacher questions give the instructor immediate feedback about student comprehension and teacher questions provide students with opportunities to find out what they think by hearing what they say. If questioning strategies can be built by teacher in the classroom, learners not only can answer the questions but also they can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem solving, tasks, or dialogue journals.

Keywords: *questioning strategies, improving, interactive English learning*

INTRODUCTION

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to “negotiate” meaning, or simply started, to get an idea out of one person’s head and into the head of another person and vice versa.

According to the competence based curriculum which was issued by the Indonesia Ministry of National Education reflects that the goal of English learning in Indonesia is to develop communicative competence and to enable the

students be able to communicate and interact in English orally and in writing. Interacting here means to understand and to express information, thoughts, feelings, and develop science, technology, and culture. Ability to communicate and interact is the ability to understand or to produce spoken text or written text to be realized in the four language skills, namely listening, speaking, reading and writing. But in this paper only emphasizes on speaking skill through providing questioning strategies for improving interactive English learning. Through questioning strategies provide necessary stepping stones to communication and interaction.

DISCUSSION

The Nature of Interaction

In this part, it will be explained about the nature of interaction. Interaction is an important word for language learning, especially for language teachers. In the era of communicative language teaching, interaction is, in fact, the heart of communication, it is what communication is all about. We send messages, we receive them, we interpret them in a context, we negotiate meanings, and we collaborate to accomplish certain purposes. And after several years of teaching and learning language, we have discovered that the best way to learn to interact is through interaction itself. Interaction is mutual or reciprocal action or influence (A Merriam - Webster, 1991: 596)

Relation to this, Littlewood's view in Nunan (1993:12) states that in communicative language teaching, there are some skills that need to be considered as follows: (1) the learner must attain as high a degree as possible of linguistic competence. That is, he must develop skill in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his intended message; (2) the learner must distinguish between the forms he has mastered as part of linguistic competence, and the communicative functions which they perform. In other words, items mastered as part of a linguistic system must also be understood as part of a communicative system; (3) The learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations. He must learn to use feedback to judge his success, and if necessary, remedy failure by using different language; and (4) The learner must become aware of the social meaning of language forms. For many learners this may not entail the ability, to vary their own speech to suit different social circumstances, but rather the ability to use generally acceptable forms and avoid potentially offensive ones.

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or

more people, resulting in a reciprocal effect on each other (Brown, 2007:212). According to the interactional view of language that language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals (Richards and Rodgers, 1986: 17). Language is seen as a tool for the creation and maintenance of social relations. Areas of inquiry being drawn on in the development of interactional approaches to language teaching include interaction analysis, conversation analysis, and ethnomethodology. Interactional theories focus on the patterns of moves, acts, negotiation, and interaction found in conversational exchanges. Language teaching content, according to this view, may be specified and organized by patterns of exchange and interaction or may be left unspecified, to be shaped by the inclinations of learners as interactors. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to negotiate meaning or to get an idea out of one person's head and into the head of another person and vice versa.

From the explanation above, it can generally be concluded that classrooms are from very beginning of language study, the classrooms should be interactive and conducive. Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem solving or tasks. In interaction, students can use all they possess of the language - all they have learned in real life exchanges, even at an elementary stage, they learn in this way to exploit the clarity of language.

The Roles of the Interactive English Teacher

Teaching English is not only transfer of knowledge, but also transfer of beliefs, morals, values and character building (Huriah, 2013: 98). Teaching English in Indonesia has started from elementary school level until university. Various curriculum and methods have been

developed to enhance learner's ability in mastering English. Nevertheless the result is not felt the maximum in making learners can interact and cooperative well through English. There are some aspects should be done by interactive teacher in order to the learners be able to communicate and interact in English well. One of them, an interactive teacher should have some roles to make learners can communicate and interact with other people in English.

Interactive teachers should play an important role in the teaching and learning process. Today, many electronic media are used as a teaching tool. However, its existence still can not fully replace the position of teacher. There is something missing that had been attached by the interaction between teachers, learners and between many other people.

An interactive teacher is one who is fully aware of the group dynamics of a classroom. A classroom should be like orchestra (Deporter, at al, 2000:81). Everybody or every student in the classroom should communicate and interact with his / her friends through language. The success of classroom learning is very much dependent on how students relate to each other, what the classroom environment is, how effectively students cooperate and interact with each other, and of course what roles the teacher and the learners play (Dornyei and Murphey, 2003: 98). But it is important to remember that effective interaction within the dynamic of a classroom is a gradual incremental process. Effective learning in students "Zones of proximal development" involves (starting out with) firm leading and modeling on the part of the teacher and (shifting) as students internalize more and more of the processes and teachers learn how to let go.

Teachers can play many roles in the teaching and learning process. Just as parents are called upon to be many things to their children, teachers can not be satisfied with only one role (brown, 2007: 214). Teacher roles are often best described in the form of metaphor : teacher as doctor, teacher as judge, teacher as director, teacher as nurse, teacher as gardener, teacher

as seller, teacher as manufacturer, and others. Here, it will be explained the roles of interactive English teacher in order to the classroom is more condusive to creating an interactive English classroom then others are as follows:

The Teacher as Motivator

An interactive teacher never lets the limitations of his/her students restrict their vision. He/she constantly motivates them to success, to reach a head and to Broaden their horizon. An interactive teacher should encourage and inspire his/her pupils to think beyond their confines and help them realize their talents as well as the need to pursue them with diligence. In teaching and learning English, an interactive teacher should allow the students to learn with playing, asking question, discussing, doing the meaningful something, and motivating them to become learning activity to be enjoyable experience (Hutchinson & Waltes, 1994: 54).

The Teacher as Controller

An interactive teacher should be able to play an important role as controller. A controller can determine what the students do, when they should speak, when they should ask the question, and what language forms they should use. They can often predict many student responses because everything is mapped out a head of time, with no leeway for divergent paths. In some respects, such control may sound admirable. But for interaction to take place the teacher must create a climate in which spontaneity can thrive, in which unrehearsed.

Language can be performed, and in which the freedom of expression given over to students make it impossible to predict everything that they will say and do. Brown (2007) states that an interactive teacher is to provide the kind of warm, embracing climate that encourages students to say or speak, however halting or broken their attempt may be. Basically, an interactive teacher should be able to encourage students to interact and communicate with each others.

The Teacher as Director

In some interactive classroom, time can legitimately be structured in such a way that teacher should be like conductor of an orchestra or a director of a drama (Brown, 2007: 215). As students engage in their rehearsed or spontaneous language performance, (performance by Chomsky in Gleason, 1998: 20) as the actual use of language in correct situations), it is your job to keep the process flowing smoothly and efficiently. The ultimate of such direction, of course, must always be to enable students eventually to engage in the real life drama of improvisation as each communicative event brings its own uniqueness.

The Teacher as Manager

An interactive teacher role as manager is like one who plants lesson, modules, state of the arts, courses, and who structures the larger, larger segments of classroom time, but who then allows each individual player to be creative within those parameters. Managers of successful teaching and learning, for example: retain control of certain larger objectives of learning, keep students pointed toward goals, engage in ongoing evaluation and feedback, but give freedom to each students to work in his/her own individual tasks of expertise.

The Teacher as Facilitator

An interactive teacher is one who plays an effective role of a facilitator. A facilitator who is able to help children set their goals and provide them a compass of values along with education to guide towards their goal. A facilitator might be described as facilitating the process of learning and making learning easier for students; helping them to clear a way road blocks, to find shortcuts, to negotiate rough terrain. The task of facilitating role requires that you start from managerial or directive role then allow students with your guidance to find their own pathways to success. A facilitator capitalizes on the principle of intrinsic motivation by allowing to students to discover language through using it pragmatically, rather than by

telling them about language.

A facilitator should have at least seven attitudes according to Rodgers (In Knowles, 1984) that a facilitator should be as follows: opened mind, assertive listener, innovative and creative; good interaction between teacher, students and learning material, receiving feedback, tolerance on students errors, and respecting on students achievements.

The Teacher as Model

Learning of certain skill or knowledge, there is a model can be imitated. The model can be a way to operate something, the way to make a territory budget estimate, and the way to solve social conflict.

A part of an interactive teacher gives example about the way of working, before learner does work for example: the way of finding out of key word of reading. In learning, an interactive teacher demonstrates the way of inquiry of key word in reading text rapidly with using of eyes movement. When teacher demonstrates the way of reading rapidly, learner watches teacher who is reading and opening the text. An interactive teacher eyes movement in reading text becomes main attention for learner, with the example; learner knows how is affective eyes movement in scanning reading. The key word found by teacher and explained to the learner as outcome of learning activity to get key word rapidly, this activity is called modeling. It means, there is a model can be imitated and watched by learner, before learner practices to get the key word. In this case, an interactive teacher becomes a model for learner studies how to read rapidly.

The Teacher as Resource

The implication of an interactive teacher that has role as the resource role is the student takes the imitative to come to you. You are available for advice and consult when the student seeks it. It is of course not practical to push this metaphor to an extreme where you would simply walk into a classroom and say something like, "well, what do you want to learn

today?" some degree of control, of planning of managing the classroom is essential. But there are appropriate times when you can literally take a break seat and allow the students to proceed with their own linguistic development.

From the seven roles of an interactive teacher, it can generally be assumed that an interactive teacher has to do the task of teaching from directive to nondirective teaching, depending on the purpose and context of an activity. The key to interactive teaching is to strive toward the upper, nondirective end of the continuum gradually enabling your students to move from their roles of total dependence to relatively total independence.

Questioning Strategies for Improving Interactive English Learning

Knowledge that owned by a learner always began from 'questioning'. Questioning skill should be mastered by an interactive teacher to create an effective and enjoyable learning (Mulyasa, 2005: 72). Learner wants to learn if learner sees learning as an enjoyable experience (Hutchisan and Walter, 1994:). If the learners are asked to answer the questions, discussion, or observation, students brain will work better, so, the process of teaching and learning can be better too (Silberman, 1996). If the teacher asks questions to the students or order them to discuss the material which has just been explained, it will be able to increase students evaluation score significantly.

One of the best ways to develop your role as an interactive teacher, as an initiator and a sustainer of interaction is to develop a repertoire of questioning strategies. In foreign language classrooms, where learners often don't have a great number of tools for initiating and maintaining language, your questions provide necessary stepping stones to communication. Appropriate questioning in an interactive classroom can fulfill a number as different functions (Brown, 2007: 218), are as follows:

1) Teacher questions give students the impetus and opportunity to produce language comfortably without having to risk initiating

language themselves.

- 2) Teacher questions can serve to initiate a chain reaction of student interaction among themselves. One question may be all that is needed to start a discussion; without initial question, however, students will be reluctant to initiate the process.
- 3) Teacher questions give the instructor immediate feedback about student comprehension. After posing a question, a teacher can use the student response to diagnose linguistic or content difficulties. Grammatical or phonological problem areas, for example, may be exposed through the students response and give the teacher some specific information about what to treat.
- 4) Teacher questions provide students with opportunities to find out what they think by hearing what they say. As they are nudged into responding to questions about, say, a reading or a film, they can discover what their own opinions and reactions are. This self-discovery can be especially useful for a prewriting activity.

CONCLUSION

Based on the explanation about the questioning strategies for improving interactive English learning above, it can generally be concluded that the best ways to develop your role as an interactive teacher, as an initiator and as a sustainer of interaction is to develop a repertoire of questioning strategies. The questioning strategies provide necessary stepping stones to communication and interaction which each others. Through interaction, students can increase their language, store as they listen to or read authentic linguistic material or even the output of their fellow students in discussions, skits, joint problem solving, tasks, or dialogue journals. In interaction, students can use all they posses of the language. All they have learned or casually absorbed in real life exchanges.

If the students are asked to answer the questions, student brain will work better, teaching and learning process will be better too, because the classroom becomes dynamic

class such as orchestra. Through questioning strategies can give students the impetus and opportunity to produce language comfortably without having to risk initiating language themselves, can serve to initiate a chain reaction

of student interaction among themselves, can give the instructor immediate feedback about student comprehension, and can provide students with opportunities to find out what they think by hearing what they say.

REFERENCES

- AMerriam, W. (1981). Webster's New Collegiate Dictionary. USA: G & C. Merriam Co.
- Brown, H.D. (2007). Teaching by Principles: An Interactive Approach to Language pedagogy. USA: Pearson Education, Inc.
- Deporter, B., Reardon, M. & Nourie, S.S. (2000). Quantum Teaching: Orchestrating Student Success. Boston: Allyn & Bacon.
- Dornyei, Z., & Murphey, T. (2003). Group Dynamics in the Language Classroom. Cambridge UK: Cambridge University Press.
- Gleason, J.B. et. al. (1998). Psycholinguistics. USA: Holt, Rinehart and Wingston.
- Huriyah. (2013). Learning Character Building in Getting Success on Learning English (in Character Building in English Teaching). Yogyakarta: Naila Pustaka.
- Hutchinson & Walters. (1994). English for Specific Purpose: Practice and Evaluation. Great Britain: Cambridge University Press.
- Mulyasa E. (2005). Implementasi Kurikulum 2004: Prosedur Pembelajaran KBK. Bandung: PT. Pustaka Karya.
- Nunan, D. (1993). Designing Tasks for the Communicative classroom. New York: Cambridge University Press.
- Richards, J.C & Rodgers, T.S. (1986). Approach and Methods in Language Teaching. USA: Cambridge University Press.
- Silbernan, M. (1996). Active Learning: 101 Strategies to Teach any Subject. USA: Allyn and Bacon.

REVEALING COMMUNICATIVE LANGUAGE TEACHING (CLT) IN TEACHING SPEAKING TO ACCELERATE SPEAKING SKILL OF ENGLISH LEARNERS

Nasrullah

UNISKA Banjarmasin, South Kalimantan, Indonesia

anas_albanjari@yahoo.com

Abstract: This research is aimed at proving the effectiveness of using Communicative Language Teaching in teaching speaking to college students, and significant difference in performance between the students who were taught with Communicative Language Teaching and those taught by conventional technique. This research is an experimental research. The participants of this research were the first semester students of English Department of Ahmad Dahlan University, Yogyakarta in academic year 2012/2013 which consisted of 24 students in experimental class and 24 in control class. The instruments used in collecting data were tests. The tests were given twice, pre-test and post-test. The aims of distributing tests were to know students' speaking ability before and after Communicative Language Teaching applied. Descriptive Statistics was used to analyze the significant difference between the students who were taught with and without Communicative Language Teaching and *Chi square* for two independent samples formula to analyzes students' speaking ability between experimental and control class after Communicative Language Teaching was applied. Based on the data analysis by using Descriptive Statistics, it was found that there was no significant difference between students who were taught with and without Communicative Language Teaching. However, the obtained *Chi square* for two independent samples was 9.70. According to the *Chi square* table, it was found that *Chi Square* table was 3.841 at 5% level. It means that x^2_0 (*Chi Square* obtained) was higher than x^2_1 (*Chi Square* table), and it could be concluded that the null hypothesis (H_0) was declined. This implied that Communicative Language Teaching was effective in teaching speaking to the first semester students and made them more interested, more motivated, more communicative, and more active in speaking

Keywords: *effectiveness, Communicative Language Teaching (CLT), speaking skill*

INTRODUCTION

The story of language teaching was started from the learning of Greek since the language was become a global language at the moment at which the grammar translation method was popularly used to teach a foreign language. Afterwards, even though English had taken the role of global language, grammar translation

still played an important method in teaching language for years up to beginning of the twentieth century and it was followed by the development of other approaches and methods of language teaching such as direct method, audiolingual, aural-oral approach, total physical response, silent way, suggestopedia, and communicative language teaching.

English in Indonesia is likely studied in the most of educational institution in its every level from primary to higher education. Besides, it also becomes the most popular foreign language learned among other languages such as Chinese, Arab and Dutch. Along its central object of learning, English is learned through variety of ways since it has four main skills including reading, writing, listening, and speaking.

Among those skills lie in English, speaking could be the aspect which get the most attention in measuring how good a learner masters the target language. In addition, speaking in a second or foreign language has been viewed as the most demanding skills (Byrne, 1997: 18).

Brown (1994: 47) puts forward that there are a number of features that make speaking challenging as a language skill. He describes that fluent speech contain reduced forms such as constructions, vowel reduction, and elision by which learner who are not exposed and do not get sufficient practice with them will retain their rather formal-sounding full form. He also states that learners should also recognize and acquire slang and idiom, beside stress, rhythm, intonation in speech. Fail in having those aspects in speaking, he utters, learners will produce sound bookish in their speech.

Having known skills that should be mastered in speaking, an oral teacher should have been able to handle the oral class effectively. However, Nunan in Celce and Murcia (2001:110) mentions that the biggest challenge to handle speaking class in EFL classrooms are lack of motivation, getting students to speak and the use of first language.

In connection to those three problems pointed out by Nunan (2001:110), the use of first language tends to be a dominant factor in handling students in oral class. The reason why students do such an attitude because they do not have any better equipped with the language tools to express their ideas and the method used by teachers seems do not provide them to express their language ability that they have in communicative way.

Due to the importance of method that can

provide students with an array of opportunities in expressing their language skills, *communicative language teaching* (CLT) becomes popular because CLT accommodates a number of previous approaches such grammar translation and cognitive approach with its grammar competence, comprehension approach, and humanistic approach which value interaction to learn language (Celce-Murcia, 2001: 9).

THEORITICAL BASIS

The Nature of Speaking

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998, p. 13). Meaning that speaking is something related to verbal not written. For that reason, people use their speaking to express their desires to mingle with others either for the purpose of convey whatever information they have or for maintaining relationship toward other in their own community.

As a verbal activity, Fulcer (2003:23) strengthens through his definition that speaking is the verbal use of language to communicate with others. Neufeldt (1996: 86-87) adds that speaking means to express or communicate opinions, feelings, and ideas by talking. It implies that speaking means to communicate with others orally.

Thus, speaking could be meant as a means of human to construct meaning and express ideas, thoughts and feeling in the process of communication and interaction by using verbal use of language for variety of purposes in many different contexts of life.

Speaking Skills

Brown (2007: 328) elaborates that skills in speaking involve macro-skills and micro-skills. They are;

Micro-skills

- 1) Produce chunks of language of different lengths.
- 2) Orally produce differences among English phonemes and allophonic variants.
- 3) Produce English stress patterns, words in

stressed and unstressed positions, rhythmic structure, and intonation contours.

- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
- 8) Use grammatical word classes (nouns, verbs etc.) systems (tense, agreement, pluralisation), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
- 10) Express a particular meaning in different grammatical forms.

Macroskills

- 1) Use cohesive devices in spoken discourse.
- 2) Accomplish appropriately communicative functions according to situations, participants, and goals.
- 3) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
- 4) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalisation and exemplification.
- 5) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- 6) Develop and use a battery of speaking strategies, such as emphasising key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Teaching Speaking

According to Brown (1994), Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people.

In the context of English as foreign language (EFL) many people view that speaking is the indicators for language learners really know about the language learned. When they claim that they have already got another language but they cannot express in terms of being able to speak it means that they still cannot be said mastering that new language.

Apparently, this view is also supported by Lazaraton (2001: 103) who sees that 'for most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication'. In addition, Burkart also expresses his view that speaking ability as the measure of knowing a language to many language learners (<http://www.nclrc.org>).

In teaching speaking, there are a plenty of things that should be taken into account when it comes to English teaching. Firstly, it is essential to consider the proverb that said "we cannot give what we do not have". Meaning that language teacher should be a good model for his/her learner in all of four English skills particularly in speaking skills. That is meant that by becoming a good model in teaching a foreign language, need not to be a perfect one but at least close to native speakers, will really help learners to learn EFL well.

The aspect above is considered helpful for English learners because basically all language learners need comprehensive input to access sufficient information and build schemata in their language device by using listening as they learn their first language. This argumentation is based on what Lightbown and Spada (1999:38) put forward in their discussion on Krashen's hypotheses that comprehensible input will

put benefits to learners of their language acquisition.

Afterwards, another thing that needs to be paid attention by English teacher in teaching speaking is that they need to know about components of speaking in English. It becomes a special focus because English has its own features to be recognized as a language. As Harmer (2001: 269) identifies that components of speaking into two; language features such as connected speech, lexis, grammar etc., and mental/social processing of language.

Brown (1994: 47) puts forward that there are a number of features that relates to components of speaking skills. He describes that fluent speech contain reduced forms such as constructions, vowel reduction, and elision. He also states that learners should also recognize and acquire slang and idiom, beside stress, rhythm, intonation in speech.

Beside those aspects that need to be taken into consideration, goals of teaching speaking which related to required skills need to be achieved either micro or macro skills (Brown, 2007: 328) essentially to be set up in order that the success of speaking class could be measured. In addition to goals, principles and varieties of techniques and activities which suit to learners' level should be determined carefully to teach speaking. It is caused that those activities and techniques is so central and become the heart of teaching speaking.

The last aspect that should be addressed in speaking class is the ability to determine types of feedback which also include assessments to monitor the progress of learners in mastering speaking skills. As stated by Brown (2007: 345), feedback becomes one of the successful keys in second language learning. It is important to be noticed and even a must for English teacher to give proper feedback in every process of students' progress and determining how good students achieve certain degree of improvement as well as acquiring speaking skills in speaking class.

Those commands are arranged and completed one another forming a kind of system which

should be included in teaching speaking. Equipped with those knowledge and skills in teaching speaking of English, language teachers expectedly have a comprehensive input in pursuing the success in teaching speaking.

Communicative Language Teaching

The Nature of Communicative Language Teaching

Richards (2006: 2) defines Communicative Language Teaching as a method of language teaching which was proposed in 1970s which set its goal to achieve communicative competence. Littlewood (1981: x) and Sauvignon in Celce and Murcia (2001: 17) and Richards (2006:9) elaborate that communicative competence not only has grammatical competence but it also consists of discourse competence, sociocultural competence, and strategic competence.

In addition, Brown (2001: 79) takes a definition stated by Bachman (1990) and Canale and Swain (1980) saying that communicative competence covers organizational competence (grammatical and discourse, pragmatic competence (functional and sociolinguistic) strategic competence and psychomotor skills. Even so, he (2001: 45) further explains that CLT is an accepted paradigm with many interpretations and manifestations which covers the issues of authenticity, acceptability and adaptability.

The Characteristics of Communicative Language Teaching

Brown (2007: 46) proposes seven characteristics of Communicative Language Teaching (CLT):

- 1) Over all goals. Brown (2007: 46) sees that CLT suggests a focus on all the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals must be intertwine the organizational (grammatical, discourse) aspects of language with the pragmatic (functional, sociolinguistic, strategic) aspects.
- 2) Relationship of form and function. Language techniques are designed to engage learners

in the pragmatic, authentic and functional use of language for meaningful purposes (Brown, 2007: 46).

- 3) Fluency and accuracy. Brown (2007: 47) explains that a focus on students' "flow" of comprehension and production and a focus on the formal accuracy of production are seen as complementary principles underlying communicative techniques at times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use. At other times students will be encouraged to attend to correctness. Part of the teacher's responsibility is to offer appropriate corrective feedback on learners' errors.
- 4) Focus on real-world context. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed context outside the classroom. The classroom task must therefore equip students with the skills necessary for communication in those contexts. (Brown, 2007: 46)
- 5) Autonomy and strategic involvement. Students are given opportunities to focus on their own learning process through raising their awareness of their own style of learning (strength, weaknesses, and preferences) and through the development of appropriate strategies for production and comprehension). Brown (2007: 46) views that such awareness and action will help to develop autonomous learners capable of continuing to learn the language beyond the classroom and the course.
- 6) Teacher roles. Brown (2007: 46) strengthens the role of the teacher is that of facilitator and guide. Not an all-knowing font of language. The teacher is an empathetic "coach" who values the students' linguistic development. Students are encouraged to construct meaning through genuine linguistic interaction with other students and with the teacher.
- 7) Student roles. Students in a CLT class are active participants in their own learning process. Learner-centered, cooperative, collaborative, learning is emphasized, but

not at the expense of appropriate teacher-center activity (Brown, 2007: 46).

Besides, Littlewoods (1981: x) mentions two main implications of CLT. Firstly, a communicative approach opens up a wider perspective on language. He explains that language is not only seen through its structures (grammar and vocabulary), but also in terms of communicative function that it performs. For example, the form 'Why don't you close the door?' might be used for a number of communicative purposes, such as asking question, making a suggestion and issuing an order (Littlewoods, 1981: x).

Secondly, Littlewoods (1981: x) sees that a communicative approach opens up wider perspective on language learning. He (Littlewoods, 1981: x) emphasizes that 'it is not enough to teach learners how to manipulate the structures of the foreign language...however they must develop strategies relating the structures to their communicative functions in real situation in a real time'.

In addition, Richards (2005:1) strengthens his view that Communicative Language Teaching can be understood as a set of principles about the goals of language teaching, characteristics of CLT, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

The Kinds of Classroom Activities that Best Facilitate Learning

Richards (2006: 4) views CLT begins a movement away from traditional lesson formats where the focus was on mastery of different items of grammar and practice through controlled activities such as memorization of dialogs and drills, and toward the use of pair work activities, role plays, group work activities and project work.

Information-Gap Activities

An important aspect of communication in CLT is the notion of information gap (Richards, 2006: 19). This refers to the fact that in real communication, people normally communicate

in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication.

Jigsaw Activities

Richards (2006: 47) points out that Jigsaw activities are also based on the information-gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

Other Activity Types in CLT

Many other activity types have been used in CLT, including the following: ask-completion activities: puzzles, games, map-reading, information gathering activities, opinion-sharing activities, information transfer activities, reasoning gap activities, role plays, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task (Richards, 2006: 48).

- 1) Information-gathering activities. Student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information (Richards, 2006: 48).
- 2) Opinion-sharing activities. Activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse (Richards, 2006: 49).
- 3) Information-transfer activities. These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw

a map showing the sequence, or they may read information about a subject and then represent it as a graph (Richards, 2006: 48).

- 4) Reasoning-gap activities. These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables (Richards, 2006: 48).
- 5) Role plays. Harmer (2001: 274) clarifies that role play can be used to encourage general oral fluency and to train them for specific situations and activities in which students are assigned roles and improvise a scene or exchange based on given information or clues (Richards, 2006: 48).

METHODOLOGY

In this study, researcher will conduct an experimental research as his research design. Experimental research is a research which is conducted to know certain effect in experimental process such as the enhancement of students' ability after being treated by a teacher is method and technique (Sugiono, 2010: 107). In other words, it is through an experimental study that a researcher can find whether a treatment in terms of method or technique tested in the process of experimenting to seek an answer to a raised question in scientific way is effective or not.

To better illustrate the experimental research, researcher uses this following design in this study:

True Experimental design (Arikunto, 2010: 125)

Where:

E is Experimental group

is Pre-test

is Post-test

is Treatment

is Teaching process

C is Control group

FINDINGS AND DISCUSSIONS

Data Analysis

It was mentioned in chapter three, the technique used in collecting the data was test. After observing and teaching the oral reproduction of the first semester subject, the researcher administered some tests; pre-test and post-test, to measure whether there was enhancement of students' speaking skills after being involved in Communicative Language Teaching (experimental class) and conventional technique (control class). The pre-test was administered on December 06, 2012, and posttest was distributed to experimental class and control class on December 26, 2012 and the number of the participants in experimental and control class successively was 30 and 30 students, however, the data could be gained only from 24 students of experimental class and 24 of control class.

Data Description of Experimental Class

Having observed the class, the researcher gave pre-test and post-test to experimental group. The pre-test was administered before teaching activity and post-test after teaching. The chart which shows pre-test real score of the students is as follows:

The chart above shows that two students scored 39.5 – 40.5. Three of them got 43.5 – 44.5. Six gained 47.5 – 48.5. Three of the participants acquired 51.5 – 52.5. Two got 55.5 – 56.5. Three gained 59.5 – 60.5. Two got 63.5 – 64.5 while the number of students who successively got score 71.5 – 72.5, 79.5 – 80.5, 83.5 – 84.5, was one participant.

After being involved in the teaching learning activity, the students had to answer some questions through interview test to measure the change of the score. The following is the chart of post-test score:

From the chart, it can be seen that one student got 59.5 – 60.5. Two students acquired 63.5 – 64.5. Four of them obtained 67.5 – 68.5. While six out of twenty four students successfully scored 71.5 – 72.5. Four students scored 75.5 –

76.5. Five pupils acquired 79.5 – 80.5, one got 87.5 – 88.5, and the rest got 91.5 – 92.5.

The chart below shows the difference between the pre-test and post-test.

Based on the chart, it can be seen that there were significant difference between the pre-test and post-test in experimental class. There was increasing score in the post-test. None of students got score below standard. It is shown that the lowest score was 59.5 – 60.5 in which the previous test the score of the student was 39.5-40.5. Many students showed a significant increasing from lower to middle score such as from 47.5 – 48.5 to 71.5 – 72.5. Interestingly only one student achieved 87.5-88.5 and 91.5 – 92.5.

Data Description of Control Class

The researcher gave pre-test and post-test to control class. The pre-test was administered before teaching activity and posttest after teaching. The chart which shows pre-test real score of the students is as follows:

The chart shows that one student got 59.5 – 60.5. Three successively scored 63.5 – 64.5 and 67.5 – 69.5. Six out of twenty students obtained 71.5 – 72.5. Nine students achieved 75.5 – 76.5, and the rest attained 79.5 -80.5.

The post-test result of the control class from which the data were obtained on December 26, 2012 at 08.50 a.m is displayed as follows:

From the chart, it can be seen that there was one student acquiring score 63.5 – 64.5. Six of the twenty four participants got 67.5 – 68.5. Five attained 71.5 - 72.5. Four obtained score 75.5 – 76.5. Five pupils acquired 79.5 – 80.5. Two students got 83.5 – 84.5, and the rest gained 87.5 – 88.5.

The next chart shows the difference between the pre-test and post-test score of the control class.

From the chart, it can be seen that there was a slight difference between the pre-test and post-test in control class though. This was occurred because previously students' score had already shown standard range that was 59.5 –

60.5. There were only some increasing scores in the post-test eventhough with no significant increase. It can be seen from the same appearance range of score 63.5 – 64.5 to 79.5-80.5. There was a decreasing number of students who got 63.5 – 64.5 in the pretest and to be 67.5 – 69.5 in the post-test. The increasing score included two students who obtained 83.5 – 84.5 and one student who scored 87.5 – 88.5.

Inferential Analysis

Normality

The researcher used Chi Square formulation measure whether the distribution was normal or not. It is found that the data distributions of pretest and posttest in experimental class and control class were not normal when it was measured based on the level of significant 5% and degree of freedom (df) 5. Statistically, it was because Chi Square observed of pre-test and post-test in experimental class was higher than Chi Square table ($29.96 > 11.070 < 13.52$) and Chi Square observed of pre-test and post-test in control class was higher than Chi Square table ($22.33 > 11.070 < 54.79$).

Homogeneity

Homogeneity testing is a test to measure whether the samples are homogeny or not. To measure the homogeneity of the sample, the researcher divided the highest variance with the lowest variance (Sugiyono, 2012: 140). Based on the calculation, it was obtained that the samples were homogenous. It was because F observed was lower than F-table ($1.40 < 2.00$).

Significant Difference

To show whether there was significant difference between the pre-test and post-test score of experimental class and control class, the researcher calculated the data above by descriptive statistics.

Here is the descriptive statistics of pre-test and post-test of those two classes:

Table 4.1 Data Description of Pretest Result of Experimental and Control Class

Data Description	Score	
	Experimental	Control
N (Participants)	24	24
Mean	54.7	72.17
Standard Deviation	11.7	5.34
Min Score	40	60
Max Score	80	80

The table shows that the mean of the pre-test result in experimental class was 54.7 and standard deviation was 11.7. Moreover, the table also shows that the minimum score was 40 and the maximum score was 80. In the mean time, it can be seen that the mean of pre-test in control class was 72.17 and standard deviation was 5.34. The manimum score was 60 while the maximum score was 80.

Table 4.2 Data Description of Post-Test Result in Experimental and Control Class

Data Description	Scores	
	Experimental	Control
N (Participants)	24	24
Mean	74.0	74.67
Standard Deviation	7.5	6.32
Min Score	64	64
Max Score	92	88

From the table above, it can be seen that the mean of the post-test result in experimental class was 74.0. The standard deviation was 7.5. The minimum score obtained was 64 and the maximum score which was obtained was 92. While the mean of the post-test result in control class was 74.67. The standard deviation was 6.32. The minimum score was 64 and the maximum one was 88.

Based on the descriptive data, it can be explained comprehensively that eventhough it looks from

the table of post-test's score that there was no significant difference between the experimental and control class, the significant difference can be found clearly between the changing score of pre-test and post-test in experimental class, the minimal score was 40 in pre-test to 64 in post-test and the maximal score was 80 in pre-test to 92 in post-test, while there was no significant difference between the changing score of pre-test and post-test in control class, the minimal score was 60 in pre-test to 64 in post-test and the maximal score was 80 in pre-test to 88 in post-test.

Obtaining data description, the researcher categorized the scores in qualitative category.

This was to describe students' speaking skills between experimental and control class. The categories are very good, good, fair, poor, and very poor (Nurgiyantoro, 2001: 399). The categorization was based on the ideal mean and standard deviation. The ideal mean is obtained from 60% of the maximum score and the ideal standard deviation is one-fourth of ideal mean. The possible maximum score is 100. Therefore the ideal mean is $= 60\% \times 100 = 60$ and the ideal standard deviation is $= 0.25 \times 60 = 15$. The following table will indicate the criterion of the scores.

Table 4. 3 The Categorization of Scores

Sigma Scale	Number Scale	Class Interval	Category
+1.5	$60+1.5(15) = 82.5$	> 82.5	Very Good
+0.5	$60+0.5(15) = 67.5$	$67.6 - 82.5$	Good
-0.5	$60-0.5(11) = 52.5$	$52.6 - 67.5$	Fair
-1.5	$60-1.5(11) = 37.5$	$37.6 - 52.5$	Poor
< -1.5	$60-1.5(11) = 37.5$	< 37.5	Very Poor

From the table, it can be seen that the very good category included the students who got score higher than 82.5. Good covered the students who got score between 67.6 and 82.5. Fair fit the pupils gaining 52.6 through 67.6. Poor covered the students acquired the score between 37.6 and 52.5. Very poor was for the students obtaining score lower than 37.5. The researcher classified based on the categorization of the scores number of the students who got very good, good, fair, poor, and very poor into percentage. The following table is the percentage frequency distributions of pre-test result in experimental class:

Table 4. 4 Frequency Distribution of Pre-Test Score Categorization in Experimental Class

Class Interval	F	Percentage	Category
>82.5	1	4.17%	Very Good
$67.6 - 82.5$	2	8.33%	Good
$52.6 - 67.5$	7	29.17%	Fair
$37.6 - 52.5$	14	58.33%	Poor
< 37.5	0	%	Very poor
Total	24	100%	-

Based on the table, one student was classified of having very good category of speaking skill before applying Communicative Language Teaching, 8.33% of the students belonged to good category. 29.17 % of students were in fair category. However, As many 58.33% of them belonged to poor because they got score between 37.6 up to 52.5. In short, most of the students or 58.33% of them were in poor category of comprehension. Next, it is the percentage distribution in Control Class.

Table 4.5 Frequency Distribution of Pre-Test Score Categorization in Control Class

Class Interval	F	Percentage	Category
>82.5	0	0%	Very Good
67.6 - 82.5	20	83.33%	Good
52.6 - 67.5	4	16.67%	Fair
37.6 - 52.5	0	0%	Poor
< 37.5	0	0%	Very poor
Total	24	100%	-

The table shows that none of the students was categorized into very good level of speaking skill before involved in the teaching - learning activity. As many 83.33% of them belonged to good because they got score between 67.6 up to 82.5. None of students belonged to poor and very poor because there was no percentage of students who was scored between 37.6 up to 52.5. It can be concluded that most of the students or as many 83.33% of them were in good category. Next, the percentage of frequency distribution of posttest result in Experimental Class can be seen in the table below.

Table 4.6 Frequency Distribution of Posttest Score Categorization in Experimental Class

Class Interval	F	Percentage	Category
Ø 82.5	2	8.33%	Very Good
67.6 - 82.5	19	79.17%	Good
52.6 - 67.5	3	12.5%	Fair
37.6 - 52.5	0	0%	Poor
< 37.5	0	0%	Very poor
Total	24	100%	-

The table displays that there were two of twenty four students who belonged to very good category, 79.17% of them were in good category after being involved in Communicative Language Teaching. 12.5% of them belonged to fair because they got score between 52.6 up to 67.5. None of students was belonged to poor and very poor category. It can be concluded that most of the students, or as many 79.17%, were in good category. The percentage of frequency distribution of posttest result in Control Class is displayed below.

Table 4.7 Frequency Distribution of Posttest Score Categorization in Control Class

Class Interval	F	Percentage	Category
>82.5	3	12.5%	Very Good
67.6 - 82.5	20	83.33%	Good
52.6 - 67.5	1	4.17%	Fair
37.6 - 52.5	0	0%	Poor
< 37.5	0	0%	Very poor
Total	24	100%	-

The table shows that three out of twenty four students who belonged to very good category. As many 83.33% of them belonged to good category because they got score between 67.6 up to 82.5. Only one student who was classified in fair category because the score was between 52.6 up to 67.5. It can be concluded that most of the students, or 83.33%, belonged to good category.

From the table above, the researcher concluded that there was significant difference between pre-test and post-test result in experimental class and control class. Previously in the pre-test as many 58.33% of the students in experimental class were in poor category. However, after getting treatment by using Communicative Language Teaching, the students moved to good category with percentage 79.17% of all students.

However, in the control class as many 83.33% of students were already in good category. After having a learning process without special

treatment, most of students who were in that good category had a slight difference to become 79.17%, who were also still in good category.

Hypothesis Testing

The researcher used Chi Square for two independent samples to prove whether Communicative Language Teaching was effective in teaching students' speaking skill in speaking 1 class or not. The scores were placed in the following table and calculated by the formula.

Table 4.8 The Effectiveness of Treatments

Class	The effectiveness of Treatments		Samples
	Effective	Not effective	
Experimental	22	2	24
Control	11	13	24
Total	33	15	48

After analyzing the hypothesis by Chi Square two independent samples with the 5% level of significant and 1 degree of freedom (df), the value of Chi Square table is 3.841, the researcher found that the Chi Square observed was higher than Chi Square table ($9.70 > 3.841$). Therefore, Communicative Language Teaching is effective in teaching speaking to the first semester students of English Department at Ahmad Dahlan University in academic year 2012/2013.

REFERENCES

Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik: Edisi Revisi*. Jakarta: PT. Rineka Cipta.

Ary, D., et al. (1990). *Introduction to Research in Education* (4thed.). Orlando, FL: Harcourt Brace.

Black, P. & William, D. (1998). *Inside the Black Box. Raising Standard Through Classroom Assessment*. Phi Delta Kappan 80 and at <http://www.pdkintl.org/Kappan/>

CONCLUSION

Based on the explanation and the result of data analysis in the previous chapters, the researcher draws some conclusions as follows:

There was no significant difference between students who were taught with and without Communicative Language Teaching. It is proved by the descriptive analysis in which the mean of post-test in the experimental group was 74.0 and, it was 74.67 in the control group. Standard deviation in the experimental was 7.5 and it was 6.32 in the control group. However, there was significant difference between pre-test and post-test results in the experimental class and control class. Previously in the pre-test, 58.33% of the students in the experimental class were in poor category. However, after they got treatment by using Communicative Language Teaching the students moved to good category with percentage 79.17%. However, in the control class 83.33% of students were already in good category. After having a learning process without special treatment, most of students who were in that good category had slight difference to become 79.17% who were also still in good category.

Communicative Language Teaching is effective in teaching speaking to the first semester students of English Department at Ahmad Dahlan University in academic year 2012/2013. It was proved by Chi Square (x^2)_{observed} score was which higher than Chi Square (x^2)_{table} ($9.70 > 3.841$).

klba9810.htm. Accessed from <http://www.myenglishguru.com/teacherforum/teaching-speaking.html> on august 6, 2012, at 07 am.

British Council. *Paralinguistics*. Accessed from <http://www.teachingenglish.org.uk/knowledge-database/paralinguistics> on June, 13, 2012 at 4 pm.

Brown, G & Yule, G. (1997). *Teaching the Spoken Language*. Cambridge:

- Cambridge University Press.
- Byrne, D. (1997). *Teaching Oral English*. Edinburgh: Longman Limited.
- Celce, M. & Murcia. (2001). *Teaching English as a Second or Foreign Language* (Third Edition). the United States of America: Thomson Learning Inc.
- Chaney, A.L., & Burk, T.L. (1998). *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon.
- Cohen, L, et al. (2000). *Research Method in Education: Fifth Edition*. London: RoutledgeFalmer.
- Cook, T.D. & Campbell, D.T. (1979). *Quasi-Experimentation: Design and Analysis Issues for Field Settings*. Boston, MA: Houghton Mifflin.
- Creswell, J.W. (2008). *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research: Third Edition*. New Jersey: Pearson Education, Inc.
- Edge, J. (1989). *Mistakes and Correction*. England. Longman.
- Ellis, R. (1996). SLA and Language Pedagogy. *Studies in Second Language Acquisition*, 19, 69-92.
- Fulcher, G. (2003). *Testing Language Speaking*. Great Britain: Pearson Education Limited.
- Harmer, J. (2001). *The Practice of English Language Teaching*. England: Pearson Education Limited.
- Harmer, J. (2007). *The Practice of English Language Teaching*. England: Pearson Education Limited.
- Hatch, E., & Lazaraton, A. (1991). *The Research Manual: Design and Statistics For Applied Linguistics*. New York, NY: Newbury House.
- Lazaraton, A. (2001). *Teaching Oral Skill (in Teaching as Second and Foreign Language, Third Addition)*. USA: Thomson learning, Inc.
- Lee, J.F. & Vanpatten, B. (2003). *Making Communicative Language Teaching Happen*. New York: McGraw-Hill.
- Lightbown, P.M. & Nina, S. (1999). *How Language are Learned*. New York: Oxford University Press.
- Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- Luoma, S. (2004). *Assessing Speaking*. The United Kingdom. Cambridge University Pres
- Madsen, H. S. (1983). *Techniques in Testing*. London: Oxford University Press.
- Molenda et.al. (1996). *Instructional Media and Technologies for Learning*. United States of America: Prentice-Hall, Inc.
- Myenglishguru. *Problem with Speaking Activities*
- Neufeld, V. (1995). *Webster's New World College Dictionary*. Ohio: Lexi-Comp, Inc.
- Nunan, D. (1993). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (1998). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Oller, J.R., & Johm, W. (1979). *Language Test at School*. London: Longman
- Oxford, R.L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House.
- Richards, J.C. & Renandya, W.A. (2002). *Methodology in Language Teaching; An Anthology of Current Practice*. New York: Cambridge University Press.
- Richards, J.C. (2006). *Communicative language Teaching Today*. New York: Cambridge University Press.
- Richards, J.C. (2008). *Teaching Listening and Speaking from Theory to Practice*. The United States of America: Cambridge Press University
- Russel, C. *What is the Meaning of Colloquial Language?* Accessed from http://www.ehow.com/about_6589382_meaning-colloquial-language_.html on July 20, 2012.
- Shoebottom, P. *Important Information about Phrasal Verb* accessed from <http://>

esl.fis.edu/vocab/phrasal/phrasal-important.htm, on September 3, 2012 at 08.05 a.m.

Sugiyono. (2010). *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Sukirman. (2009). *Improving Students' Speaking Proficiency Through Contextual Teaching And Learning*. Solo: SebelasMaret University.

The National Capital Language Resource Center. (2004). *The Essential of Language Teaching*

Accessed from <http://www.nclrc.org/essentials/speaking/goalsspeak.htm> on august 12, 2012 at 1:22 pm.

Thornburry, S. (2002). *How to Teach Speaking*. Edinburg: Longman.

Ur, P. (1996). *A Course in Language Teaching*. Cambridge: Cambridge University Press. <http://www.nclrc.org/essentials/speaking/spindex.htm> (retrieved on august 3, 2012 at 7:13 am).

REVEALING STUDENTS' EXPRESSIVE WRITING THROUGH DIALOGUE JOURNAL WRITING

Maida Norahmi

Palangka Raya University, Central Kalimantan, Indonesia
maida.norahmi@gmail.com

Abstract: Regarding the demand of literacy skill, the topic of enhancing writing skill authorizes the discussion of English teachers under the concern of English language teaching. As the result, it comes to the decision that students have to write as much as they can about the topic chosen, even about what they do not know. Ignoring the burden on the students, the teachers, frequently, insist their students to perfectly write excellent ideas with no grammar errors. In the attempts to minimize this misleading perception, this paper reveals the ideas to put more appreciation on what students expressively write. This kind of expressive writing is recorded on dialogue journal notebooks in which they can freely express their ideas in their writing. Dealing with the focus of this paper, the samples of students' expressive writing were taken from students' journal notebooks during Writing 1 class in the University of Palangka Raya. The result of analysis on the samples emerges that the students become more easily to generate ideas based on what they think and feel in writing their dialogue journal. Dialogue journal writing can set the students free from the burdens of writing in perfect language use and of writing under unfamiliar writing topics in producing their own piece of writing.

Keywords: *expressive writing, dialogue journal, journal writing, writing topic*

INTRODUCTION

The teaching of English covers four macro skills to be taught to the learners, namely listening, speaking, reading, and writing. It seems that the speaking skill receives much more dominant position in recent community since the perception tells that speaking skill is a prominent need in international communication. The teaching and learning process of English, then, is centered to make the learners able to speak fluently. This assumption leads to put writing skill a bit aside of focus. In Indonesian context, there is a tendency that many secondary English teachers put insufficiency of attention and time allocation for teaching writing (Cahyono &

Widiati, 2012). Consequently, lacks of attention in writing skill create avoidance for the teachers in motivating students to be confident in writing their ideas and appreciating what they have already written.

However, in Western community, the mastery of writing skill is viewed more useful due to its representation of higher intellectual levels, future job prospect, and learning success. That is why writing is viewed as a high appreciated skill since it is an indicator of social, job, academic, and intellectual achievement (Czerniewska, 1992). It means that literary mastery gets more emphasis since the demand of having capability in literacy is getting higher over years. Regarding the demand of literacy mastery, it

is quite reasonable to have special portion for teaching writing in every level of school age, even at very young age. Dealing with young age learners, the teaching of writing is intended to build writing habit to make the students love pouring their feelings or opinions through a piece of written work.

Unfortunately, in traditional implementation of teaching writing, the students are likely burdened by the pressure of linguistic aspect of writing. They are required to write grammatically correct. Concerning this misleading practice, Mukminatien (1991) finds the practice of teaching writing is much focused on structure-oriented process, and then writing class is supposed to be similar to grammar exercises. This class situation may potentially leads the students feel bored and unmotivated to write. As a result, students' performance in writing seems to be unsatisfactory. Since the students, unconsciously or not, give their attention more to the sentences constructed, they frequently neglect the elaboration and organization of the ideas. Besides, the difficulties in constructing the sentences inhibit the students to emerge and elaborate their ideas. Such condition should not happen when the literacy skill is required to represent students' learning success. Then, it becomes a need to make the focus a bit move from the focus on the language form to the content of writing product.

Another problem that is frequently faced in writing is the difficulty in emerging ideas. In many cases, teachers are sometimes disappointed of having poorly-elaborated writing products from their students. The problem found is related to what Bryne (1984) points out as linguistic and cognitive problem. Linguistic problem comes when the writer is required to maintain and sequence the sentences in order to be correctly interpreted since the sentences will have much attention from the readers. Cognitive aspect challenges the writer to emerge and organize ideas to create effective communication. These problems are assumed to have much influence when someone writes. Concerning to the problems, Cahyono (2001) expects that

the teacher give some intervention during the writing process. The teachers are challenged to minimize the influence of linguistic and cognitive problems faced.

In order to make the students motivated and more confident to write, the focus of writing should not be only given to the perfect language using and the length of writing products. The general perception towards "traditional writing" should be moved to the more expressive one, in which the writers are given more freedom and appreciation in writing. Related to the point, Calkins (1994) argues that writing is not only the act of recording words, but it is also a medium for someone to tell a story of ideas representing his/her life experiences. Then, the teaching of writing is to encourage the students to write their life experiences in the form of written product. It means that the writing topic should be familiar to the students so they can relate the ideas to be written with their background knowledge. Every student should be given the opportunity to view writing as a way to represent experiences. In this case, writing own experiences can be one of the ways to write expressively since the writers are not fully chained to the rule of writing forms. To give students such writing experience, teachers must show their students that they see the value in and potential joy of writing. In order words, the teachers of writing are expected to create joyful and non-threatening activities in writing class.

Concerning the problems, in the context of EFL and ESL learning, Hudelson (1989) encourages the use of expressive writing to make learners share themselves. This kind of writing relates to individual experiences, feelings, and emotions. Then, she suggests starting by writing dairies or journals. In line with Hudelson's suggestion, Peyton (1993) add that writing journal provides an opportunity to use English in non-threatening condition to the students. Dealing with journal writing, the teacher may not concern with students' writing accuracy in order to motivate students to write. The focus, then, is put on students' thinking

and reactions so that they can express their feeling and thoughts freely. In other words, the focus tends to be on the real communication instead of the form. It does not mean that the language form is neglected in assessing the writing products. The errors in constructing the sentences and the wrong diction should not be directly corrected on the paper. However, it can be indirectly done while giving some responses on what the students have written.

The use of journal writing is expected to broaden the purpose of writing and audience through feedback given during journal writing and to help students to find and arrange ideas in non-threatening condition. In line with this, Harmer (2004) adds that journal writing helps the students to write on their own liberty since there is no tight limitation on style, genre, topic, or speed of writing. By writing a journal, students can express themselves freely so that they can share their emotions, feeling, ideas, and problems with friends, teachers or other people who read their writing piece. It is expected that the students can gain many responses to emerge and improve the quality of their ideas. Moreover, by practicing writing regularly, students are helped to build a bridge to a higher level of communication in their future written communication. Furthermore, the students realize the importance of writing as their need then they write as their habitual activity. To emerge the joy and the importance of writing, the students are shown that writing is not an activity in which their grammar knowledge is tested. That is why the issue of expressive writing comes as one of the offer to make the student feel enthusiastic since they write about the topic familiar for them and are free from grammar judgment.

It is not a simple effort to make writing activities as habit. In this case, the opportunity to have the students write as their daily activity should be provided. According to Calkins (1994), one of the ways to make writing activity could be incorporated in the class every day is through the use of dialogue journals. Students are given the chance to write about whatever topic they

choose to write about. Offering students the opportunity to choose their topic allows for a positive writing experience. The students feel free to write what they want to write. This can be motivation for them to write more and to view writing as habit. Hence, dialogue journal writing is also suggested to be utilized in building students' writing habit.

Dialogue journal can be so much helpful in motivating students to write and creating more interesting writing atmosphere (El Khoiri, 2006; Liao & Wong, 2010; Mukminatien, 1991; Naba'ah, 2013; Sutikno, 2004). The chance for the students to express themselves freely through writing is much provided. The students have their own liberty to view the writing from their own perspective. This situation makes the students write under communicative and interactive activities without focusing much of the language form. Since writing is carried out in regular time, someone who involve in journal writing has an opportunity to reflect on what and how much they are learning. Moreover, what has been done through dialogue journal writing can be used by teacher as writing samples to assess the students authentically (O'Malley & Pierce, 1996). Therefore, when the students are able to write expressively, writing is viewed as something joyful since they feel more ease to express what they think and feel through written form. Then, writing activities can be served as habit and the writing products can also be treated as authentic assessment.

DISCUSSION

The samples of students' expressive writing were taken from students' journal notebooks. The subjects were the second-semester students taking Writing II class of English Education Study Program, University of Palangka Raya. There were 50 journal entries being analyzed on the purpose of the paper. The entries were randomly chosen from 10 students among 44 students in the class. The analysis on the samples was based on the findings stating that dialogue journal writing is helpful for the development of students' self-expressions and

students' empowerment (Ghahremani-Ghajar & Mirhosseini, 2005; Mansor et al., 2011). In this paper, the elaboration of students' self-expression is divided into three points – stating opinions, showing preferences, and sharing experiences.

Stating Opinions

According to the analysis, it is shown that most of samples were written based on the writers' opinions towards the topic. The writers sometimes ask for the readers' opinions as well as asking for readers' agreement. It reveals that such expressive writing make the writers convenient to show their opinions to whoever reads their writing. Writing in dialogue journal helps the writers to be confident that there is someone having the same opinions or ideas with them, or at least, someone who cares about what they think. The following is how the opinions are stated.

Excerpt 1 : *My favorite day is Wednesday. Wednesday is the end of my course. I think if*

Wednesday have arrived, I am feeling happy. I have a lot of time to all of my work such as I can do my exercise with better without I do with hurry up....

Excerpt 2 : *....Adam Young always looked neat when he dressed, and not only that every what*

was he wrote in his lyrics songs the words has meaning that can make me feel like I am in to the story what the lyrics says. Adam Young is creative man because he wrote the lyrics and made the instrument in genre electronic pop is by himself....

Excerpt 3 : *....I think hanging out with the family was very nice but it can only when holiday only. And I think watch news on TV also sometimes interesting news corruption. I do not like....*

The samples present how the writers express their opinions towards the topics. They try to elaborate the topics according to what they see from their own perspective. In excerpt 1, the writer shows that she loves Wednesday because she has more time to do her school tasks. That is why, from her perspective, Wednesday makes

her happy. Excerpt 2 presents writer's opinion about his favorite singer. He expressively writes what he feels when listening to the songs written by the singer. It is seen that the writer are not afraid to admire the singer although he knows the readers possibly disagree with him. Another writer assumes that watching news can sometimes be an interesting activity as being stated in Excerpt 3. In her writing, she also states that hanging out with family is nice idea but it can only be enjoyed in certain time. Therefore, the journal entries written expressively give the writer liberty to state whatever they think although their opinions or beliefs can be different from the readers.

Showing Preferences

Some of the samples show that the writers tend to be more expressively in writing whether they like or hate something. Commonly, they state the reasons or opinions after showing their preferences. They also sometimes ask for the readers' preferences. It can be assumed that they need to know others' statements which are the same with theirs. Samples also emerge that the writer are not burdened to say what they like or why they do not like something, even they know many readers will not agree with them. The following shows how the writers show their preferences.

Excerpt 4: *....I very like coffee because the coffee makes me enjoy and no sleepy. By the way, what drinks do you like?....*

Excerpt 5: *....its make me not really enjoyed when we eating, especially since I don't like to eat fish-based food. One day, the tour guide took us to eat fish, and I can only drink ☹. I really don't like fish, tasted fishy though it has been cooked.*

Excerpt 6: *My favorite animal is dog, and I like puppy very much. Because it is so cute, it has beautiful fur, its face is funny and make me want to kiss and embras it....*

Excerpt 4 shows what kind of drink the writer likes and the reason to support her statement. It can be clearly seen that the writer tries to show how much she loves coffee. The question given might be a real question or she only tries to ask

for the readers' same preference about favorite drink. Excerpt 5 describes the writer's disliking towards fish. She tries to express her hurt feeling when she has to eat something related to this kind of food. Beyond her statement, she might ask for the readers' understanding and acceptance that food made of fish tastes bad. In this case, she want to have readers' support that she is still doing right of disliking fish-based food. The last excerpt, the writer wants to show the readers that having puppy is exciting. Then, she also asks for the readers' agreement of why she loves puppy by describing her reaction when seeing her puppy. Those excerpts cover the power of journal writing as a medium to show someone's preference.

Sharing Experiences

One of the merits of implementing dialogue journal writing is to facilitate the writer to share their life experiences. Most of the samples narrate what events the writers have passed. In this case, the interaction between the writers and the readers takes place. The writers express their impression, emotional advice, and emotional encouragement based on the topic. Furthermore, beyond their writing, it seems that the writers want to invite the readers' interest and curiosity towards their stories. The way of sharing experiences is shown as follows.

Excerpt 7: *...It is died kill by some people. I am so sad knowing that it have die. Maybe, they are hate it, because they are not like it. Although they are never in hurt, not a bit with it. That is makes me depressed.*

Excerpt 8 : *....I saw so many trees which is so beautiful on the both of side way. I saw some*

beautiful hills too. Although we were tired, we still could enjoyed that trip. While I enjoyed that trip, suddenly my motorcycle's chain was broken. I was very scared, but fortunately my father brought another chain in our motorcycle's seat. So, my problem could be fixed and we continued the trip....

Excerpt 9 : *....Possibility, my father drove his motorcycle high speeding. So, he cannot avoid me who suddenly stop to avoid a cat on the*

street. Everyone feel happy in their holiday, but it is not for me. I think, it is a way of God. So that, I can be someone is more carefully and more patient. I believe God's plan is always beautiful than our desire.

Excerpt 7 - 9 are the samples of how the writers involve their readers into their stories. Through their writings, they invite the readers to present or to feel what happened at that time. Many times, the writers show their impression by stating the feeling towards the events they experienced. They are attempting to make the readers feel what they feel and see what they see. In many cases, dialogue journal writing is much powerful in creating the interaction between the writers and the readers. This is one of the reasons why dialogue journal is served as an interactive and communicative writing activity.

All of the samples presented previously show that there are many errors in tenses and sentence construction. Such errors are commonly found in journal entries written by EFL students; even they are in the university level. Nonetheless, the errors are not the focus when journaling activities are talking about. As the teachers, certainly, the errors can be quite disturbing. To correct the errors, the teachers are suggested to give the correction indirectly through the comments given. Although the sentences are poorly constructed, the ideas can still be caught by the readers. Hence, the ideas that the students wants to write can be flowed properly. In this case, the students are set free from the burden of the grammatical judgement. This opportunity makes the students feel more confident and safer to share their ideas, opinions, emotions, and feelings so that they can write those freely in their written tasks.

CONCLUSION

The issue of expressive writing discussed in this paper is aimed at giving alternative writing activities to the teachers who find difficulty in having the students write well. Expressive writing means providing the students more chances to write freely about the topic they

have experienced. The teacher should not only focus on the language form but also on how successful the students express their ideas, opinions, and feelings through written products. Expressive writing can be carried out through the implementation of dialogue journal writing. Such writing activity offers more joyful and interactive writing activity. Students write under less pressure of perfect language use and write more authentic piece of writing since it is related to their own experience or background knowledge. In some studies, dialogue journal writing eases the students to flow their ideas under familiar topic chosen or the topic they choose. Furthermore, the students are exposed to a natural and convenient way to writing. Based on the merits offered, it is assumed that the students will be more motivated, confident, and interested in writing.

Based on the paper, the effort to reveal students' expressive writing is conducted through

dialogue journal writing. In order to carry out such writing activities in the classroom, there are some suggestions to follow. Firstly, teachers should let the students to choose whatever topic they want to write about. However, the teacher should also prepare some familiar topic to anticipate that some students cannot decide their own writing topic. Secondly, to make writing as habit, the teachers should integrate journaling activity to regular schedule of writing class. It can be done 10-15 minutes before the class or it can be done by the students at home. The last, it is much suggested for the teachers to provide proper comments on students' writing to reveal students' expressive responses as the reaction towards the comments. What should be remembered is that to avoid giving direct correction and focusing too much on the language, except the errors made are much interfering the meaning.

REFERENCES

- Bryne, D. (1984). *Teaching Writing Skill*. Singapore: Four Strong.
- Cahyono, B.Y., & Widiati, U. (2011). *The Teaching of English as a Foreign Language in Indonesia*. Malang: State University of Malang Press.
- Calkins, L.M. (1994). *The Art of Teaching Writing*. Portsmouth, NH. Heinemann.
- Czerniewska, P. (1992). *Learning about Writing: The Early Years (Language in Education)*. Oxford: Blackwell.
- El Khoiri, N. (2006). *Dialogue Journals: What They are and How to Use Them*. Paper presented in the Workshop at the Faculty of Letters of State University of Malang, February 3, 10, and 17, 2006.
- Ghahremani-Ghajar, S., & Mirhosseini, S.A. (2005). English Class or Speaking about Everything Class?: Dialogue Journal Writing as a Critical EFL Literacy Practice in an Iranian High School, (Online), *Language, Culture and Curriculum Journal*, 18 (3): 286-299, (https://resources.oncourse.iu.edu/access/content/user/mikuleck/Filemanager_Public_Files/L501/Foreign%20Language/Ghahremani-Ghajar%202005%20EFL%20Dialogue%20Journals%20and%20Critical%20Literacy.pdf), Accessed July 2, 2013.
- Harmer, J. (2004). *How to Teach Writing*. UK: Pearson Education Limited.
- Hudelson, S. (1989). *Write on: Children Writing in ESL*. Englewood Cliff: Prentice Hall.
- Liao, M.T., & Wong, C.T. (2010). Effects of Dialogue Journals on L2 Students' Writing Fluency, Reflections, Anxiety, and Motivation. *Reflections on English Language Teaching*, (Online), 9 (2): 139-170 (http://www.nus.edu.sg/celc/research/books/reft/vol9/no2/139to170_liao.pdf), accessed on July 2, 2013.
- Mansor, M. et al. (2011). Self-expressions, Socialization and Learning in Dialogue Journals: Features of Beginner Writers in Second Language Writing. *International*

- Journal of English Linguistics*, (Online), 1 (2): 155-165 (<http://www.ccsenet.org/ijel>), accessed on June 24 2013.
- Mukminatien, N. (1991). Making a Writing Class Interesting. *TEFLIN Journal. An EFL Journal in Indonesia*, 4 (2), 129-135.
- Naba'h, A.A. (2013). The Effect of Using Electronic Journals on English Writing Performance of Jordanian Students. *International Arab Journal of e-Technology*, (Online), 3 (1): 37-43, (http://www.iajet.org/iajet_files/vol.3/no.1/The%20Effect%20of%20Using%20Electronic%20Dialogue%20Journals%.pdf), accessed July 2, 2013.
- O'Malley, J.M., & Pierce, L.V. (1996). *Authentic Assessment for English Language Teachers: Practical Approaches for Teachers*. New York: Addison-Wesley Publishing Company.
- Peyton, J.K. (1993). *Dialogue Journals: Interactive Writing to Develop Language and Literacy*, (Online), (<http://www.cal.org/resources/digest/peyton01.html>), accessed on November 1, 2013).
- Sutikno. (2004). *Improving Students' Ability in Writing by using Dialogue Journal at SMP Negeri 5 Malang*. Unpublished Thesis. Malang: State University of Malang.

THE APPLICATION OF THREE-MINUTE DESCRIPTIVE SPEECH TO ENHANCE STUDENTS' ORAL COMMUNICATION

Amalia Nurhasanah

IAIN Sulthan Thaha Saifuddin Jambi, Indonesia

amalia_cp@yahoo.com

Abstract: To most Indonesian students, speaking English a foreign language can be challenging, not to say difficult. Many factors influence how well someone can communicate orally in English, for instance: vocabulary mastery, grammatical knowledge, spoken discourse, and so forth. Therefore, I propose one technique to enhance students' oral communication namely "Three-Minute Descriptive Speech" which was executed during pre-teaching session. I applied this technique for two semesters and found that the students improve their oral communication. Also, reluctant students are gradually willing to both initiate conversation and response to other speakers. All in all, I want to share my experience of applying "Three-Minute Descriptive Speech" to the students of English Education Program of the State Institute for Islamic Studies, its detail procedures, as well as the advantages from the point of view of the students.

Keywords: *descriptive speech, pre-teaching activities, oral communication skill*

INTRODUCTION

Having studied English since elementary school, most students are still unable to produce oral English. They do not response teacher's questions or material in English. Most students prefer using their mother tongue to talk in the classroom, despite their major as English students. Such simple questions as "How do you go to campus?" will be answered in Indonesian "Nge-bis Mom. Macettadi di jalan." (By bus Mom. It was traffic). On the other hand, some students who are keen on speaking English are discouraged to speak since they do not have partners to make such a conversation or just a light chit-chat. It is a pity seeing such full-motivated students becomes reluctant to talk as a result of the absent partners to talk. Therefore, to be able to produce English as a foreign language fluently, one needs a long process, big amount of energy, and definitely

persistence to keep motivated to practice.

Therefore, I applied "Three-Minute Descriptive Speech" to the three classes of non-language skill classes (content subjects such Curriculum Development and Second Language Acquisition). Based on my observation, I found that this teaching technique was very useful and effective to improve students' oral communication. The students had built their confidence to stand before their classmates, such as controlling their voice and volume, directing their eye-contacts, and using body gesture. Reluctant students who were often mute started to respond. They became more active and involved in the classroom participations; for example: replying teachers' greeting and statements, asking simple questions during discussion, and initiating conversation.

However, to make this article more trustworthy, I did an inquiry on February 2014, with a research

question “How was students experience of practicing three-minute descriptive speech?”. Thirty students taken randomly from the three different classes were asked to answer an open-questionnaire which consists of thirteen questions. Questions and answers were in Indonesian as to gain richer data since students were able to articulate their real experience without any constraint from the language (Bismoko. 2008). The list of questions was constructed based on the theories on teaching English as a foreign language. The translated questions are mentioned as follow.

1. Did you enjoy having a chance to do “Descriptive Speech” for three minutes on your Pronunciation Practice or speaking class? Why?
2. How long did you prepare for the speech draft?
3. What kind of preparation did you do?
4. Which part of speech was the easiest to construct? Why?
5. Which part of speech was the most difficult? Why?
6. How did you feel after your lecturer and classmates give feedback?
7. What kind of follow up you did after getting the feedback? Explain please.
8. If you want to give feedback to the speaker, do you plan the questions? Either yes or no, give the reason.
9. Will you give more feedback on speaker’s performance, language, or content of the speech?
10. Did descriptive speech increase your motivation to communicate in English?
11. Were you more confident to communicate in English after performance?
12. Did descriptive speech improve your oral communication? In what way?
13. Will descriptive speech be useful to be applied for other classes? Why?
14. Do you have any suggestion on how to make descriptive speech program be more effective?

Three-Minute Descriptive Speech

In the Oxford online dictionary, the lexicographer defines speech (noun) as a formal address or discourse delivered to an audience (<http://oxforddictionaries.com>). For the sake of this research, I define a speech as a student’s individual performance in which s/he delivers a prepared speech draft consisting of opening, main body, and closing. Opening consists of greeting and statement to attract audience attention. The content or main body consists of identification and description of the object, whereas conclusion and parting should be in the closing.

Further, the term “descriptive” in this research refers to a text type namely descriptive text. Fathoni (2013) defines descriptive text as a text which elaborates an object, a place, a character, or any living object through our five-senses (its appearance, smell, sound, texture). The generic structures of descriptive text are identification and description. Operationally, I define descriptive speech as a speech in which the speaker explains an object, a living creature, a character, or a place to audience by identifying the selected object and describe completely its characteristics, say its appearance and its unique characters. As an addition, the speaker must tell audience the reason why s/he chooses that object.

This technique is considered as a pre-teaching activity since the ability to deliver descriptive speech is not the main goal of the subject, thus the time is not as much as the main subject. I decided to limit the time into three minutes not to have students’ burdened during the performance as after descriptive speech session, they have to focus on the main subject. In fact, pre-teaching session plays very significant role to effectiveness and success of learning. Harmer (2007) who proposed ESA (Engage-Study-Activate) as a teaching procedure assured that effective teaching will occur when students are emotionally engaged with what is going on in the classroom. Since students are dealing with English class, having warming up such

a descriptive speech will give them a bridge to main teaching material. Teachers might consider this pre-teaching activity as important to assess their students oral ability, such as their vocabulary and grammar mastery, pronunciation and articulation, and performance because “In order to pre-teach effectively, the teacher needs to identify what the learner already know and what might cause problems” (teachingenglish.org.uk).

Thus, for this research “three-minute descriptive speech” means a student three-minute speech in which s/he delivers a prepared-speech draft while showing the thing or object and later will get feedback from both the lecturer and classmates. The feedback contains some aspects, such as performance (voice, volume, body gesture, eye-contact), language (vocabulary use/diction, grammar), and content (the identification of chosen object, description). The idea of bringing the real object is for the sake of attracting students since most of the time each student competes to describe the unique and have never been presented before.

Before applying this technique, the teacher must explain the what, why, and how of “three-minute descriptive speech”. Since I applied this technique to the third semester college students, I had to recall their memory about descriptive text they had learnt at secondary school and gave elaboration on how to make and deliver a speech. I also told them criteria to assess during performance, such as performance, language, and content. The procedures of this technique are explained as follows.

Each student is scheduled on the beginning of a semester to make “a descriptive speech” which will be delivered changeably every meeting in the pre-teaching session. It could be three students in a row for every meeting. Since it is a descriptive speech in which students describe a single object, it is compulsory to bring and show the object during performance. During his or her performance, each student has three minutes to deliver their speech by showing the object of his or her own. Then, audiences (the classmates) are allowed to give feedback in terms

of performance, content, and language. Finally, the teacher can give constructive feedback to all speakers. Also, the speaker should respond to audience questions if there are any. Therefore, three-minute descriptive speech is full of oral English production from all classroom members; speaker, audience, and teacher.

DISCUSSION

An open-questionnaire was given randomly to 30 students who had ever experienced a three-minute descriptive speech on their last two semesters. The narrative data gathered from students’ answers then interpret as to gain a rich and full information on how this technique improve students’ oral communication skill. There are three themes (with each several sub-themes) I could gather as the answers the research question. It was found that the application of three-minute descriptive speech gave several influences to the students, for instance: raising confidence, increasing motivation, and enhancing students’ oral communication skill.

To the students, the “three-minute descriptive speech” raises their confidence considering their statements which reflects some indicators such became confident to initiate conversation through giving and responding feedback, were triggered to talk and think further about the object being described, and became more spontaneous to involve in communication. Here are some students’ statements which can support my analysis.

I like to perform spontaneously. I didn't prepare my speech my mum (Alf. S2)

Descriptive speech is so fun. After my friend performance, then I have to think further what to ask him or her. (Dev. S8)

I am happy and satisfied with descriptive speech. I am more confident and be brave to speak English (Shof.S2-S11)

Giving feedback is fun. I can be spontaneous because I dont know what the object he will describe (Wa2n. S7)

Lightbown and Spada (2001) stated that the absence of confidence will discourage students to communicate. As they are not confident, students will be afraid to make mistakes and reluctant to produce oral English. Therefore, I concluded that this “three-minute descriptive speech” gave significant effect to students. Having been given a chance to deliver a speech and later giving response to teacher and classmates’ feedback, students raise their confidence to communicate orally.

Further, the second theme of students’ experience in doing three-minute speech is increasing motivation. Harmer wrote that in order to be truly communicative, “...it was suggested that from the very beginning, students should have a desire to communicate something.” (2007, 69). The application of the “three-minute descriptive speech” to begin classroom meeting draws the students to engage with English. Since English is neither first nor second language, students need more rationale to produce oral language. The trigger in the form of speech and an obligatory to give feedback results in motivation to communicate. Student increased their motivation as the whole classroom atmosphere supports them to talk.

Descriptive speech pushes us to talk. Yup, I like the idea (Alf. S2)
This program to show us who is better in English. I am challenged (Tommy. S9)
If my friend give me feedback, it means I am successful in delivering the speech (Huda. S6)
It was challenging because I have to look for an object which can be described in detail and never been presented by my friend (Eld. S13)

From the above student statements, we can see that the techniques I applied for pre-teaching activity increased students’ motivation not only to push them to talk, but also challenge them to be better than others in terms of the content (object to describe) and performance. This useful technique could build students’ instrumental

motivation as they want to be successful in delivering the speech by indicating the amount of feedback given to them and also perform differently and better than their classmates. To Ellis (1997), instrumental motivation in the form of acts and efforts to produce oral language has a significant role on the success of language learning. Having experienced a three-minute descriptive speech, students were building their instrumental motivation to speak English as well as to compete to others brings about improvement in oral communication.

Further, the procedure of three-minute descriptive speech is already rich of language production. The speaker who delivers a speech and shows the object produces language which was probably rehearsed before performed in the class. On the other side, audiences are also triggered to actively participate through giving feedback from several aspects such performance, language, and the content of speech. Here are some students’ statements which articulated how significant the effect of three-minute speech towards their oral communication improvement.

Descriptive Speech makes me more active in talking (Devi. S20)
Through this program, I am trained to practice pronunciation and become more fluent to talk (Ros. S5)
Of course, this speech program added my vocabulary (Hakm. S4)
The object is real. I want to talk more about it. That’s why, I always question to the speaker (Tik. S11)
Because of the speech, I am accustomed to talk (Irm. S10)

From the above evidence, we can see that three-minute descriptive speech added students’ vocabulary, trained pronunciation and articulation, and drove students to produce more statement.

I could say that students are learning to communicate orally during descriptive speech session. There are various interactions.

Firstly, during the speech when speaker gives "input" to audience, the speaker tries to deliver the message across in a way it is simple, easy, and undistracted. Secondly, the interaction between audience and speaker occurs when the feedback is given. Harmer (2007, 266) stated "We modify what we write or say as we go along, based on how effectively we think we are communicating." Therefore, both interactions in the three-minute descriptive speech are very much rich of language productions from which students practice this kind of communication in their real world.

On the questionnaire I asked students to give some suggestions for more effective speech, especially if this technique is applied to their juniors. Most suggestions are to add more time for feedback session and more "unpredictable" objects. One of the students even suggested using a video recording of one's experience when visiting a certain place. This is a good suggestion especially if the speech focuses on recount text. Teachers, then, can modify this speech for any kind of text, such as recount, narrative, and other text types. In addition,

there is also an idea to make this program more fun and challenging, one student suggested to make a rule that each speaker must use five unfamiliar words in the speech. Teachers or lecturers may consider these worth-to-try suggestions when applying any three-minute speech as a pre-teaching activity.

CONCLUSION

The three-minute descriptive speech gives chance to all classroom members (speaker, audience, and teacher) to produce oral and written English such as; writing speech draft, delivering speech, giving feedback, and responding feedback. Further, teachers may consider these worth-to-try suggestions when applying any three-minute speech. Teachers can modify the speech (not limited only in descriptive speech), say recount speech, narrative speech, and other text types. To make this program fun and challenging, some rules can be applied such as: each speaker must use five unfamiliar words in the speech and the use of video instead of bringing the real object.

REFERENCES

- Bismoko, J. (2008). *Foundation of Research in English Language Studies and Social Sciences*. Yogyakarta; Graduate Program in English Language Studies Sanata Dharma University.
- Ellis, R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.
- Fathoni, A. Descriptive Text, Penjelasan + Contoh Update. <http://www.belajarbahasainggris.us/2012/02/teks-descriptive-descriptive-text.html>
- Harmer, J. (2007). *The Practice of English Language Teaching*. Hongkong; Pearson Longman.
- Lightbown, P. & Nina, S. (2001). *How Languages are Learned*. Oxford; Oxford University Press.
- Nunan, D. (1999). *Second Language Teaching and Learning*. Massachusetts; Heinle & Heinle Publishing.
- www.teachingenglish.org.uk/pre-teaching. 20th of March 2013 at 09.32 AM. Uploaded on Wednesday Januari 16, 2013 and downloaded on 28th of March 2013 at 10.34 AM.
- <http://oxforddictionaries.com/definition/english/speech?q=speech>. 28th of March 2013 at 10.34 AM.

THE EFFECTIVENESS OF AUTONOMOUS LEARNING IN INCREASING READING COMPREHENSION ACHIEVEMENT TO THE STUDENTS OF ENGLISH EDUCATION PROGRAM OF STAIN WATAMPONE

Muhammad Zuhri Dj.
STAIN Watampone, Indonesia
zuhrigbdije@gmail.com

Abstract: This study discusses about the effectiveness of Autonomous Learning in increasing reading comprehension achievement to the students of English Education Program of STAIN Watampone. The objectives of this research were to know the effectiveness of Autonomous Learning technique in increasing students' reading comprehension and to know whether Autonomous Learning is interesting or not to the students. The result of the test was obtained to prove the hypothesis and to establish the validity, analyzed the value of t-observation. It was proved by the result of students' test. The mean score obtained by the students in the post-test (21.27) was greater than the mean score of the students in pre-test (14.91). Besides, the data score of students' interest which were taken using questionnaire showed that 10 students (45.45%) got very high category while 12 students (54.55%) got high category. It means that the students have high anxiety in this technique. Autonomous Learning Technique gave better result to improve the students' reading comprehension achievement.

Keywords: *the effectiveness, autonomous learning, reading comprehension, achievement*

INTRODUCTION

The fundamental goals of reading activity is to know enough scientific concepts and to know the interpretation of the language. Tierney (1990: 12) states that the basic goals of reading are to enable the student to gain an understanding of the world and themselves, to develop appreciations and interests, to find solutions to their personal and group problems, and to develop strategies by which they can become independent comprehender.

Related to the description explained above, comprehension should be considered as the heart of reading instruction, and the major goal of that instruction should be the provisions of learning activities that will enable students to think about and react to what they read. Students

need comprehension skill that can help them to get the meaning from reading materials. However, the many students are still low in comprehending the reading material. There are many research results indicate that most of Indonesian students still find difficulties to comprehend English textbook. Muhammad Anas (2008: 1) claims that the difficulties come from many factors, such as the negative reading attitude, the lack of interest, reading knowledge, reading skill, and reading strategies (Muhammad Anas: 2008: 1). The other problems found by students such as shortage of prior knowledge, lack of vocabulary, and sort of the text. For example, in university level, there are many kinds of reading material such as magazine, brochure, and advertisement, which are used

to deliver to the students and they are expected to understand them.

To solve this problem, there should have technique to increase the students' interest to learn reading skill. Therefore, Autonomous Learning was chosen by the researcher to be examined in this campus to increase the students' reading comprehension achievement. Nowadays, Autonomous Learning is becoming more and more important in studying English because it not only can help students to improve their comprehension in reading but also develop their self-consciousness, vision, practicality, and freedom of discussion. These attributes serve to aid the students in their independent learning.

To make the Autonomous Learning successful, the teachers should know the students' preference learning style when they conduct the teaching learning process. There are three kinds of learning style that promoted by Scharle and Szabo, namely: auditory (hearing), visual (seeing), and kinesthetic or sensing bodily movement (Agota Scharle and Anita Szabo, 2000: 17). Each student has her or his own style and tends to prefer one style. Particularly in learning activity, students sometimes unconsciously perform their learning style. It proves by a study done by Rose Colin and Nicholl that more than 5.000 students in the United States, Hongkong, and Japan, the fifth until the twelfth class, showed preference in visual learning is 29 %, auditory learning is 34 %, and kinesthetic learning is 37 %. However, most of them tend to prefer visual learning style when they have grown into an adult. (Janghyunita, 2012)

In this case, the researcher chose the second group at the sixth semester English Education Department to be observed. This group was chosen because in this level, they have been taking lecture of reading in regular class and the researcher assumed that they have known many vocabulary items. It means some inhibiting factors like the lack of vocabulary items can be reduced when doing research. Therefore, the researcher hoped this technique could be applied successfully, especially in real class of reading

subject at STAIN Watampone. The objectives of this research were to know the effectiveness of Autonomous Learning technique in increasing students' reading comprehension achievement of the second group of the sixth semester English Education Department of STAIN Watampone; to know whether Autonomous Learning is interesting or not to the students of the second group of the sixth semester English Education Department of STAIN Watampone.

The scope of the research was limited to the teaching of English especially in reading comprehension to the students of the second group of the sixth semester of English Education Department of STAIN Watampone by application of Autonomous Learning. This study was restricted to the application semi-Autonomous Learning in reading comprehension which refers to preference of learning style. It involved three basic types of learning styles, namely (1) visual: learning by seeing and looking, (2) auditory: learning by hearing and listening, and (3) kinesthetic: learning by touching and doing. To learn, the learners depended on their senses to process the information around them. Commonly, most people tend to use one of their senses among the others.

Autonomous Learning

Pacing with the development of science and technology, knowledge is being replaced faster and faster. The students nowadays must be cultivated into lifelong learners to adjust themselves to the times of knowledge explosion. Therefore, Autonomous Learning becomes more and more important in learning, especially for the students at college. Autonomy is about people taking more control over their lives – individually and collectively. Furthermore, Dickinson in Nunan (1996: 155) accepts the definition of autonomy as a “situation in which the learner as totally for all of the decisions concerned with his or her learning and implementation of those decisions.”

Autonomy in learning means people taking more control over their learning in or out classrooms and autonomy in language learning

means people taking more control over the purposes for which they learn languages and the ways in which they learn them. Autonomy in learning is achievable if all the members of a class cooperate and help one another, including teachers and students. By applying Autonomous Learning as teaching technique, the classroom will be designed communicatively based on the students' need and interest. The practice of Autonomous Learning which plays the communicative activities is believed as the solution to break some difficulties in teaching English as a foreign language particularly reading skill at university level. This technique leads students to be active learning from the passive learning. Ellis and Sinclair in Ozgur Yildirim (2012) state that "Autonomous Learning helps learners taking on more responsibility for their own learning because learning can be more effective when learners take control of their own learning because they learn what they are ready to learn; those learners who are responsible for their own learning can carry on learning outside the classroom; and the learners who know about learning can transfer learning strategies to other subjects.

Kinds of Autonomous Learning

Dickinson in Nunan (1996: 155) stated that there are two kinds of Autonomous Learning, namely:

1. Full Autonomous Learning (FAL)

Full autonomous means a situation in which the learner is very responsible for all of the decisions concerned with his or her learning and the implementation of his or her decisions. In full autonomy, there is not involvement of a teachers or institution. Moreover, the learner has to prepare material by his or her own self. However, it is seldom to be applied because it will be very difficult for students to study and prepare their materials without their teacher's help.

2. Semi Autonomous Learning (SAL)

In this case, the students lead to learn actively. It means the students should be encouraged to do some learning by doing

on their own learning preference under the teachers' guidance. At the same time, the teachers should adopt a new teaching technique to complete the transition from the teachers-centered teaching model to the student-centered one. Moreover, the teachers' role has changed in this process, but just partially not totally.

Application of Autonomous Learning Activity

1. Teachers' Role in Autonomous Learning Activity

According to Franklin (2012), to make learner autonomy a reality, teachers should seek to develop students "higher mental processes". He distributed these key points that should be made as a part of teaching and course design for Autonomous Learning to become a reality, they are:

- 1) An understanding of the learning process – reconstruction of self as reflective learner (that is to say, not the empty vessel, isolated learner model).
- 2) Clear identification of course/session learning objectives.
- 3) Lecturer/students identification of students' initial knowledge.
- 4) Establishing learner partners in modules – for exploration of ideas, shared essay reading through skimming and scanning.
- 5) Identifying key and extended reading and ensure availability for students – handouts, library, and internet.
- 6) Identifying the key written demands.
- 7) Providing opportunity for written feedback of learning – use of logs, conferencing.

Related to teachers' role in conducting Autonomous Learning, the teachers should design his or her teaching plan elaborately to attract the students to be involved in the teaching activities. Wangxin (2012), the teachers can apply the strategy in teaching as follows:

- 1) Setting up classroom collaborative learning.

- 2) Choosing the charming topics for discussion.
- 3) Mobilizing the enthusiasm of the whole class by top students.
- 4) Organizing a variety of classroom activities.

Thus, in order to be competent teachers, they should be characterized as the following:

- 1) Being in high spirit all the time.
- 2) Loving the students.
- 3) Having strong sense of responsibility.
- 4) Knowing some modern teaching methods.

One of the most important roles of teachers in an Autonomous Learning is a facilitator. Teachers are also in charge of motivating students to remain on the Autonomous Learning road. Because the role of the teachers as supporting scaffolding and creating room for the development of autonomy is very demanding and very important.

2. Students' Role in Autonomous Learning
The application of Autonomous Learning involves students' activation. This technique emphasizes on learner centered. Therefore, the students have role in this activity. Wangxin (2012), the students can learn how to learn autonomously under the guidance of the teachers as stated below:
 - 1) Be able to use different channels to get as much information as possible.
 - 2) Be active in the process of classroom learning.
 - 3) Be ready to take certain charge of his or her own learning.
 - 4) Overcome to the complete dependency on teachers.
 - 5) Learn to impose his or her self-discipline.
 - 6) Learn to monitor his or her own learning process.

METHODOLOGY

The method used in this research was quantitative method because the researcher conducted the data in form of number. And, this research used experimental design with

one group in the pre-test and post-test design. In collecting data, the researcher used pre-test and post-test to measure the effectiveness of Autonomous Learning Technique. The instrument of the research used a reading test in multiple choices. The students were asked to understand a reading text by answering some questions that were related to the reading text. The number of questions given in pre-test and post-test was 30 questions. Besides, the researcher also gave a list of questionnaire to the students to know their interest about Autonomous Learning Technique. The questionnaires consist of 20 questions. The researcher used Likert Scale to examine the students interest after being taught by using Autonomous Learning Technique.

Procedure of Data Collecting

The procedure of collecting data was presented in chronological order as follows:

1. Reading test
To collect the data, the researcher did some steps based on the procedures below:
 - a) Pre-test
Before doing the treatment, the students were given pre-test to know their basic achievement in reading. The purpose of giving pre-test to know the students' ability in comprehending some text. In this test, the researcher spent 90 minutes to do it.
 - b) Treatment
At first, the researcher gave the students pre-test to identify their understanding about reading comprehension. After that, the researcher distributed questionnaires to identify students' learning style. Then, the students were grouped and treated based on their learning style, namely visual, auditory, and kinesthetic. In the teaching and learning process, there were eight meetings and the researcher spent 45 minutes for each meeting.
 - c) Post-test
After completing the meetings, the post-test were given to the students. The result of pre-test and post-test were

calculated in order to measure whether or not the students got progress in reading comprehension toward the application of Autonomous Learning. The post-test given to the students was same with the pre-test.

2. Questionnaire

The students were given the first questionnaire before the treatment to categorize the students' preference learning style. The second questionnaire was about students' interest, which was given after giving the post-test or the last section of data collection procedures.

Technique of Data Analysis

1. In analyzing the data, the researcher employed some steps (Suharsimi Arikunto, 2002) as follows:

- Scoring the students' correct answer of pre-test and post-test.
- The result of the pre-test and post-test was classified into some score (Depdikbud in Mutmainna, 2009: 31) as follows:

Score 9.6 – 10	: Excellent
Score 8.6 – 9.5	: Very Good
Score 7.6 – 8.5	: Good
Score 6.6 – 7.5	: Fairly Good
Score 5.6 – 6.5	: Fairly
Score 3.6 – 5.5	: Poor
Score 0 – 3.5	: Very Poor

c. Finding out the mean score of each test (Hartono, 2004: 30), by using the following formula:

Where: M : mean score
 $\sum D$: The sum of all scores
 N : The number of students

d. Calculating the frequency and the rate percentage of the students' score (Gay in Mutmainna, 2009: 32) :

$$p = \frac{f}{n} \times 100\%$$

Where : p : Percentage
 f : Frequency
 n : The total number of students

e. Calculating the Standard Deviation of the students' score in pre-test and post-test by

using the following formula:

$$D = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Where :

SD : Standard deviation
 $\sum X^2$: The sum of all the square
 $(\sum X)^2$: The square of the sum
 N : The total number of students

f. Finding out the significant different between the pre-test and post-test by calculating the value of the test.

$$D = \frac{\sum D}{N}$$

Where :

D : The mean of the different score
 $\sum D$: The sum of all scores
 N : Number of students

g. Calculating the value of t-test of the hypothesis concerning the difference between pre-test and post-test using the following formula:

t =

Where:

t : test of significance
 \bar{D} : the difference of mean score
 $\sum D^2$: the sum of the difference score
 N : total numbers of sample.

h. Deciding the significance of Autonomous Learning Technique in increasing students' reading achievement:

$T_{\text{test}} \geq T_{\text{table}}$: Having significant influence

$H^1: \mu^1 > \mu^2$ or $P\text{-value} < \alpha 0.05$

$T_{\text{test}} \leq T_{\text{table}}$: Having no significant influence

$H^0: \mu^1 = \mu^2$ or $P\text{-value} \geq \alpha 0.05$

2. Questionnaire

The researcher gave questionnaire to the sample of the research after giving post-test. The questionnaire was used by the writer was based on the Likert Scale. The options for the statement that was used; strongly agree, agree, undecided, disagree, and strongly disagree. In this case, the questionnaire consisted of 20 statements, where 10 positive

statements and 10 negative statements. The aim of questionnaire that was used by the researcher was based on the Likert Scale to know the interest of students in increasing their reading comprehension through Autonomous Learning.

The data from questionnaire were analyzed using Likert Scale (Nana Syaodih Sukmadinata, 2005: 240) as follows:

Table 1. Likert Scale

Positive statement score	Category	Negative statement score
5	Strongly agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly disagree	5

The data which were taken from questionnaire show the percentage of students' interest in learning reading through Autonomous Learning. The rating scores were from 16 to 100 intervals. The questionnaire employed 5 categories. The interval of the students' interest on the questionnaire (Hasan Basri, 2012: 29) were seen as follows:

Table 2. Interval score of the students' interest

No.	Interval Score	Categories
1	84-100	Very High
2	67-83	High
3	50-66	Moderate
4	33-49	Low
5	16-32	Very Low

DISCUSSION

In this discussion, there are two sections. The first section deals about data analysis and discussions on the students' reading comprehension achievement. The data consist of the result of the students' pre-test, post-test, mean score, standard deviation, test of significance, and inferential analysis. The

second section deals about the data analysis and discussions on the students' interest of Autonomous Learning Technique. The data consist of the result of questionnaire.

The Students' Reading Comprehension Achievement

The students' reading comprehension achievement deals with the rate percentage of the students' score obtained through test, mean score, standard deviation, test of significance, and the result of inferential analysis.

1. The rate percentage of the students' score obtained through test are presented below:

Table 3. The Frequency and Percentage of the Students' Achievement on Pre-test

No	Interval score	Classification	Pre-test	
			Frequency	Percentage
1	9.6 - 10.0	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	Fairly	7	31.82%
6	3.6 - 5.5	Poor	13	59.09%
7	0-3.5	Very Poor	2	9.09%
Total			22	100%

Table 3 shows that before treatments were conducted, most of students were in poor classification with the highest rate percentage was 59.09%. Meanwhile, none of them was in excellent classification. It indicates that before the treatments were given, the level of the students' reading comprehension achievement was categorized into poor classification. It means that before treatment, the students' level in reading comprehension is not satisfy.

Before conducting treatment, the researcher distributed questionnaire to know the students' preference learning style. There were three types of learning style in this research. They were visual, auditory, and kinesthetic learning

style. Based on the result of the research, six students were categorized as visual learners, twelve students were categorized as auditory learners, and four students were categorized as kinesthetic learners.

The classification of the students' score after being given treatments are presented below :

Table 4. The Frequency and Percentage of the Students' Achievement on Post-test

No	Interval score	Classification	Post-test	
			Frequency	Percentage
1	9.0 – 10.0	Excellent	-	-
2	8.6 – 9.5	Very good	2	9.09%
3	7.6 – 8.5	Good	3	13.63%
4	6.6 – 7.5	Fairly Good	15	68.18%
5	5.6 – 6.5	Fairly	1	4.55%
6	3.6 – 5.5	Poor	1	4.55%
7	0-3.5	Very Poor	-	-
Total			22	100%

After getting treatment for several meetings, the students' scores increased. It is shown in the table 4. Two students got very good, three students got good, fifteen students got fairly good, one student got fairly, and one student got poor. The students who got poor decreased from thirteen to one student. It means that Autonomous Learning Technique successfully increases the students reading comprehension achievement.

2. Mean score and standard deviation

There is a significant improvement of students' reading comprehension after comparing the result of pre-test and post-test which have been presented in both of the tables (table 3 and 4). It is supported by the fact that the mean score of post-test is higher than of pre-test.

Table 5. Mean Score and Standard Deviation of the Students Pre-test and Post-test

Test	Pre-test	Post-test
Mean score	14.91	21.27
Standard deviation	0.84	0.7

The table above shows that Autonomous Learning Technique successfully improves students' reading comprehension of the second group of the sixth semester English Education Department of STAIN Watampone. The mean score of the result of the students' pre-test was 14.91 and the mean score of the result of the students' post-test was 21.27. Besides, the students' standard deviation of pre-test was 0.84 and the standard deviation of the post-test was 0.7. It means that the standard deviation of post-test was higher than the standard deviation of pre-test.

3. Test of significance

In order to know whether or not the mean score was different from two tests (pre-test and post-test), the writer used test of significance. Commonly, it is known as T-test. T-test value is used to know whether there is or not significant difference between pre-test and post-test in reading comprehension achievement through Autonomous Learning Technique at the level of significance 0,05 or 5% where N= number of students (22), sample: 22-1 = 21. The following table shows the result of the t-test classification:

Table 6. T-test of the Students' Reading Comprehension Achievement

Variable	T-Test Value	T-Table Value
X-Y	7.85	2.080

Based on the table 7 above, the researcher concludes that t-test value is greater than t-table (2.080<7.85). It can be assumed that the students' reading comprehension achievement has been improved successfully.

4. Inferential analysis

Inferential analysis is answered by using t-test and the result was analyzed based on the research hypothesis.

The Students' Interest of Autonomous Learning Technique

The questionnaire was distributed to the students in the last meeting to know their interest after being taught by using Autonomous

Learning Technique. The data show that Autonomous Learning interest the students of the second group of the sixth semester English Education Department of STAIN Watampone. This is indicated by the students' scores of the questionnaire as shown in the following table:

Table 7. The Students' Score of Questionnaire

No.	Interval score	Category	Frequency	Percentage
1	84-100	Very high	10	45.45%
2	67-83	High	12	54.55%
3	50-66	Moderate	-	-
4	33-49	Low	-	-
5	16-32	Very low	-	-
Total			22	100%

Based on the table 7 given before, it shows that the students of the second group of the sixth semester English Education Department are highly interested in Autonomous Learning Technique. Ten students got very high category and twelve students got high category. Based on the students' score of questioner, it is found that the highest score is 89 which is categorized as very high and the lowest score is 72, Further analysis shows that the mean score is 82.86 which is as high interesting category. Therefore, the researcher concludes that the data indicate that Autonomous Learning Technique is highly interesting especially for the students of the

second group English Education Department of the sixth semester.

CONCLUSION

Based on the research, it can be concluded that Autonomous Learning Technique helps the students of the second group of the sixth semester English Education Department of STAIN Watampone to improve their reading comprehension achievement. Based on the data, the mean score of pre-test is 14.91 and the mean score of post-test is 21.27. It means that the score of the students after getting treatment increases 6.36. The standard deviation of the students pre-test is lower than the result of the student's post-test. It means that the value has positively increased. Therefore, Autonomous Learning Technique successfully increases the students reading comprehension achievement. The interest of the students studying through Autonomous Learning according to the result of the questionnaires which have been distributed shows that most of the students appreciate this technique by getting very high and high category. The number of students who get these categories are 10 students (45.45%) and 12 (54.55%) students get high category. No one get moderate, low and very low. Therefore, it can be concluded that Autonomous Learning Technique is highly interesting especially for the students of the second group of the sixth semester English Education Department of STAIN Watampone.

REFERENCES

- Acevedo, A. (2009). *Defining Reading*. Peru: Instituto Cultural Peruano Norteamericano.
- Alexander, E.J. et.al. (1979). *Teaching Reading*. Canada: Little Brown and Company.
- Arikunto, S. (2002). *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT.Rineka Cipta.
- Brown, H.D. (1994). *Principles of Language and Teaching*. New Jersey: Prentice Hall.
- Deporter, B. & Mike, H. (2004). *Quantum Learning: Unleashing The Genius In You*. Diterjemahkan oleh Alwiyah Abdurrahman dengan judul *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*. Bandung: Kaifa.
- Deporter, B., et.al. (2004). *Quantum Teaching: Orchestrating Student Success*. Diterjemahkan oleh Ary Nilandari dengan judul: *Quantum Teaching:Mempraktikkan Quantum Learning di Ruang-Ruang Kelas*. Bandung: Kaifa.

- Djamal, M. et.al. (2006). *Improving Reading Skill in English*. Jakarta: Kencana.
- Fleming, G. *Learners Who Understand by Seeing*. <http://homeworktips.about.com/od/homeworkhelp/a/visual.htm>. Accessed on February 10th, 2013
- Franklin, S. *Making Autonomous Learning a Reality*. <http://www.mdx.ac.uk/www/study/fire.htm>. Accessed on November 28th, 2012
- Grabe, W. & FL Stoller. (2002). *Teaching and Researching Reading*. Harlow: Pearson Education. Longman.
- Harmer, J. (1991). *The practice of English Language teaching*. UK: Longman.
- Harris, L.A., & Carl, B. (1976). *Reading Instruction Diagnostic Teaching in the Classroom*. New York: Richard C. Owen Publisher.
- Hartono. (2004). *Statistik Untuk Penelitian*. Yogyakarta: Pustaka Pelajar.
- J. R., Tierney. (1990). *Reading Strategy and Practices*. Massachusetts: Allyn and Bacon.
- Janghyunita. *Model Pembelajaran Visual Auditory Kinestetik (VAK)*. <http://janghyunita.blogspot.com/2012/10/model-pembelajaran-visual-auditory.html>. Accessed on March 10th, 2013
- Klinger, J. K. et.al. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.
- Manzo, A.V. *Literacy Disorder: Holistic Diagnosis and Remediation*. Fort Worth: Harcourt Brace Jovanovich College Publisher. <http://www.siu.edu/arc/chapter3.html>. Accessed on November 28th, 2012.
- Musfirah. (2012). "The Effectiveness of Debate Method to Improve Students' Speaking Skill". Watampone: Sarjana Program of STAIN Watampone.
- Mutmainna. (2009). "A Comparative Study on Reading Comprehension of Male and Female students of SMP Negeri 8 Makassar". Makassar: Sarjana Program of UIN Alauddin Makassar.
- Nunan, D. & Clarice. (1996). *The Self-Directed Teachers : Managing the Learning Process*. USA: Cambridge University Press.
- Nurhadi. (1986). *Membaca Cepat dan Efektif*. Malang: Sinar baru.
- Reid, J.M. (1995). *Learning Styles in the ESL/EFL Classroom*. USA: Heinle and Heinle Publishers.
- Richards, J., et.al. (1985). *Longman Dictionary of Applied Linguistics*. London: Longman.
- Scharle, A. & Anita, S. (2000). *Learner Autonomy: A guide to developing learner responsibility*. United Kingdom: Cambridge University Press.
- Simanjuntak, G.E. (1988). *Developing Reading Skill for EFL Students*. Jakarta: Depdikbud-P2LPTK.
- Spratt, M., et.al. (2005). *The TKT: Teaching Knowledge Test Course*. United Kingdom: Cambridge University Press.
- Sukmadinata, N.S. (2005). *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya.
- Thanasoula, D. "What is Learner Autonomy and How Can It Be Fostered?". *The Internet TESL Journal*, Vol. VI, No. 11. <http://iteslj.org/Articles/Thanasoulas-Autonomy.html>, Accessed on November 28th. 2012
- Walker, B.J. *Diagnostic Teaching of Reading: Techniques for Instruction and Assessment*. <http://www.siu.edu/arc/chapter3.html>. Accessed on December 21th, 2012
- Wangxin. *Semi Autonomous Learning*. <http://www.beiwaionline.com/tutor/2003collection/wangxin.htm>. Accessed on November 3th, 2012
- Whorter, Mc. (1992). *Efficient and Flexible Reading*. USA: Harper Collins Publishers.
- William, E. (1982). *Reading in the Language Classroom*. London: Mac Millan Publisher. 1982
- Yildirim, O. A Study on a Group of Indian English as a Second Language Learners' Perceptions of Autonomous Learning. *Turkish Online Journal of Qualitative Inquiry*, April 2012. www.tojqi.net/articles/TOJQI_3_2/TOJQI_3_2_Article_2.pdf. Accessed on February 10th, 2013

THE EFFECTIVENESS OF ENGLISH LEARNING USING DYNAMIC DISCUSSION MODEL IN BANJARBARU SENIOR HIGH SCHOOLS

Ridha Fadillah

IAIN Antasari Banjarmasin, South Kalimantan, Indonesia
ridhafadillah@iain-antasari.ac.id

Abstract: This article is the report of the experimental research on 34 second (2nd) grade students of two senior high schools in Banjarbaru. This experimental research is the third phase of Educational R& D. The phases are exploration phase, development phase, and testing phase. The aim of this experimental research was to better understand the effectiveness of English learning model through negative anxiety reduction based on constructivism theory. Dynamic discussion model was applied on experiment class, while conventional model was on control class. Observation guide and Foreign Language Classroom Anxiety Scale questionnaire were used as instruments in collecting data. The collected data were analyzed statistically. The results showed that the students' English anxiety at pre-anxiety test in the experiment class and control class were at high level. The students' English anxiety at the post-anxiety test in the control class was at a high level while the students' English anxiety at post-anxiety test in the experiment class was at a moderate level. This experimental research indicated that there was a significant difference of effectiveness English learning model in the experiment class and the control class. The result showed that English learning model in experiment class was more effective than the other one. Dynamic discussion model were able to reduce students' negative anxiety in English class.

Keywords: *anxiety, dynamic discussion, effectiveness*

INTRODUCTION

This experimental research is the third phase of three phases in educational research and development. The first phase was exploration to study the existing model used by the English teachers, analyze the need of the developing model, and study the related literature. The second phase was model development, it was to develop and trying out the prototype model. The third phase was model testing or validating phase by conducting experimental research. In this phase, the learning model used was English learning model through negative anxiety

reduction based on constructivism theory.

The English learning model based on negative anxiety reduction through constructivism theory has several special characteristics namely teacher as student's anxiety reducer, concerned with student's negative anxiety, emphasis on social interaction, cooperative, preparing the student's preparation, teacher as facilitator, teacher as motivator, and creative. The elaborations of characteristics that must be considered in the development of this model are as follows:

1. Teacher as student's anxiety reducer

The role of the teacher as an anxiety reduction

is needed in learning English. Teachers are expected to be able to create a pleasant atmosphere of the classroom by being friendly to the students.

2. Concerned with student's negative anxiety

Teacher is aware of the anxiety in learning English. The three components of foreign language anxiety are communication apprehension, fear of negative evaluation, and test anxiety. Teachers realize that these three components experienced by students in foreign language classes and they influence negatively to the student achievement.

3. Emphasis on social interaction

Good interaction between teacher-student and student-student is the basis for the creation of a comfortable and not stressful classroom environment. Interaction in the classroom is as learning for students to acquire good social skills.

4. Cooperative

Students work and learn together to achieve learning goals. In a group, students have different roles so the students' activeness keeps happening. Positive interdependence among students, promotive interaction, individual and group accountability, and social skill are the elements of cooperative learning.

5. Preparing the student's preparation

Teachers provide students with opportunities to acquire both learning material preparation and mental preparation, so that students become more active in the foreign language classroom. Good preparation can increase the student self-confidence. Firstly, students connect their life experiences with the learning material as prior knowledge, their ideas is expressed in paired discussion, after getting adequate preparation, discussion is continued on 4-6 students discussion per group, then class discussion is formed.

6. Teacher as facilitator

Teachers facilitate students in acquiring new knowledge. The new knowledge for students can be acquired through social

interactions in which teachers facilitate the learning process. Cooperative learning that emphasizes on social interaction is important thing in teaching and learning process.

7. Teacher as motivator

Teachers encourage students to always use English in the classroom as an English learning/training medium before applied in the real life.

8. Creative

Students express thoughts/ideas widely related to the learning material, so that student creativity and activeness are more and more increased.

After considering the characteristics above, phases in English learning model based on negative anxiety reduction through constructivism theory is discussed. The phases in English learning model based on negative anxiety reduction through constructivism theory are as follows.

The developed model consists of 3 learning activities namely introduction, main, and closing activities. From the three activities, it is applied 6 phases in cooperative learning namely (1) presenting goals and set; (2) presenting information; (3) organizing students into learning teams; (4) assisting in team work and study; (5) testing on the materials; and (6) providing recognition. Of these six phases, it will be elaborated the details of learning activities. They are:

1. Opening

In this activity, phase I on cooperative learning that is presenting goals and set is used. The details of learning activities are conveying the ethical values, motivating the students in order to use English without feeling anxious, doing brainstorming, conveying learning objective, conveying the importance of the learning material.

2. Main

This activity is carried out systematically through phases II, III, and IV in cooperative learning namely presenting information, organizing students into learning teams, and assisting in team work and study. The

details of learning activities are explaining the concept of the material, facilitating the students with pair discussion, followed with four to six in group discussions and a class discussion.

For pair discussion, a student with his or her couple discusses the learning material cooperatively, one student is as questioner, and the other is as answerer, these positions should be interchanged. Then four to six students in a group discussion is the next activity. The students discuss the learning material cooperatively, each student has a different task or a role; for example one student is as questioner, one student is as answerer, one student is as debater of the answerer or moderator, and one student is as conclusion maker. In cooperative group, every student has different task or role so every student will be active in learning. Results of group discussion are presented by the groups in their desks so class discussion is formed.

3. Closing

The closing is done systematically through phases V and VI on cooperative learning that is testing on the materials and providing recognition. The details of learning activities are doing reinforcement and feedback, making conclusions, evaluating, providing recognition and giving homework.

METHOD

The research in this step was conducted through experimental research. The design was quasi-experimental design where the researcher gave treatment to research subjects to better understand the influence of the treatment, specifically by using nonequivalent control group design. The given treatment was English learning model through negative anxiety reduction based on constructivism theory to experiment group and conventional English learning to control group.

The research was conducted in October 2012. Population in this research was second grade students in two senior high schools in Banjarbaru South Kalimantan. The samples

of the research were students from one class second grade students in those schools. The researcher determined the schools randomly. The researcher determined SMU QardhanHasana and SMU Bethel as research location, one class from QardhanHasana was experiment group and one class from Bethel was control group. There were 21 students in experiment group and 13 students in control group. Beside the students, two English teachers from those schools were the subjects of this research.

RESULTS AND DISCUSSION

From observation results in control class and experiment class which was given the treatment English learning model through negative anxiety reduction based on constructivism theory in experimental research, it could be seen the effectiveness of the developed model.

The measurement of learning effectiveness in control class and experiment class was obtained from observation sheet through three rubrics to be assessed in terms of class activity; they were class management, activity of discussion, and cooperative attitude which was analyzed descriptively by finding the sum of scores.

In this part, the researcher described the learning activity both control class and experiment class. From control class, it was founded that the learning model used was conventional model. Learning approach was centered to the teacher. Firstly, the class was praying, and checking the students' presence as the opening activity, directly followed by explaining the concept of learning material and doing the given exercises in the book. Finally, the teacher asked the students to answer and corrected them together. From rubric of class management, it was noted that the scores obtained for the meetings were less than 24.5 as the lowest category.

Scores for rubric of discussion and cooperative attitude were not obtained because there were not discussions in those meetings. It fits well with Goser (2008) who finds in his study that teachers do not apply a systematic strategy, method or technique in teaching a foreign language and they give lessons with traditional methods. He

also adds that the teachers measure the students' acquisition level of language skill with oral tests, performance homework assignments, written exams and tests. Regardless of their measurement means, the first thing that the teachers look for is students' recalling degree of the information taught (cognitive proficiency). It is obvious that teacher in control class with conventional model did not aware to students' language anxiety, so this particular model could not bring the students to the activeness in the classroom because it could not reduce the students' language anxiety.

On the contrary, from experiment class, the learning model used was English learning model through negative anxiety reduction based on constructivism theory (Dydi model). Learning approach was centered to the students. The learning activity was divided into three activity; they were opening, main, and closing activities. These parts of activities followed the six phases in cooperative learning; they were present goals and set, present information, organize students into learning teams, assist team work and study, test on the materials, and provide recognition (Suprijono, 2011: 65). Then these six phases were elaborated into details activities; the first phase was conveying the ethical values, motivating the students in order to use English without anxious feeling, doing brainstorming, conveying learning objective, conveying the

important of the learning material, the second phase was explaining the concept of material, the third and fourth phases were facilitating the students with pair discussion, followed with four to six in group discussion and class discussion, the fifth and sixth phases were doing reinforcement and feedback, making conclusion, evaluating and providing recognition. From rubric of class management, it was noted that the scores obtained for the meetings were more than 45.51 as the highest category.

In experiment class, the first meeting showed scores 80 for discussion and 80 for cooperative attitude, while the last meeting showed the highest rating 90 for discussion and 100 for cooperative attitude. The scores were the result of evaluation and discussion between the English teacher and the researcher. From the observation, the developed English learning model through negative anxiety reduction based on constructivism theory was more effective than the other model (conventional model). It could reduce the students' English negative anxiety so the students' activeness indicated increasing in English classroom. English classroom atmosphere became unstressed and pleasure. Students' cooperative attitude and activeness in discussion increased in every meeting as positive effect of students' negative anxiety reduction in English class.

Table 1. Results of the Independent Sample T-test by Class Differences

		F	Sig.	T	Sig. (2-tailed)	Mean Difference
Overall Anxiety	Equal variances assumed	3.998	.054	7.999	.000	.69414
	Equal variances not assumed			7.029	.000	.69414
Communication Apprehension	Equal variances assumed	1.637	.210	5.679	.000	.66447
	Equal variances not assumed			5.243	.000	.66447
Fear of Negative Evaluation	Equal variances assumed	.310	.582	7.192	.000	.65275
	Equal variances not assumed			6.581	.000	.65275
Test Anxiety	Equal variances assumed	.148	.703	7.093	.000	.71722

Table 1 show that there was a significant difference between control class anxiety and experiment class anxiety for communication apprehension. From the Mean of control class anxiety and experiment class anxiety obtained, it showed that control class was more anxious than experiment class in English communication, English negative evaluation, and in English test.

So, the difference in English language anxiety between control class and experiment class occurred on the three types of English anxiety; communication apprehension, fear of negative evaluation and test anxiety; the differences English language anxiety between control class and experiment class was found significantly. For these reasons, it can be concluded that there is the difference in English language anxiety by class as a whole.

The researcher assumes that the reasons for the results can be explained in two factors, they are the appropriate election of English learning model and the role of learning materials. In terms of the appropriate election of English learning model, Wörde (2003) seems to fit perfectly: "A relaxed classroom environment was cited as key in reducing anxiety and is likely related to how the teacher conducted the class. The participants stressed that anxiety decreases when teachers make the class interesting and fun". This is in line with Tinjacá & Contreras (2008).

In this study, English learning model through negative anxiety reduction based on constructivism theory was indicated more effective than conventional model. The data findings from this study indicate that the mean scores of students in the control group at the post-anxiety test level were as high as their mean scores at the pre-anxiety test level, while the mean scores of students' anxiety in the experiment group at the post-anxiety test level were lower than their mean scores at the pre-anxiety test level. This implies that when English learning model through negative anxiety reduction based on constructivism theory called Dydi model was used to teach the students, the model brought about reduction in students' level of English

anxiety which was evidenced in the reduction of their mean scores at the post-anxiety test level.

This positive effect of Dydi model on students' anxiety for learning English was as a result of its positive interdependence attribute, which made it possible for students to see that their success is dependent on their contributions, inclusion, and success of the other students in the group. In view of this, students were able to exchange ideas on given tasks among themselves and this made it possible for students with low intellectual ability and slow learners to gain from members of their groups. Hence, they became more confident and felt secured participating actively in English classroom. Besides, promotive interaction as one of basic elements that makes cooperative learning more productive than competitive and individual learning (Huda, 2011) writes that students are expected to actively help and support one another. Members share resources and support and encourage each other's effort to learn. It is interaction in a group where all group members encourage and help each other to achieve a goal (Smith, 1996 in Barkley et al., 2005). It is in line with Vygotsky (1978) in Pritchard & Woollard (2010) who emphasizes that knowledge is built and constructed mutually; interaction with others can open the chance for learners to evaluate and fix their understanding when they face other people opinion and when they participate in finding the understanding. On the other hand, when the conventional model was used, it did not bring about reduction in the English anxiety level of the students in the group which was evidenced in their higher mean scores at the post-anxiety test level.

Consequently, student's English anxiety and English teacher role play an important role in the study of English. English teacher could be a student's anxiety reducer when the English teacher could determine and develop the appropriate English model for English class. Dydi model which was the English learning model referring to cooperative learning was one of many models that can be used in running English class. Since

cooperative learning has been found to have positive effect on the reduction of students' English anxiety according to the findings of this study and those of Nagahashi (2007), Tsu (2008), Yan (2009), Suwantarathip & Wichadee (2010), and Swain & Miccoli (1994), they prove that cooperative learning approach is appropriate to implement in English classroom in order to reduce student's foreign language anxiety. So, English teachers should be encouraged to incorporate cooperative learning methods into their methods of teaching so that students could develop positive interest and enhanced their self-confidence in English, which would bring their activeness in English classroom. Matsumoto (2008: 58) adds that one reason in using cooperation in the language classroom is that it makes students feel less anxiety and less stress. He suggests that the teacher should act as a counselor, make the students to encourage each other in the group, especially the students who are suffering from anxiety and competitiveness, and give them a sense of belonging, thus enhancing their learning.

In terms of the role of learning materials, learning materials are important because they can increase student activeness. For example, an interesting topic and worksheet might provide a student with important opportunities to practice a new skill gained in classroom. This process aided in the learning process by allowing the student to explore the knowledge independently. In this study, learning materials were not depended on only from one source of text book. Teacher could determine the learning material from wherever he or she wanted but it should refer to the determined curriculum. For example, for second (2nd) grade senior high school had to refer to the three genres; reports, narratives and analytical expositions. In Dydi model, the topic determined by teacher could be interesting because the students discussed the topic freely, they might explore the information

deeply and widely as background knowledge for them to prepare themselves to the larger group discussion. The learning materials in developed syllabus and lesson plans were just samples, but they might be changed depends on what teacher and students needed.

As a whole, this study indicated that there was a significant difference of effectiveness English learning model in experiment class and control class, which was English learning model through negative anxiety reduction based on constructivism theory was more effective than conventional model, this results supported the conclusions reached by several investigators in earlier studies (Nagahashi, 2007; Tsu, 2008; Yan, 2009; Suwantarathip & Wichadee, 2010; and Swain & Miccoli, 1994).

CONCLUSION

In this research, the results showed that the students' English anxiety at pre-anxiety test in the experiment class and control class were at high level. The students' English anxiety at the post-anxiety test in the control class was at a high level. In the mean time, the students' English anxiety at post-anxiety test in the experiment class was at a moderate level. This experimental research indicated that there was a significant difference of effectiveness English learning model in the experiment class and the control class. English learning model through negative anxiety reduction based on constructivism theory to experiment group was effective in reducing students' English anxiety in English classroom. There was a significant difference between control class anxiety and experiment class anxiety for communication apprehension, fear of negative evaluation and test anxiety. It showed that control class was more anxious than experiment class in English communication, negative evaluation, and English test.

REFERENCES

- Barkley, E. F., Cross, K. P., & Major C. H. (2005). *Collaborative Learning Techniques: A Handbook for College Faculty*. San Francisco: Jossey-Bass.
- Goser, A. (2008). Teaching Strategies and Class Practices of the Teachers who Teach Turkish as a Foreign Language (A Qualitative Research). *Journal of Social Sciences*, 4, (4), 288-298.
- Huda, M. (2011). *Cooperative Learning: Metode, Teknik, Struktur dan Model Penerapan*. Yogyakarta: PustakaPelajar.
- Matsumoto, Y. (2008). *Investigating Classroom Dynamics in Japanese University EFL Classrooms*. Unpublished doctoral dissertation. University of Birmingham, England.
- Nagahashi, T. L. (2007). Techniques for reducing foreign language anxiety: Results of a successful intervention study. In *Annual Research Report on General Education*, Akita University, No. 9, 53-60.
- Pritchard, A. & Woollard, J. (2010). *Psychology for the classroom: Constructivism and Social Learning*. New York: Routledge.
- Suprijono, A. (2011). *Cooperative Learning. Teori dan Aplikasi PAIKEM*. Yogyakarta: PustakaPelajar.
- Suwantarathip, O. & Wichadee, S. (2010). The Impacts of Cooperative Learning on Anxiety and Proficiency in an EFL Class. *Journal of College Teaching and Learning*, 7 (11), 51-58.
- Swain, M. & Miccoli, L. S. (1994). Learning in a Content-Based, Collaboratively Structure Course: The Experience of an Adult ESL Learner. *TESL Canada Journal*, 12 (1), 15-28.
- Tinjacá, R.A.B. & Contreras, R.A. (2008). Overcoming Fear of Speaking in English through Meaningful Activities: A Study with Teenagers. *PROFILE*, 9, 23-46.
- Tsu, Y.A. (2008). *Learners' Anxiety and Behaviors in a Cooperative Language Learning Classroom*. Unpublished Master Thesis. Ming Chuan University.
- Wörde, R.V. (2003). Students' Perspectives on Foreign Language Anxiety. *Inquiry*, 8, 1. Retrieved January 16, 2008 from <http://www.vccaedu.org/inquiry/inquiry-spring2003/i-81-worde.html>
- Yan, Y. (2009). *An Examination of the Relationship between Foreign Language Anxiety and Cooperative Learning*. Unpublished seminar paper. University of Wisconsin-Platteville.

THE INFLUENCE OF INTEGRATIVE THEMATIC TEACHING TOWARD STUDENTS' ACHIEVEMENT OF MAN MODEL PALANGKARAYA

Halimah

MAN Model Palangka Raya, Central Kalimantan, Indonesia
h5h_14@yahoo.co.id

Abstract: This research was conducted in 2010 and its objective was to evaluate the influence of integrative thematic teaching toward student's achievement of MAN Model Palangka Raya. There were 57 students, consisting of students from grade XII (26 Students from XII.IA 2 and 31 students from XII.IB), chosen as subjects of the research by purposive random sampling. All students had to answer two types of essay questions about explanation text: common questions and special questions related to their major subject matter topics. Question items were made by the teacher of English and validated by teacher-mate. The finding data then was analyzed and cross-checked with the result found by interrater. It was found that the students' achievement got improved significantly when the material given was in line with their major subject-matter. H_0 was proved where T count was bigger than t -table with 1% dan 5% $2.021 < 4.153 > 2.704$ at df 40 and $2.000 < 4.153 > 2.660$ at df 60. H_0 was rejected since t count was smaller than t table with significant level at 1% dan 5% $2.021 > 0.725 < 3.551$ at df 46. the result was different when they talked about something beyond their major topics. This fact really proved that students' background knowledge was important since it gave positive effect toward the students' achievement in English lesson.

Keywords: *influence, integrative, thematic, teaching, achievement*

INTRODUCTION

The role of language learners as individuals who are involved and concerned with the process and outcome of learning is very important. (Rich 1971: 63, Schubert 1986: 32, Finocchiaro and Brumfit, 1983, Nunan 1995: 235). They are no longer the subject and the object, and hence they will learn better based on their characteristics such as background knowledge. In general this means that the success of the teaching will depend on the suitability of the initial experience of the students.

A number of studies conducted by the experts concluded that the failure of students

occurs either because of inefficiency of learning strategies used by students. Nunan (1990: 144) says that the number of possible causes for the failure of students to learn strategies revolves around the ineffectiveness, lack of attention to students, the incompatibility of objectives and materials and activities for students. This point shows the close relationship between the various elements in a successful learning of the student. Failure to optimize student learning strategies could be because there is no link between their background knowledge and the material so they feel that they are out of the context of meaningful learning.

Further studies carried out by the experts on learning and it was found that when students see the relationship among various subject matters which they are learning they will be more motivated (Cesiah Boryczka: 2008, in Halimah: 2009).

The results of this study provide some conclusions. First: learning a language is an integral part of learning other subjects. This means that learning a language can not be separated from the other because of language learning, students can express themselves. Second: it's easier to learn a language if supported by material that is familiar to students. Familiar ingredients are all related to other subjects such as history for children to learn major social studies. This implies that learning should be contextual and related to the students' background knowledge.

Madrasah Aliyah Negeri (MAN) Model Palangka Raya is a distinctively Islamic high school where the number of subjects taught are more than usual. Besides, data on average UAN (National exam) 2008/2009 stated that graduation for English still revolved around the average of 6.15 and the 5.35- for this year, it ranged from 5.83-7.07. This fact required a hard work for English teachers and the hard work could be started and this can be facilitated by integrating language learning with students' background knowledge. Therefore this study tried to reveal the influence of integrative thematic teaching on student learning achievement at MAN Model Palangka Raya.

Based on the previous statement, this study tried to answer the questions:

1. How is the influence of an integrated thematic teaching on students' achievement of MAN Model Palangka Raya?
2. How is the influence of an integrated thematic teaching of other subject matter integrated in English on students' achievement of MAN Model Palangka Raya?

The objectives of this research are: (1) Measuring the effect of integrative thematic teaching on students' English achievement of MAN Model Palangkaraya, and (2) Measuring the effect of integrative thematic teaching of

other subject matter integrated in English on students' achievement of MAN Model Palangka Raya. This study is limited to the measurement of student learning outcomes and the results of English learning one of the major subjects presented in the form of Integrative Thematic Teaching. Measurement results of study is conducted by the written test after the students made a presentation one of the themes in one of the major subjects in English. Besides, this study is also limited by the subject matter that is only explanation text in English.

Benefits of research are theoretically strengthening the truth of existing theories and adding existing theories in terms of numbers. In practical term, for English teachers, the results of this study can help them in designing teaching programs for students. For students, the results of this study to optimize the process and results of their English learning. For subsequent researchers the results of this study can be used as a reference for further research. Finally, for institutions this research can be used as a basis for developing a model of the learning material development across the curriculum and related to the students' background knowledge.

So far there are few previous studies that have been done by the experts. Cesiah Boryczka (2008) cited by Halimah (2009: 7) states that learning will be more motivated when students see relationships in a variety of disciplines they are studying. Farkhan M. (2010) tells of an integrated teaching English-style boarding school roommate. Students were forced to use English in their daily lives so that English language skills were active. Other researchers, Edward Thery (2010) tells of the merge of music and movement in the teaching and the results are very favorable. Here is an excerpt from the opinion of a student about the integrated curriculum "I'm learning more in this course, and I'm doing better than I used to do when social studies and English were taught separatedly" (Thematic teaching html P.2.

A similar sentiment was expressed by Muslich (2008: 133) who conducted a study of English

language proficiency in speaking and writing in high school with a population of 8 second grade student as sample from Jogjakarta. From the results of the study proved that learning English with thematic simulation method was able to improve students' speaking and writing than the students who were not taught by the thematic simulation method.

Furthermore, the results of the lesson study conducted on February 2009 by a team teacher of MAN Model showed that the ability of the student to communicate orally was significantly increased, although it was not able to increase the grade of their biology lesson in terms of scores. Based on the above facts it can be seen that the importance of teaching English, in this case, is integrated with other subjects.

LITERATURE REVIEW

Etymologically the word integrative comes from the verb integrate and affixes suffix meaning -ive properties. Oxford Dictionary (219: 1995) defines the word integrate as "combine something so that it becomes fully a part of something else". So integrate means combining something so that it becomes an integral part of that something else. The Noun teaching has meaning belonging to the thematic teaching. Meanwhile thematic means related to the theme. Then integrative thematic teaching means teaching of the integration among the similar theme or topic of other subject- matter.

In line with the above definition, the integrative thematic teaching is a learning model that is not only trying to merge into 4 skills in language teaching (now popular with Whole Language name) but it will also try to incorporate themes relating to other subjects in accordance with major subjects taken by students.

As we know that in fact there are some majors based subjects that often use the English term. (Because actually it is translated from English). Biology subject, such as science for children, use many terms and definitions from English language. This fact can be utilized by combining the existing topics on biology subjects with English subjects. For students from language

department, subject such as anthropology uses a lot major terms in English. For children from Social Sciences, many economic terms are found also in English. Therefore, It gives a great opportunity for the implementation of an integrated thematic teaching.

Type and Characteristics

If teaching English in some Asian countries such as Malaysia and Singapore's status as the TESL then teaching English in Indonesia is still located as Tefl (teaching english as a foreign language). This fact has implications toward to efforts and of course, the results of teaching itself. Not counted how many research, application of media and methods had done in order to achieve maximum results, but the fact that the expected results have not been close as primarily communicative abilities of students orally and in written. It is even more striking with the results of Jalaludin Rakhman's statement (2005: 233). He states that the ability to speak is actually open from toddlers up to the age of 9 years. And in Indonesia, teaching English is formally taught at the age of 9 years. A similar statement is expressed by Susan and Selinger (1994: 239).

In line with the above fact the teaching that integrates multiple relevant aspects in language teaching to be one promising option in terms of both the cost and the results obtained. In connection with this fact, some experts give their opinions on the teaching of integrated teaching. Brown (1994: 220-230) explains that there are 5 types of integrative teaching, namely:

Content-based Teaching/Content Centered

Integration of learning from some special subject- matter with second language learning is dominated by the subject- matters rather than the form and sequence of language because it is a medium to show the contents of, interest and relevance to the learner. Example: (Tarin, 2009: 52, Brown 1994: 220, Savignon 1983: 197).

1. Immersion program for elementary school children in Canada. The second language to be used to teach history, math, science and other

subject-matter. The goal is to provide maximum opportunity for the use of language for language acquisition.

2. Sheltered English programs (mostly found at elementary and secondary school levels)
3. Writing across the curriculum (where writing skills in secondary schools and University are taught within subject-matter areas such as biology, history).
4. English for specific purposes (ESP) (e.g. for engineering, agriculture, economy, forestry and medicine)

Theme-based Teaching

Theme-based teaching is a form of “weak Version” of content-based teaching. In this teaching there is the stacking pattern around a theme or topic managed to make students enthusiastic about learning and avoid boredom due to excessive linguistic analysis activities.

Experiential Learning

Activity involves the processing of the left and right brain skills combining language actualization referring to the real world and authentic purpose and nature of students centered with real experience with an emphasis on the psychomotor aspects in the form of physical activity. the technique covers:

1. The use of realia, visuals
2. Play games that often involve strategies and track
3. Empower the media: TV, radio and movies

This model includes also:

1. Making projects such as natural project
2. Computer activities, especially in small groups
3. Research project
4. Cross-cultural experiences: camping, group dinners, etc.
5. Orientation and field visits to other locations eg to groceries
6. Role play and simulations

The Hypothesis Episode

This is closely related to “the series method” invented by Francois Gouin “where the language is presented in the form of a story line.

The girl goes and seeks a piece of wood.
She takes a hatchet
She draws near to the block
She raises the hatchet
She brings down the hatchet
The blade strikes against the hatchet

John oller called this episode hypothesis. According to him the text (discourse in any form) is more easily produced, understood and remembered because it is arranged in episodes.

Here are some ways that make it possible to make the hypothesis episode contributing to integrative teaching.

1. Story or episode gives a challenge for teachers and textbook writers to present a natural language that appeals to both students’ view as written discourse or oral
2. Episodes can be presented either in written or spoken form thus requiring reading and or writing skills on student’s part.
3. Episodes can provide a stimulus for written or oral questions which the students provide a response by of speaking or writing in turn.
4. Students can be motivated to write their own episodes, or to complete the climax of the episode that is not presented earlier.
5. Those episode should be written and it can be dramatized in the classroom by students.

Task-based Teaching

While characteristics of the integrative thematic teaching (Hasugian, et al: 2007: 76) include the following:

1. Holistic, regarded as a phenomenon which is viewed from different sides, or in other words as a system
2. Meaningful, the relationship between the various aspects of shg aspects of schemata (a
3. Scheme: become intertwined) the students can be formed.
4. Authentic, students can understand the concepts directly from what is learned not from others; but from their own experience of the learning process
5. Active, because it is based on the discovery approach to inquiry.

SBC (Students Based Curriculum)

Masnur (2008: v) states that the curriculum (curriculum Level Education unit) which applied in stages starting school year 2006 has given breadth to teachers and schools (Education unit-level institutions) to develop it. The above statement of logical implication that the member schools are autonomous and therefore the school has the right and obligation to design and define the management model. providing education that includes learning models, media, and other learning resources that support the achievement of educational goals within the framework of the educational unit level national goals.

Provision of education is certainly not separated by the school capabilities so that the school can be developed according to its own ability and capacity. It means the end products of which the quality of the student teaching will be very differently biased from one another, although the school is located in one region. However, although the school has the autonomous right to do act as mentioned above, there are still guidelines that must be followed that learning should be based on Standardized contents in forms of SK (Standar Kompetensi/ Competency Standard) dan KD (kompetensi Dasar/ Basic competency) of every subject-matter found in PERMENDIKNAS No.22 year 2006 also PERMENDIKNAS No 23 year 2006 tentang SKL (Standar Kompetensi Lulusan/graduate competency standard).

Besides that school should apply the characteristics of KTSP (school unit level curriculum) such as applying integrated approach. (Masnur,2009:20). In line with the fact, integrated teaching approach is advisable .

Characteristics of Subject-matter

English

There are several characteristics of English teaching in Indonesia, namely:

1. It has function as TEFL
2. It demands hard work for teachers and students to be able to master it

3. Having many differences with Indonesian
4. Learning English means learning native culture
5. It has 4 skills, namely listening, reading, speaking and writing
6. It has 2 main components, namely language: vocabulary and grammar
7. It is not used as a language of instruction in learning

Biology

Biology according to Hornby (1987: 82) is the science of the physical life of animals (Zoology) and plants (botany). Furthermore (Forumsains.Com, 2010: 1) says that biology is a science that studies of living organisms and their interactions with the environment. Biology comes from the bios and logos from the Greek meaning of life and science. Biology as a subject having characteristics are as follows:

1. It discusses about the lives of living beings
2. It includes classification of living things, their habitat and its role in the environment
3. It includes a discussion of the origin of life, evolution, structure, function and adaptation to
4. The growth and development of the neighborhood.

Anthropology

It is a branch of science which deals with human life in terms of culture and civilization from the beginning of its development. (Hornby, 1987: 32). Furthermore Wikipedia.Org. (2010: 1) states that anthropology is a branch of social science that studies the culture of a particular ethnic community. Therefore characteristics of Anthropology includes :

1. It refers to a particular ethnic culture
2. It also discusses the issue of trust

Benefits

Many articles written state about how large the benefits of this integrative thematic teaching. Most of them say that the teaching of integrative thematic teaching is more fun because students can rely on their own background knowledge (major subject matter) as a reference. Broadly

speaking, these benefits can be classified in two (2) things: short term and long term.

Short-term benefits of this form of teaching are:

1. Teaching is more meaningful because of what they learn to do with the other subjects that become the main subject on the major discipline they are undertaking. This means that the teaching of English will strengthen the other lessons. Thus the positive synergy occurs and savings in terms of time occurs and the time available can be used for enrichment. So that in-depth understanding can be obtained effectively and efficiently.
2. The growing of self-confidence on the students because they are able to understand and master the subject matter. Students can activate a top-down strategy that it gives them a sense of security in doing the task.
3. The growing appreciation of the students' other subjects so that they feel it is important to pay attention to the lesson.
4. The growing coordination between subject-matter teachers so that they can put more effort in the maximum delivery of material to the students.

Long-term benefits include:

1. At the end of the curricular goals of each lesson in the form of mastery SK / KD can be achieved with savings in terms of time and energy used.
2. The purpose of language teaching in terms of the ability to communicate actively. Both oral and written can be achieved in addition to strengthen other disciplines/ subject-matter.
3. National goal in the field of education as set out in the Preamble of the 1945 Constitution can be achieved.

Constraints

A challenge to integrative teaching comes from the notion that integrative teaching can ignore the role of the existing rules in the 4 language skills listening, reading, speaking and writing separately. So it has been feared that people do

not really master any of the 4 language skills (Brown: 214) Besides, in accordance with its status as a TEFL, teaching English even partially it will have specific great difficulty even more it is integrative in nature (student Portfolio: 2009). Therefore students and teachers prefer to teach the 4 skills separately and avoid the obstacles that hinder the learning process in the classroom.

The first obstacle is that we learn English in less supportive environment where the community for English user does not exist or it is difficult to find. Secondly, we are used to learn the textbook orientedly and it is not a concept - taught. So when the students are doing the test they would say that there is no such a thing in the text book or the items are not in the textbook they have learned. All three existing material in textbook typically focus on written tasks and rely on only one type of skill and rarely encourage students to carry out tasks orally. The fourth, system of our teaching is still apart one from another. Learning English would be nothing to do with the other subjects. Students and teachers still think compartmentalizedly therefore there is no cooperation in teaching. (Halimah, 2009: 7).

Furthermore a lesson is viewed separately from other lessons so that there is always a separation from the point of view of the students. So even though the subject matter of biology and anthropology, for example, have many terms derived from English, students still have difficulty in understanding the concept.

Logically this situation is not favorable for teaching in terms of both outcome and process. Waste in terms of energy and time is a very common view. Consequently teachers will complain about lack of time to deliver the material to students. This scene is often occurred before the semester summative test.

Opportunities

Teaching this model has been possible because:

1. In the teaching of writing, especially the types of text there are words known as

technical terms meaning the terms of specific words in accordance with their disciplines or subject- matters. The term oxygen, for example, is a technical term (special term) found in biology texts.

2. Era SBC (Student Based Curriculum) provides autonomous rights for schools to develop teaching models that match the capabilities and characteristics of the school.
3. Era of SBC also suggests that contextual teaching which is based on Meaningfulness of learning itself for students and teachers should be applied.
4. In order to welcome RSBI (international leveled school design) where English would be the language of instruction in the teaching and learning process. This great work could be started from the form of English language teaching.
5. In accordance with the concept of communicative teaching where students are not only required to be able to communicate ideas orally and in writing but also they accommodate the weight of the contents to be communicated .
6. Provide the ability for students to access English text that give the ease of doing international standard test (TOEFL, TOIEC, etc.) which typically uses technical terms from various disciplines. For additional information that students' major failure in taking this test is the lack of ability on the Listening and Reading which are mostly presented in specific text using terms used by certain disciplines.
7. At the school level, English is also used at Olympic competition.
8. This opportunity also gives the possibility to make a TEFL as TESOL, so the concept of ESP (English for Special Purpose) becomes more affordable. At this level, the University can take benefit in reconstructing subjects by combining the same themes in the courses and increase the number of credits which means the addition of obligatory study hours for students. Thus the ideal goal of each course is at least achievable.

SWOT Analysis

SWOT Analysis is a strategic planning method that emphasizes the strength measurement (strength), weakness (weakness), opportunity (chance) and threat (threat) of a program that focuses on the focusing goals and identifying the internal and external factors that are favorable and adverse in achieving its intended purpose. (2010). It also means that the SWOT is a tool / way of deducing separately circumstances of a company and help facilitate a plan for the future, people who apply the existing strengths, reduce defects, and opportunity to dig oneself against threats (2010). This program was developed by Albert Humphrey who led a convention at Stanford University in the 1960s and 1970s using data from 500 companies (2010). Viewing in terms of SWOT ,there are 2 positive things and 2 negative ones, this means that a program always has a chance to develop positive or negative things. An ace foresight to see the situation becomes an advantage which is then poured into a planning program.

Steps of Implementation of Integrative Thematic Teaching

There are several steps that can be done in the implementation of an integrated thematic teaching (Halimah, 2008: 5). Classify the KD (Basic competencies) of some language skills that discuss the same thing, for example:

Table 2.1. Text Genre

No.	Skill	SK/KD	Emphasis
1.	Listening	2/2.1 and 2.2	Speaking
2.	Speaking	4/4.1 and 4.2	Speaking
3.	Reading	5/5.1 and 5.2	Speaking
4.	Writing	6/6.1 and 6.2	Speaking

Tabel 2.2 Language Expression

No.	Skill	SK/KD	Emphasis
1.	Listening	1/1.1 and 1.2	Speaking
2.	Speaking	3/3.1 and 3.2	Speaking

The steps are:

1. Determine the topic of major subjects, such as the respiratory system from biology.

2. Specify the type of text that is in accordance with no 1, for example : descriptions, and reports.
3. Group students into 2-4 persons per group.
4. Prepare students vocabulary which is appropriate to the type of text that will be discussed and aligned with the major subject-matter topics.
5. End task with group presentations.

METHODOLOGY

Location of the study is the school named MAN model Palangkaraya located in Tjilik Riwut KM 4.5. So far a lot of progress has been made by this school in terms of both physical and non-physical development.

In terms of physical progress, it could be seen from the increasing number of buildings and other facilities related to the smoothness of the learning process either directly or indirectly. Equally important is the availability of the number of professional teachers based on their disciplines and they have got certification thus, this fact increased the smoothness of the learning process directly. Therefore in terms of facilities and infrastructure, it is very adequate to promote learning. Consequently it has been reasonable that the school has got A for its present- accreditation.

In terms of non-physical, there have been many good progress made including academic achievement in the field of non-academic subjects as well as the extracurricular activities within local and national scale. Countless number of trophies and certificates of outstanding achievement have been given by smart students of MAN Model.

With both of these developments it is not surprised that the public interest to send their children to MAN Model has increased therefore it is reasonable if the number of students who have registered themselves at MAN Model have got increased as well. This study is originally planned to take approximately 2 months starting from the beginning of the end of August 2010 to September 2010.

The method used in this study is the mixing of research (Julia Brannen, 2005: 1) which is a combination of quantitative and qualitative accordance with the means of collecting and analyzing the data with quasi experimental pretest-posttest design using a control group without randomization which means that this study seeks to reveal the effect of a treatment on a particular group (experimental and control) after a pretest at the beginning of activity (Ali, Mohammad 1993: 145, Nazir 200: 233)

$$\begin{array}{ccc} \underline{T1} & X & \underline{T2} \\ T1 & 0 & T2 \end{array}$$

Note :

T1 : Pretest,
X : Treatment,
T2 : Posttest

The population of this study are all students of class X, XI, and XII MAN Model Palangkaraya 2010/2011 school year consisted of 550 students spread in 17 (Seventeen) classes: XA, XB, XC, XD, XD, XE, XF, XI IB, XI I.S1, XI.IS 2, XI. IA.1, XI.IA 2, XI.IA3, XII IB, XII.IS1, XII.I.A1, and XII I.A2. The sample of this study will be selected by purposive random sampling means that researchers will determine their own class group which will be a random sample and determine which classes will be selected as the study sample. Sample results obtained by two classes of class XII as a sample and each experiment XII.IA2 as a class and the class as a class XII.IB control. The total number of students there are 57 students, but at the time of last data collection there are only 53 students there.

To obtain the necessary data, the instruments used are test and documentation. There are two types of tests to be developed and tested to the students: the pretest and posttest, for each field of study. Documentation such as lesson plan, syllabus, SKL (Standar kompetensi lulusan/ graduate competency standard and SKBM (standar ketuntasan belajar minimal / minimum passing grade) of each subject contained in this

integrative thematic teaching.

Validation of instruments are carried out by writer's-peer who also teaches English at parallel grade and reliability of the instrument is obtained from the results of the try out held on the members of the population XII IA 1 using text done by XII IB students. From the test results it was obtained the value of reliability 0.613 with the number of students 29. Then it was converted to r table:

0.800 - 1.000 = very high

0.600 - 0.799 = High

0.400 - 0.599 = fair

0.200 - 0.399 = poor

0.000 - 0.199 = very poor

This means that the reliability of the test was high because it was in the range 0600-0799. R r obtained with the table count was greater than r table at the level of 5% and 1% 0.250 <0613> 0.320 where N = 60, and 0273 <0613> 0354 with N = 50. Both of these facts indicated that the test could be used as data collecting instrument.

Data analysis will be done by: (1) Data from the test would be classified according to the applicable standard of assessment in schools and presented in the form of graphics (tables, charts). (2) SPSS statistical formulas will be used in analyzing the results of a test for the presence of significant correlations between variables. (3) Validation of test results is also performed by inter-rater, writer's colleague. (4) Documented data as supporting data

The hypotheses are:

Ho: There is no significant effect of Integrative thematic teaching toward achievement in learning English or other subjects by students of MAN Model Palangkaraya.

Ha:

(a) There is significant effect a thematic integrative effect of teaching toward achievement in learning English by students of MAN Model Palangkaraya.

(b) There is significant effect thematic integrative effect of teaching toward achievement in learning integrated subjects other subjects

by students MAN Model Palangkaraya.

This study is planned for the beginning of the school year 2010/2011 academic year. This is done, so that the results could be helpful for students and schools since the results could be used to design a more effective form of learning. This study stems from (1) preparation: preparation of proposals, writing instruments, assessment and testing instruments instrument (try-out), (2) Implementation: test & documentation, data processing and data analysis, (3) preparation of research reports.

This research work begins with: (1) identification of the problem (2) questions, (3) theory, (4) Methodology, (5) research instrument, (6) Validation of instruments (7) data collection and valuation, (8) the analysis of the data, (9) findings and discussion (10) conclusions and suggestions. For further can be seen from the following scheme:

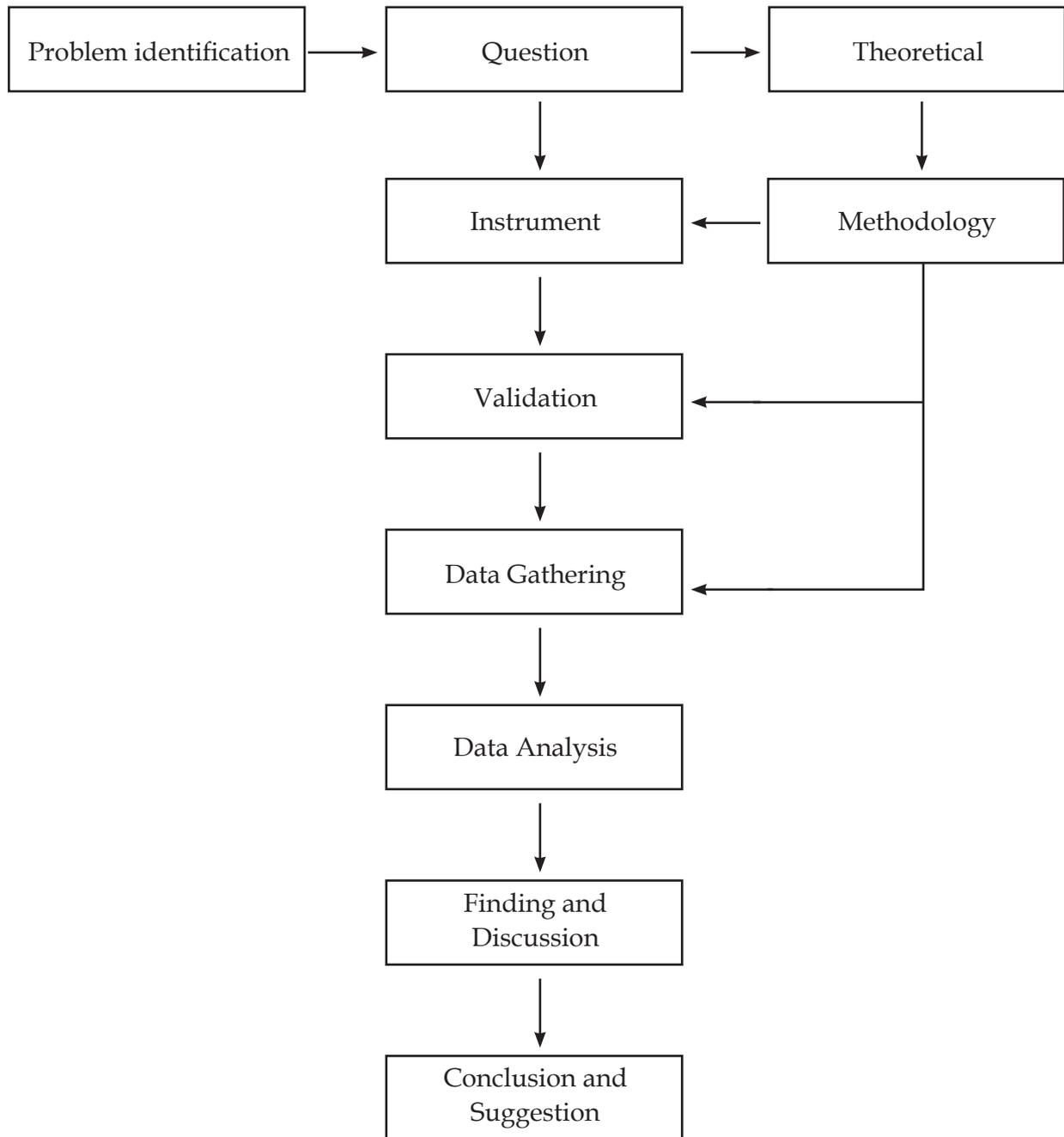
The concept of this study is closely related not only to the teaching of four skills namely speaking listening, reading, speaking, and writing but also the student's major subject matter. Based on this, there are several indicators of teaching success with this model: (1) Students are able to communicate orally and in writing in accordance with the rules / rules of correct language. (2) Students are able to answer questions correctly and accurately. (3) Students are able to demonstrate a positive attitude in the learning process.

Based on observations in the classroom and coordination with major subject matter teacher in each class, it was decided that the students of XII.IA2 chosen to study biology as they entered a new chapter. While the subjects selected for XII.IB was Anthropology. Both major subjects actually have things in common ,they use many terms in English .

RESULTS AND DISCUSSIONS

Effect of integrative thematic teaching on English learning outcomes of students Model Palangkaraya MAN can be seen from the data pretest and posttest from XII IA 2 and XII IB.

T-Test Pretest



Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
VAR00001	Equal variances assumed	.135	.715	1.226	56	.225	9.60693	7.83805	-6.09457	25.30843
	Equal variances not assumed			1.221	54.040	.227	9.60693	7.86559	-6.16237	25.37623

Based on the calculation, it was found 1,221 as t-count which is smaller than t table with a significance level of 1% and 5% 2,021 <1,221> 2,704 with df 40 and 2,000 <1,221> 2,660 with 60 df df 40 and 60 are used because there is no df for 41-59. It means that there was no difference

between the ability of students from XII.IA2 as experimental group and those from XII.IB as control group in the early course of a study. It is important to prove that the 2 groups were equal and deserved to be used as research subjects.

T-Test posttest XII.IA2 dan XII.IB

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.			Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				t	df				Lower	Upper
VAR00001	Equal variances assumed	1.044	.312	3.814	51	.000	20.36474	5.34001	9.64422	31.08525
	Equal variances not assumed			4.153	49.422	.000	20.36474	4.90306	10.51380	30.21568

Based on the calculation, it was found 4,153 as t-count that is greater than t table with a significance level of 1% and 5% 2,021 <4,153> 2,704 with df 40 and 2,000 <4,153> 2,660 with 60 df df 40 and 60 are used because there is no df for 41-59. This means that there was influence of of students 'achievement in learning English with an integrated thematic

teaching. It also proved that the alternative hypothesis which said there was influence on learning outcomes of students who were taught by integrative thematic teaching was accepted and nul hypothesis which said there was no effect of student learning outcomes taught by teaching integrative was rejected.

Effect of an integrated thematic teaching on learning outcomes integrated with English of MAN Model Palangkaraya students can be seen from the results of the pretest and posttest each class XII.IA2 and XII.IB.

Pretest XII. IA2 : English and Biology (Group scores)

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.			Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				t	df				Lower	Upper
VAR00001	Equal variances assumed	37.062	.000	-3.290	51	.002	-19.87322	6.03995	-31.99892	-7.74752
	Equal variances not assumed			-3.352	26.818	.002	-19.87322	5.92829	-32.04094	-7.70550

From the results of pretest score of English language and biology and the results obtained were not correlated and this means t count is smaller than t table with a significance level of 1% and 5% $2000 > -3352 < 3.460$ with df 51. This means that there is no correlation between the value of English and Biology . This is reasonable

because the students have not been encouraged to learn with integrative thematic teaching. integrated with English language students MAN Palangkaraya model can be seen from the results of the pretest and posttest each class XII.IA2 and XII.IB.

Posttest: English Subject and Individual Biology Score

Independent Samples Test										
		Levene's Test for Equality of Variances					t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
VAR00001	Equal variances assumed	1.991	.165	.691	46	.493	4.01486	5.80801	-7.67605	15.70577
	Equal variances not assumed			.725	39.451	.473	4.01486	5.54074	-7.18824	15.21796

From the results of English language and posttest values correlated biological value and the obtained results and this means 0.725 t smaller than t table with a significance level of 1% and 5% $2021 > 0725 < 3551$ with df 46. This means that there is no correlation between the value of English and Biology got by the students .Thus the alternative hypothesis (b) which states there is no influence on learning

outcomes between English and related subjects is rejected. The ability of students in Biology XII.IA 2 for the same material is t 3,986 with df 50, $2,000 < 3,986 > 2,660$. This means that there is a positive correlation between the value group (pretest) and individual values (posttest). This suggests that the ability of students in the subject itself is adequate.

Pretest XII.IB : English Pretest Score and Anthropology Score Last Semester (Raport)

Independent Samples Test										
		Levene's Test for Equality of Variances					t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
VAR00001	Equal variances assumed	38.771	.000	-4.468	60	.000	-23.53226	5.26646	-34.06674	-12.99778
	Equal variances not assumed			-4.468	31.030	.000	-23.53226	5.26646	-34.27284	-12.79167

From these calculations, the number -4468 means t count is smaller than t table with a significance level of 1% and 5% 2000> -4468 <3.460 with 60 df. This means that there is no correlation between the students' value of English and anthropology. It also clarifies the

opinion that the students were still learning between subjects separately. They couldn't been able to see the relationships between subjects because there was no effort for it. It emphasizes one thing that SBC characteristics in terms of lear

Posttest: English and Individual Antropology Score

Independent Samples Test		t-test for Equality of Means								
		Levene's Test for Equality of Variances						95% Confidence Interval of the Difference		
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
VAR00001	Equal variances assumed	70.932	.000	-3.234	60	.002	-8.41935	2.60311	-13.62636	-3.21235
	Equal variances not assumed			-3.234	34.430	.003	-8.41935	2.60311	-13.70709	-3.13162

From these calculations, the number -3234 means t count is smaller than t table with a significance level of 1% and 5% 2000> -3234 <3.460 with 60 df. This means that there is no

correlation between the students' values in English and anthropology . Next let us look at the results of t-test in the subjects themselves with different intervals.

T-Test : Present Value of Anthropology Vs Last Semester Score in Raport

Independent Samples Test		t-test for Equality of Means								
		Levene's Test for Equality of Variances						95% Confidence Interval of the Difference		
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
VAR00001	Equal variances assumed	70.932	.000	3.234	60	.002	8.41935	2.60311	3.21235	13.62636
	Equal variances not assumed			3.234	34.430	.003	8.41935	2.60311	3.13162	13.70709

From this data the value of t is known from the value of anthropology last semester and anthropology value after learning English with the usual pattern is $t_{3,234}$. This means that t count is greater than t table with a significance level of 1% and 5% $2.000 < 3.234 > 2.660$ with 60 df Thus the value of last semester and the values of posttest anthropology were positively correlated. Based on the above results it can be said that there is no positive correlation between the students' value of the English language with the value of Biology in the experimental class and there is a positive correlation between the value of students in biology subject individually and the value of groups. The same was true for the control class which proved to be no correlation between the value of anthropology and English. Positive correlation would occur within the subjects themselves. This was possible because the students understood the material presented in the course of their Indonesian language as the language of instruction.

This fact proves what is written in Chapter II that there is still the compartmentalization between subjects, the lack of effort to see the relationships between subjects as major subjects, especially when delivered in a different language of instruction. This further information indicated the lack of effort the students also to read majoring literatur of subject-matter in English. While the question no.5 in the form of students' opinion about the presentation in English with material about biology / natural phenomena, the data obtained are as follows:

Tabel 4.1 Opinion from Students XII.IA2

No.	Answer	F	%
1.	Happy but nervous,shy,affraid	12	55
2.	Learn more of the topic	4	17
3.	Happy to be able to explain to other	3	14
4.	No answer	3	14
	Total	22	100

Based on Table 4.1 it can be seen that the habits of presentation and the material from majored subject-matter is not a routine practice yet that would be realized with a sense of excitement, nervousness, embarrassment and even fear. These feelings are usually the first form of experience or something that has not been a regular activity. The percentage for this number reaches more than half the 55% or 12 students of the total students (22). This means that presentation in the form of English lesson using English as a target language was not a habit.

For variation 2, 17% or 2 students stated they could learn more from this topic presented means they saw more benefit from the teaching pattern Integrative Thematic Teaching as set out in Chapter II. It also shows that very few students were motivated to learn and familiarize themselves with the other subjects by using English language as instruction.

For variation 3, 3 students (14%) responded happy to share with friends. It also indicates the same thing as set out in Chapter II saying a person can learn better when the material is related to the background knowledge and without feelings of fear, shame and other things that can hinder the process and results of presentation.

For variation 4, there are 3 students (14%) who did not answer. This proves they did not see the benefits of this model either individually or in groups. This was possible because they were still passive in learning. This passive attitude prevented them from obtaining more results from this study and it was an obstacle and a challenge in learning as set out in Chapter II as the constraints of the application of an integrated thematic teaching. Next let us look at the opinion of the control class.

Tabel 4.2 Opinion from XII.I.B Students

No.	Answer	F	%
1.	Good to make fluent in English & add knowledge	6	19
2.	Difficult but easy at last	5	16

3.	Not related to the presentation	13	42
4.	No answer	7	23
	Total	31	100

Based on table 4.2 it can be seen that 19% (6 people) said the answer to the presentation of material from science helping them fluent in English and also increased knowledge. Totally 5 students (16%) responded to the presentation of this model initially was very difficult, but because of repeated action so it was a bit easier. A total of 42% (13 people) wrote an answer that did not relate to the question, and 7 (23%) of students did not write down the answers. From this fact it is known that XII.IB students were not familiar with the material even though their own classmates seeking and presenting the material. This fact is in accordance with the opinion of the Chapter I and II of the importance of contextual learning and the role of background knowledge regarding the major material.

From the 2 tables above, it can also be seen that students would learn better if the material was in accordance with the characteristics of their majored in subjects and a more challenging task form, it was excellent for exploring the capabilities of students. SBC characteristics as set out in Chapter II suggesting that an integrated learning should be embodied in integrative learning patterns of thematic teaching was proved.

The above results can also be analyzed with SWOT as set out in table 4.3 and 4.4 :

Tabel 4.3. Analysis of SWOT on English Integrated skill

No.	Aspect	Detail	
		Teacher	Student
1.	Strenght	Curriculum load can be achieved	Strenghten the experience of using the target language
		Fluency in communicating in target language	Fluency in communication ability in the target language

		Raise the students' confidence of using the target language	Raise the students' confidence of using the target language
2.	Weakness	Increasing the task to be integrated	Increasing the task to be accomplished
		Creating much stress since students will have difficulty in understanding the material	Creating much stress since students will have difficulty in understanding the material even it is in Indonesian language
		There is no official channel to support students' ability in English, such as having contact with native speaker	There is no official channel to support students' ability in English, such as having contact with native speaker
		Teachers are pesimistics of the outcome	Students are pesimistics of the outcome
3.	Opportunity	The availability of supporting infrastructure such as internet access	The availability of supporting infrastructure such as internet access
		Cooperative work among subject-matter teachers	Cooperative work among subject-matter teachers
		The issue of. RMBI (Rintisan Madrasah Bertaraf International) was being developed	The issue of RMBI (International leveled Madrasah design) was being developed.

4.	Threat	Lack of time for teachers to sit together to talk related things	Lack of time for students to sit together to talk related things
		There has been no example of integrative thematic teaching implementation and result	There has been no example of integrative thematic teaching implementation and result
		Students' pesimistics toward the result	Students' pesimistics toward the result

Tabel 4. 4. Analysis of SWOT on English Integrated skills in other subject matter topic

No	Aspect	Detail	
		Teacher	Student
1.	Strenght	Giving chance for students to learn other major subject matter material	Strengthen the understanding of major subject matter material
		Fluency in communication using target language	Fluency in communication using target language
		Increasing self confidence on language ability and related subject-matter	Increasing self confidence on language ability
2.	Weakness	Increasing learning load to be learned	Increasing learning load to be learned
		Creating stress because they couldn't understand the material easily even it is in Indonesian language	Creating stress because they couldn't understand the material easily even it is in Indonesian language

		The same teaching pattern was not applied by other teachers	No other subject matter teachers did the same thing
			Students' were pesimistic toward the result
3.		The supporting material is available	The availability of supporting material
		Cooperative work among subject-matter teachers	Cooperative work among subject-matter teachers
		The issue of. RMBI (Rancangan Madrasah Bertaraf International) was being developed	The issue of RMBI (International leveled Madrasah design) was being developed.
4.	Threat	Lack of time for teachers to sit together to talk related things	Lack of time for students to sit together to talk related things
		There has been no example of integrative thematic teaching implementation and result	There has been no example of integrative thematic teaching implementation and result
		Students are pesimistics toward the result	Students' pesimistics attitude toward the result

Based on the 2 tables above it can be seen that each component in Integrative Thematic Teaching had its own advantages and disadvantages when it was applied. Careful planning could increase profits and reduce risk of loss.

CONCLUSION

Based on the analysis in chapter IV, it can be concluded that: (1) The influence English learning achievement of students with integrative teaching and thematic teaching is evidenced by calculations, the number 4,153 is known that t count is greater than t table with a significance

level of 1% and 5% 2,021 <4,153> 2,704 with 40 and 2,000 df <4,153> 2,660 with 60 df. (2) There has not been a significant correlation between the test results of major subject-matter topics and test of English and it was evidenced from the results of English language and posttest values correlated to biology score and the result obtained was 0.725 and this means t count is smaller than t table with a significance level of

1% and 5% 2021> 0725 <3551 with 46 df.

From the above conclusion it can be suggested: (1) Integrative thematic teaching must still be carried out continuously to get maximum results. (2) Integrative thematic teaching in their application must also take in depth – Consideration of major subject-matter material so the optimal result could be obtained.

REFERENCES

- Brannen, J. (2005). *Memadu Metode Penelitian Kualitatif & Kuantitatif*. Alih Bahasa. Samarinda : Fakultas Tarbiyah IAIN Antasari Samarinda.
- Brown, H.D. (1994). *Teaching By Principle* . USA: Prentice Hall.
- Finocchiaro & BrumfiT. (1983). *Functional Approach From Theory to Practice*. USA: Oxford University Press.
- Halimah. (2000). *Language Learning Strategies And Students' Achievement*. A Thesis. Bandung : UPI
- Halimah. (2009). *Tabloid Cermien : Mengakomodasi Beban Belajar Siswa*. Article .Palangka Raya
- Hatch, E. & Farhady, H. (1982). *Research .Design and Statistics For Applied Linguistics*. USA: Newbury House Publisher.
- Hatch, E. & Lazaraton, A. (1991). *The Research Manual. Design and Statistics For Applied Linguistics*.USA: Newbury House Publisher
- Hornby, A.S. (1987). *Oxford Advanced Learner's Dictionary of Current English*. Britain:Oxford University Press.
- Littlewood,W. (1981). *Communicative Language Teaching*. Britain : Cambridge University Press.
- MAN Model. (2009). *Lesson Study dan Portofolio*. Unpublished.
- MAN Model. (2009). *Data UN*.Unpublished.
- Muslich, M. (2008). *KTSP Pembelajaran Berbasis Kompetensi dan Kontekstual*. Jakarta :Bumi Aksara.
- Nasution, S. (1996). *Metode Research*. Jakarta : Bumi Aksara.
- Nunan, D. (1990). *The learner-Centred Curriculum*. Britain Bell and Bain Ltd.
- Oxford Learner's Pocket Dictionary. (1995). New Edition. Oxford Univ.press: New York.
- Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know* :USA : Heinle and Heinle Publishe.
- Rahmat, J. (2005). *Belajar Cerdas Berbasis Otak*. Bandung: Mizan.
- Rich, J.M. (1971). *Humanistic Foundation of Education* . USA: Charles A.Jones Publishing Company
- Savignon, J.S. (1983). *Communicative Competence*. Addison-Wesley Publishing Company,INC:USA.
- Schubert,W.H. (1986). *Curriculum, Perspective, Paradigm, and Possibility*.USA: Macmillan Publishing Company.
- Sudjana, N. (1999). *Tuntunan Penyusunan Karya Ilmiah* . Bandung :Sinar Baru Algesindo.
- Tarigan, H.G. (2009). *Metodologi Pengajaran Bahasa 2*. Bandung : Angkasa.
- www.Scribd.com. Accessed on Pebruari 2010
- www.allacademi . Accessed on Pebruari 2010
- Webmaster@todaysteacher.com.Thematic Teaching .html. Accessed on May, 2010
- http://en.wikipedia.org/wiki/SWOT_analysis.

Accessed on Oct ,2010
<http://en.wikipedia.org/wiki/Antropologi>.
Accessed on Nov,2010
<http://www.forumsains.com/Biologi>.Accessed

on Nov, 2010
[http://www.mcafee.cc/Classes/BEM116/
PDF/SWOT.pdf](http://www.mcafee.cc/Classes/BEM116/PDF/SWOT.pdf) on Oct,2010

USING BRAINSTORMING TECHNIQUE IN WRITING TIME-ORDER PARAGRAPH AT THE SECOND SEMESTER ENGLISH DEPARTMENT STUDENTS OF PALANGKA RAYA STATE ISLAMIC COLLEGE

Sabarun

State Islamic College of Palangka Raya, Central Kalimantan, Indonesia

sabarun22@yahoo.com

Abstract: The study is aimed at (a) describing the implementation of using brainstorming technique in writing time-order paragraph; (b) measuring the difference of the students' progress of writing scores: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph; and (c) describing the students' response on the implementation of using brainstorming technique in writing time-order paragraph. The study belonged to descriptive study using mixed method design: qualitative and quantitative. The study was conducted at the second semester English department students of Palangka Raya State Islamic College of 2013/ 2014 academic year. The number of the subject was 28 students. To answer the research problem No 1, the researcher uses observation, field notes, and portofolio in the form of qualitative data. To answer the research problem No 2, a one way repeated measures ANOVA was applied. The data were in the form of quantitative data. Then, to answer the research problem No 2, the questionnaire was distributed to the respondents. The data were in the form of quantitative data. The research findings showed that: (1) The implementation of brainstorming technique in writing time-order paragraph was divided into three stages. In the prewriting activities, the teacher assigned students to brainstorm ideas about the topic selected, edit brainstorming list. organize the list and put the list in time-order, make an outline by adding title and give a topic sentence. In whilst writing activity, the teacher assigned the students to write the first draft of paragraph based on the outline made, revise and edit the paragraph. In the post writing activity, the teacher assigned each student to write the final draft based on partner's comments, suggestions, and revisions. (2) Based on the output of one way repeated Measures ANOVA, it was found that there was effect for time, Wilk's Lamda= 0,18, F= 61.42, $p < 0005$, multivariate eta squared= 0.83. It was interpreted that there was significant difference on the students' writing progress: before (mean=3.61), during (mean=4.35), and after (mean=4.67) the implementation of using brainstorming technique in writing time-order paragraph. It meant that using brainstorming technique gave significant effects to the students' writing ability in writing time-order paragraph for both during, and after the implementation. (3) Based on the questionnaire checklists, the students' response showed that they gave positive response on the statements on the learning process of writing time-order paragraph using brainstorming technique. There were 74.64% students agreed and 25.36% students disagreed to use brainstorming technique in writing class.

Keywords: *writing, Brainstorming Technique, time-order paragraph*

INTRODUCTION

Brainstorming is one of the four prewriting strategies such as free writing, clustering and WH-questions (Smalley, 2001: 4). Brainstorming strategy is one of the most important strategies in provoking creativity and solving problems in the educational, commercial, industrial and political fields. Brainstorming strategy was introduced by Alex Osborn, an American advertisement company manager in 1938 as a result of his inconvenience of traditional business meetings. Brainstorming means the use of brain to the active problem solving and the brainstorming session aims to develop creative solutions to problems (2014). Brainstorming is a method students can use to generate ideas for writing a paper. In the process of brainstorming we should suspend any concerns about staying organized. The goal is to pour our thoughts onto paper without worrying about whether they make sense or how they fit together. In brainstorming, we list single words or phrases vertically from the top of the page to the bottom). We do not take the time to write whole sentences (Fleming, 2014). In the researcher's opinion, brainstorming is the process whereby writers come up with ideas to write about.

Concerning with brainstorming studies, there have been a number of studies. One of them, a study was conducted by Fawzi, Mohammad, and Hussein of Foundation Program Department of English Qatar University (2013) The study showed that both types of brainstorming were motivating to students with more preference given to guide brainstorming. Another study conducted by Dr. Bilal Adel Al-khatib (2013) showed that there are statistical significant differences at the level of ($\alpha = 0.05$) between the experimental group and the control group in the total score and the sub scores of the creative thinking in the favor of the experimental group indicating the effectiveness of using brainstorming strategy in developing creative thinking skills. The researcher recommended the use of this strategy in universities as well as conducting

more studies regarding its effect by using other samples in different environments.

In addition, there are other reasons the researcher conducts the study on brainstorming technique in prewriting strategy. First, brainstorming helps students develop and improve fluency with thinking. Second, brainstorming allows students to discover new ideas and relationships between concepts. Third, brainstorming gets the mind going to generate and organize thought processes, new ideas and information. Fourth, brainstorming in a group environment can enable all members of the group to feel like part of the team. It encourages widespread participation and involvement, It can make all participants feel like an important member of the group and that their ideas and input are respected and valued. Due to the facts above, it motivates the researcher to conduct a case study entitled "Using Brainstorming Technique in Writing Time-Order Paragraph at the Second Semester English Department Students of Palangka Raya State Islamic College 2013/2014 Academic Years."

Based on the background of the study, the research problems are as follows:

1. How is the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years?
2. Is there is any significant difference on the students' writing progress: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years?
3. How is the students' response toward the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years?

Based on the problems above, the aims of the

study are: (1) to describe the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years; (2) to measure whether there is a significant difference or not on the students' writing progress: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years; and (3) to describe the students' response toward the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years.

This study has practical and theoretical significance. Practically, the result of this study is expected to give significant contribution to the English writing teachers. One of the significant is that brainstorming is a technique of the pre writing strategies that can be used by teachers as an alternative technique of prewriting strategies to be applied in writing classes. Moreover, the result of the study is expected to provide empirical data about writing using brainstorming technique. Theoretically, it is expected that the results of the study can give contribution to support the theory of cognitive processing on teaching English as a foreign language, especially for the writing teachers.

The study belongs to descriptive study using mixed methods both qualitative and quantitative approaches. This study is restricted to three focuses: describing the implementation of using brainstorming technique in writing time-order paragraph and investigating whether there is a significant difference or not on the students' writing progress: before, during, and after the implementation of using brainstorming technique, and describing the students' response. This study is limited on using brainstorming technique in writing time-order paragraph. The study is conducted at the Class D of second semester English department students of Palangka Raya

State Islamic College of 2013/ 2014 academic year. The number of the subjects of the study is 28 students.

REVIEW OF RELATED LITERATURE

Related Studies

Some studies have been conducted on brainstorming technique in writing. First, the study conducted by Noor, (2013) found that brainstorming technique offers a good technique to make the students practice in writing. Second, the study conducted by Suryani (2012) found that the use of brainstorming technique can improve the students' writing ability at the tenth grade students of SMA Muhammadiyah Kudus in academic year 2011/2012, especially in X-F class.

Third, the study conducted by Fawzi, Mohammad, and Hussein of Foundation Program Department of English Qatar University (2013) showed that both types of brainstorming were motivating to students with more preference given to guide brainstorming. Fourth, the study conducted by Al-khatib (2013) showed that there are statistical significant differences at the level of ($\alpha = 0.05$) between the experimental group and the control group in the total score and the sub scores of the creative thinking in the favor of the experimental group indicating the effectiveness of using brainstorming strategy in developing creative thinking skills.

Those studies above investigate brainstorming technique in different paradigm and level. Moreover, this study supports the above findings by describing the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years and investigating whether there is a significant difference or not on the students' writing progress: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years.

Brainstorming

Brainstorming also called listing is a good technique to generate ideas and to get information that a writer needs. It is a sudden insight or connection. In brainstorming, students call out as many associations as possible while the teacher jots them down (Gebhard, 2000: 227). In the present study, the researcher tries to apply brainstorming technique in prewriting stage during the writing process, because it is what the researcher investigates. Here, the students are assigned to practice brainstorming technique in prewriting stage during the writing process, when they are starting to write. Hopefully, this experience can lead students to have an assumption that writing is a complex skill, which should be gained from a set of process.

Brainstorming Technique as a Prewriting Strategy

Brainstorming is techniques where we write down various ideas as they come to mind. Brainstorming is also a way to associate ideas and stimulate thinking. It permits writers to approach a topic with an open mind. To brainstorm, the writer can ask others to recall for information of particular topic in order to give the writer plenty of ideas about the topic. Based on the topic, the writers call out as many associations as possible while they jot them down (Smalley, 2001: 4). In this case, brainstorming is a tool used by teams for creative exploration of options in an environment free of criticism. It is a technique used to get a fulsome rush of new ideas on a used topic. It is a creative thinking exercise. It's the classic way of quickly grabbing lists of possibilities. It's use widely in all types of businesses. It is very easy to do and is extremely effective. Everybody is involved. In the beginning every contribution is accepted without exception, and no idea is excluded, no matter how 'out there' it may be. In short, it is a terrific technique.

Historically, brainstorming is an idea-generating technique pioneered by Alex Osborn. Brainstorming came to public attention in a book – *Your Creative Power* – written in the 1940s

by Alex Osborn, a partner in the advertising agency. Since then it has become one of the most popular forms of idea generation, for both individuals and groups, in business and in everyday life.

The Benefits of Brainstorming

A brainstorming is a useful tool to generate ideas or find solutions to a problem. Moreover, brainstorming in the classroom motivate students to freely express their ideas and thoughts on a subject. As there are no wrong and right answers, the sessions provide students with a platform where they can voice their thoughts without fear of failure. The sessions give the class a chance to tap into their previous knowledge and form connections between the current topic and what they have already learned. It also encourages them to listen and consider others' ideas, thereby showing respect for their fellow classmates. Brainstorming creates an atmosphere of freedom which is maintained by four basic rules: no evaluation or criticism, encourage *wild* ideas, build on the ideas of others, and strive for quantity. Brainstorming has some other benefits. It is a creative process that dispels trainees' beliefs that they are not creative. It helps idea generation by recall, association and lateral thinking. It utilizes the lived experiences of the trainees.

Time-Order paragraph

A time-order paragraph is a paragraph in which the ideas are put in order by time (Hoque, 1996: 33). When we write about an event, we use time order to tell about it. We write first this happened, next that happened and then sometimes else happened. When we write instructions, we use time order. We divide our instructions into a series of steps and list the steps in order by time. In time-order paragraph, we use time-order transition signals. The tell the reader what to do first, second, third, fourth, and so on. It is important to use transition signals when we write instructions to make the order of the steps clear. Time-order transition signals include the words: first, second, third, fourth,

next, after that, then, finally, and so on. Here is a model of time-order paragraph.

How to Clean Your House after a Party
There are some tips to clean the house after finishing a party. First of all, change into rough clothes in order to move easily. Second, take away all the decorations, and keep back some of them and throw away some of them. Next, stop the music and put CDs in order. Then, throw away all leftovers with eating them a little and keep some of them which can still be eaten. Next, remove all the dishes from the table and bring them to the sink in the kitchen. Then, pick up noticeable trash which is lying about in the living room and throw them away to the garbage can. Since some part of the floor is wetted by spilling some drink, please wipe the floor with a floor cloth. After that, clean the floor for using a vacuum to clean dust. Then, bring the garbage bag to the dumping ground. Lastly, wash the dishes and go to bed. (Adopted from Remi Matsubara, 2008)

RESEARCH METHOD

The design of the study is descriptive study using mixed methods design both qualitative and quantitative approaches. The method is applied since the multiple forms of data are used in the study: both qualitative and quantitative data. In addition, both qualitative and quantitative approach to data analysis is also used. The study applies concurrent design, one of the six models of mixed method design (Ary, 2010: 563). In concurrent design, both qualitative and quantitative data are collected separately but at approximately the same time.

Subject is a person in a study. In the present study, the subject of the study is all the D class students of the second semester English department of Palangka Raya State Islamic College of 2013/ 2014 academic year. The number of the subject is 28 students. The subjects are the students who are taking Writing I course of the second semester. The number of the subject is 28 students.

The study is aimed at describing the implementation of using brainstorming technique in writing time-order paragraph and investigating whether there is a significant difference or not on the students' writing progress: before, during, and after the implementation of using brainstorming technique, and describing the students' response. There are various instruments developed in conducting the study such as writing test, observation, field notes, portfolios, and questionnaire.

To evaluate the students' attitude toward the implementation of using brainstorming technique in writing time-order paragraph, applied in the writing class, the researcher distributed questionnaires to the students. The type of the questionnaire is closed-ended questions using likert scales.

The procedure to collect the data is described as the following steps. To answer the research problem number 1, about the implementation of using brainstorming technique in writing time-order paragraph at the second semester English department of Palangka Raya State Islamic College of 2013/ 2014 academic year, the researcher observes the classroom activity in writing I class. The observation is focused on pre-teaching activity, whilst teaching activity and post teaching activity during the implementation of using brainstorming technique in writing time-order paragraph. In this case, the data are in the form of qualitative data.

To answer the second research problem, the researcher does the following steps. First, the researcher gives the test to the subject before the implementation of using brainstorming technique in writing time-order paragraph. Then, during the implementation of using brainstorming technique in writing time-order paragraph, the subjects are given a test. Then, after the implementation of using brainstorming technique in writing time-order paragraph, the subjects are, again, given posttest. Second, the researcher formulates the hypotheses being tested. The alternative hypothesis is: "there is a significant difference on the students' writing progress: before, during, and after

the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years. Meanwhile, the null hypothesis is that there is no significant difference on the students' writing progress: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years.

Third, the researcher determines the variables of the study. There are three variables in the study: one independent variable and three dependent variables. The independent variables are: writing time-order paragraph using brainstorming technique. Meanwhile, the dependent variables are the scores of the students' writing test before the implementation of using brainstorming technique; the scores of the students' writing test during the implementation of using brainstorming technique; the scores of the students' writing test after the implementation of using brainstorming technique.

Fourth, the researcher analyses the collected data and tests the hypothesis using SPSS program of Repeated Measures ANOVA. An ANOVA with repeated measures is used to compare three or more group means where the participants are the same in each group. A repeated measures ANOVA is also referred to as a within-subjects ANOVA or ANOVA for correlated samples. All these names imply the nature of the repeated measures ANOVA, that of a test to detect any overall differences between related means. In addition, the repeated measures ANOVA tests for whether there are any differences between related population means. The null hypothesis (H_0) states that the means are equal: $H_0: \mu_1 = \mu_2 = \mu_3 = \dots = \mu_k$ where μ = population mean and k = number of related groups. The alternative hypothesis (H_a) states that the related population means are not equal (at least one mean is different to another mean):

H_A : at least two means are significantly different

Therepeated measures ANOVA statistical calculation is used to compare three or more group means where the participants are the same in each group. In the study, the subjects' writing ability is measured three times and different conditions: before, during, and after the implementation of brainstorming technique to see changes to an intervention. Fifth, the researcher interprets the result of the statistical calculation.

To answer the third research problem about describing the students' response toward the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years, the researcher distributes the questionnaire to the subjects.

There are some procedures to analyze the data in mixed method research. First is data reduction. It involves analyzing the qualitative data while also analyzing the quantitative data via descriptive statistics. In the study, the implementation of using brainstorming technique in writing time-order paragraph at the second semester English department of Palangka Raya State Islamic College of 2013/2014 academic year will be analyzed qualitatively. Meanwhile, investigating whether there is a significant difference or not on the students' writing progress: before, during, and after the implementation of using brainstorming technique, and describing the students' response, will be analyzed quantitatively using repeated measures ANOVA. Second is data display. It involves using graphs to display the quantitative data, and using other forms such as rubrics and lists to describe the qualitative data.

To sum up, the steps in collecting and analyzing data can be described below. In the earlier step, the subjects are taught using brainstorming technique in pre-writing strategy. Then, the subjects selects a topic for a time-order paragraph. They are assigned to write a time-order paragraph three times. First, they

are assigned to write a time-order paragraph using free writing technique. Second, they are assigned to write a time-order paragraph using brainstorming technique during the implementation. Third, they are assigned to write a time-order paragraph using brainstorming technique after the implementation. The tests are given before, during, and after the implementation of using brainstorming technique in writing time-order paragraph. To analyze on the implementation of using brainstorming technique in writing time-order paragraph, the researcher analyzes qualitatively from the class observation. To analyze the data on the students' progress of writing scores: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph, one way ANOVA Repeated Measures is employed. It is a statistical computation used to test significant difference or compare three or more group means where the participants are the same in each group. To analyze the students' response on the implementation of using brainstorming technique in writing time-order paragraph, the researcher analyzes quantitatively from the closed-ended questionnaire distributed.

FINDINGS

This chapter presents the research findings. The findings are divided into three main sections. The first section discusses the implementation of using brainstorming technique in writing time-order paragraph. The observation was done six times and it was held on Mondays, 03, 10, 17, 24, March 2014 and 07, 14 April 2014. The second section focuses on the students' progress of writing scores: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph. The test before the implementation given to the students on Monday, 03 March 2014. The test during the implementation was given to the students on Monday, 17 March 2014. The test after the implementation was given to the students on Monday, 14 April 2014. The second section focuses the description of the students' response on the implementation

of using brainstorming technique in writing time-order paragraph. The questionnaire was distributed to the students on Monday, 21 April 2014.

The Implementation of Using Brainstorming Technique in Writing Time-Order Paragraph

Dealing with the implementation of using brainstorming technique in writing time-order paragraph, there were five steps to be done. The implementation of the brainstorming technique in writing time-order paragraph was divided into three stages: prewriting, whilst writing, and post writing.

In the prewriting activities, the teacher assigned students to brainstorm ideas about the topic selected. In this sense, they were assigned to brainstorm list. The goal was to list as much as possible as quickly as possible. Then, the students were assigned to edit brainstorming list. In this step, the students includes in the final paragraph and what he/she want to omit by combining ideas that belong together, crossing out words that repeat the same ideas, and crossing out that are not directly related to the main ideas. In this sense, they were assigned to share ideas with their peer group members. Afterwards, the students organized the list and put the list in time-order. Here, the steps should be in time order. What happened first? Second? Third? Last? Each step was given a capital letter (A, B, C, etc.). The next step was making an outline. The fourth step was to add title and give a topic sentence. Here, the title was centered at the top. The topic sentence was placed below the title and the five steps listed under the topic sentence and have capital letters (A, B, C and so on).

In whilst writing activity, the teacher assigned the students to write the first draft of paragraph based on the outline made, revise and edit the paragraph in close collaboration with partner. Then, the teacher assigned each student to edit his or her partner's draft. In the post writing activity, the teacher assigned each student to write the final draft based on partner's comments, suggestions, and revisions. Finally, the students submitted to the teacher the writing product

of a time-order paragraph in order to be given assessment, and then the teacher evaluated the learning process. In evaluating the learning process, the teacher made a reflection on class progress about what the students had learned, what the students had gained from the class activity, and also summarized the material given.

The Students' Progress of Writing Scores: Before, During, and After The Implementation of Using Brainstorming Technique in Writing Time-Order Paragraph

The second research problem of the study was to measure whether there was a significant difference or not on the students' progress of writing scores: before, during, and after the implementation of using brainstorming

technique in writing time-order paragraph. Then, the subjects were given tests three times: before, during, and after the implementation of using brainstorming technique. The three scores were compared and analyzed using One way ANOVA repeated measured test. In order to see the students' progress of writing scores: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph, the result of the three test scores were compared. In the study, the subjects' writing ability is measured three times: before, during, and after the implementation of brainstorming technique. It was conducted on Mondays, 03 March 2014 (before), 17 March 2014 (during) and 14 April 2014 (after). The comparison was described in Table 1.

Table 1. The Comparison of the Students' Progress of Writing Scores: Before, During, and After The Implementation of Using Brainstorming Technique in Writing Time-Order Paragraph

No	Students	Scores			Progress Scores
		Test 1	Test 2	Test 3	
1	ANT	3.00	4.00	4.50	1.50
2	LPS	3.00	3.75	4.00	1.00
3	SYM	3.50	4.50	5.00	1.50
4	BHR	2.50	3.50	4.00	1.50
5	DMW	4.00	4.50	5.00	1.00
6	AZR	4.00	4.50	5.25	1.25
7	NRD	4.50	4.75	4.75	0.25
8	SRF	2.50	3.00	4.00	1.50
9	PRS	4.50	5.25	5.50	1.00
10	SMW	3.00	4.00	4.75	1.75
11	KRW	3.75	4.50	5.00	1.25
12	NAP	4.50	4.75	4.75	0.25
13	MRF	3.00	4.00	4.00	1.00
14	ESP	3.00	3.75	4.75	1.75
15	DWR	4.25	4.50	4.50	0.25
16	YSP	4.00	4.25	4.75	0.75
17	AFS	3.50	4.50	4.50	1.00
18	UMJ	4.00	4.50	5.00	1.00
19	NRF	3.50	4.75	4.75	0.75
20	RAA	3.50	5.00	5.25	1.75
21	STP	4.50	4.75	5.25	0.75
22	RKU	3.00	4.00	4.75	1.75
23	STH	3.50	5.25	5.25	1.75
24	MRD	4.50	4.75	4.75	0.25

25	BAF	3.75	4.00	4.00	0.25
26	FDF	3.00	4.00	4.00	1.00
27	YSS	3.75	4.50	4.50	0.75
28	RRM	3.50	4.25	4.25	0.75
The highest score		5.00	5.50	5.75	
The low score		3.00	3.75	4.00	
The Average Score		4.15	4.65	5.04	

Based on the data above, it was found that there was a lot of progress on the students' writing score in writing time-order paragraph using brainstorming technique. This could be seen from the progress of the average score of each test. In the first test, before the implementation of brainstorming technique, the average score of the students' writing achievement was 3.61 in a 1.00 to 6.00 scales. Then, in the second test, during the implementation of brainstorming technique, the average score of the class increased slightly to 4.35 in a 1.00 to 6.00 scales. This was a slight increase of progress. Moreover, in the third test, after the implementation of brainstorming technique, the average score of the class increased dramatically to 4.67 in a 1.00 to 6.00 scales. This was a sharp increase of progress.

Based on the progress of the average score of the time-order paragraph writing class, it could be stated that the students' writing ability in writing time-order paragraph using brainstorming technique gradually progressed.

Testing hypotheses Using One Way ANOVA Repeated Measured

To answer the second research problem whether there is a significant difference or not on the students' writing progress: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years,

the one way ANOVA Repeated Measured was applied. The study was based on the assumption that there would be a significant difference on the students' writing progress: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph.

To begin with, the researcher considered some assumptions before analyzing data using a repeated measures ANOVA. First, the dependent variable should be measured at the interval or ratio level (i.e., they are continuous). Here, there were three Writing scores to be investigated, and those scores belong to interval level. Second, the independent variable should consist of at least two categorical, "related groups" or "matched pairs". "Related groups" indicated that the same subjects were present in both groups. Here, test 1, test 2, and test 3 were given to the same subjects, that is the 28 students who joined Writing I class. Third, there should be no significant outliers in the differences between the two related groups. Outliers are simply single data points within your data that did not follow the usual pattern. Fourth, the distributions of the differences in the dependent variable between the two or more related groups should be approximately normally distributed. Fifth, known as sphericity, the variances of the differences between all combinations of related groups must be equal.

In this case, sphericity was measured in order to fulfil the requirements of ANOVA test.

Mauchly's Test of Sphericity^b

Measure: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon ^a		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
Test	.758	7.191	2	.027	.805	.849	.500

Notes:

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

b. Design: Intercept Within Subjects Design: test

The Sphericity assumption required that the variance of the population difference scores for any other two conditions are the same as the variance of the population difference scores for any other two conditions. This was assessed by Mauchly's Test of Sphericity. Based on the out put, it was shown that the Sig. Value was 0.027. This indicated that the Sphericity assumption was not violated, since it was smaller than 0.05.

The next step, the researcher formulated the null hypothesis to be rejected. It was formulated that there was no significant difference on the students' writing progress: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years. Using Oney way repeated Measures ANOVA, the researcher analyzed the data, as follows:

Descriptive Statistics

	Mean	Std. Deviation	N
Test 1	3.6071	.61399	28
Test 2	4.3482	.51072	28
Test 3	4.6696	.45161	28

Based on descriptive statistics above, it was shown that in Test 1, before the implementation of brainstorming technique, the mean score of the students' writing achievement was 3.61 in a 1.00 to 6.00 scales. Then, in Test 2, during the implementation of brainstorming technique, the mean score increased slightly to 4.35 in a 1.00 to 6.00 scales. This was a slight increase of progress. Moreover, in Test 3, after the implementation of brainstorming technique, the average score of the class increased dramatically to 4.67 in a 1.00 to 6.00 scales. Therefore the researcher concluded that there was a significant difference on the mean score across the three different time periods of test: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph.

Multivariate Tests^b

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Test	Pillai's Trace	.825	61.415 ^a	2.000	26.000	.000	.825
	Wilks' Lambda	.175	61.415 ^a	2.000	26.000	.000	.825
	Hotelling's Trace	4.724	61.415 ^a	2.000	26.000	.000	.825
	Roy's Largest Root	4.724	61.415 ^a	2.000	26.000	.000	.825

Notes:

- a. Exact statistic
- b. Design: Intercept Within Subjects Design: test

Based on the multivariate test, it was shown that the sig. Value of Wilks' Lambda was 0.000.

It was less than 0.05. Therefore the researcher concluded that there was a statistically significant difference for time. This suggested that there was a change in confidence scores across the three different time periods: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph.

Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Test	Sphericity Assumed	16.626	2	8.313	94.538	.000	.778
	Greenhouse-Geisser	16.626	1.611	10.322	94.538	.000	.778
	Huynh-Feldt	16.626	1.698	9.794	94.538	.000	.778
	Lower-bound	16.626	1.000	16.626	94.538	.000	.778
Error(test)	Sphericity Assumed	4.749	54	.088			
	Greenhouse-Geisser	4.749	43.491	.109			
	Huynh-Feldt	4.749	45.837	.104			
	Lower-bound	4.749	27.000	.176			

Tests of Within-Subjects Contrasts

Measure: MEASURE_1

Source	test	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Test	Linear	15.805	1	15.805	122.744	.000	.820
	Quadratic	.822	1	.822	17.445	.000	.393
Error(test)	Linear	3.477	27	.129			
	Quadratic	1.272	27	.047			

Tests of Between-Subjects Effects

Measure: MEASURE_1

Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	1487.646	1	1487.646	2.234E3	.000	.988
Error	17.979	27	.666			

Based on the Mauchly's Test of Sphericity, it was shown that the value of Eta Squared, given in the multivariate test out put box was 0.825. Using the guidelines proposed by Cohen, 1988 (01= small, 0.06= moderate, 0.14 large effect), this result suggested a very large effect size.

To sum up, A one way repeated measures ANOVA was conducted to compare scores of

the students' writing test with three different conditions: Test 1, before the implementation; Test 2, during the implementation; Test 3, after the implementation of brainstorming technique. The means and standard deviations were presentend in Table 2.

Table 2. The Descriptive Statistics for Scores in writing time-order paragraph for Test 1, Test 2, and Test 3

Types of Test	Mean	Standard Deviation	N
Test 1	3.6071	.61399	28
Test 2	4.3482	.51072	28
Test 3	4.6696	.45161	28

Based on the out put, it was said that there was effect for time, Wilk's Lamda= 0,18, F= 61.42, $p < 0005$, multivariate eta squared= 0.83. Based on the above statistical calculation it was interpreted that there was significant difference on the students' writing progress: before (mean=3.61), during (mean=4.35), and after (mean= 4.67) the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years. It meant that using brainstorming technique gave significant effects to the students' writing ability in writing time-order paragraph for both during, and after the implementation.

The Students' Response on The Implementation on Using Brainstorming Technique in Writing Time-Order Paragraph

To answer the third research problem on the students' response on the implementation of using brainstorming technique in writing time-order paragraph, the questionnaire was distributed to the students on Monday, 21 April 2014 The questionnaire covered some aspects of the students' attitude and response toward the learning process of writing time-order paragraph using brainstorming technique. The result of the questionnaire checklists was as follows.

Based on the questionnaire checklists, the students' response showed that they gave positive response on the statements on the learning process of writing time-order paragraph using brainstorming technique. On the statement: *I like using Brainstorming technique in writing time-order paragraph*, there were 17 of 28 or about

60.71% students agreed and 11 of 28 or about 39.29% students disagreed. This indicated that more than half students liked Brainstorming technique.

Dealing with the second statement, it showed that brainstorming technique makes the writing class more interesting for students. This was evidenced that 20 of 28 students or about 71.43% students agreed and 28.57% disagreed. It was related with the one-month implementation of brainstorming technique in writing class.

On the third statement: *Brainstorming technique is a useful tool to generate ideas in writing time-order paragraph*, there were 19 of 28 or about 67.86% students agreed and 32.14% students disagreed. This indicated that more than half students viewed that brainstorming technique is an easy way to generate ideas in writing time-order paragraph. In addition, about 78.57% students agreed and 21.43% students disagreed on the statement: *After using the brainstorming technique, I am strongly motivated to freely express my ideas and thoughts on a subject in writing time-order paragraph* (fourth statement). This indicated that the majority of students viewed that brainstorming technique could motivate to freely express ideas and thoughts. Then, on the fifth statement: *I can enjoy learning English in the writing class through brainstorming technique*, there were 85.71% students agreed and 14.29% students disagreed. This meant that most students felt happy when they were taught using the brainstorming technique. Moreover, about 78.57% students agreed and 21.43% students disagreed on the statement: *I get some advantages from using Brainstorming technique in writing time-order paragraph, such as share ideas with partner and social skill* (sixth statement).

Next, on the seventh statement: *Brainstorming technique encourages me to listen and consider others' ideas, thereby showing respect for my fellow classmates*, there were 67.86% students agreed and 32.14% students disagreed. The students also gave positive response on the statement: *Brainstorming allows me to discover new ideas and relationships between concepts* (eighth

statement). There were 85.71% students agreed and 14.29% students disagreed on that statement. Meanwhile, about 78.57% students agreed and 21.43% students disagreed on the statement: Brainstorming gets the mind going to generate and organize thought processes, new ideas and information (ninth statement). Finally, on the statement: *Brainstorming creates an atmosphere of freedom, encourages wild ideas, and builds on the ideas of others* (tenth statement), there were 85.71% students agreed and 14.29% students disagreed.

Based on the explanation above, it was concluded that most students had high positive response on the implementation of using brainstorming technique in writing time-order paragraph. There were 74.64% students agreed and 25.36% students disagreed to use brainstorming technique in writing class.

CONCLUSION

Based on the result of the research findings, there were several conclusions to be made:

1. The implementation of brainstorming technique in writing time-order paragraph was divided into three stages: prewriting, whilst writing, and post writing. In the prewriting activities, the teacher assigned students to brainstorm ideas about the topic selected, edit brainstorming list, organize the list and put the list in time-order, make an outline by adding title and give a topic sentence. In whilst writing activity, the teacher assigned the students to write the first draft based on the outline made, revise and edit the paragraph. In the post writing activity, the teacher assigned each student to write the final draft based on partner's comments, suggestions, and revisions.
2. To measure the significance different on the students' progress of writing scores: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph, A one way repeated Measures ANOVA was applied. Based on the out put, it was said that there was effect for time, Wilk's Lamda= 0,18, F= 61.42, p<

0005, multivariate eta squared= 0.83. It was interpreted that there was significant difference on the students' writing progress: before (mean=3.61), during (mean=4.35), and after (mean= 4.67) the implementation of using brainstorming technique in writing time-order paragraph. It meant that using brainstorming technique gave significant effects to the students' writing ability in writing time-order paragraph for both during, and after the implementation.

3. To describe the students' response on the implementation of using brainstorming technique in writing time-order paragraph, the questionnaire was distributed. Based on the questionnaire checklists, the students' response showed that they gave positive response on the statements on the learning process. There were 74.64% students agreed and 25.36% students disagreed to use brainstorming technique in writing class.

RECOMMENDATION

For the teachers, it was suggested that the writing teachers implement brainstorming technique in three stages: prewriting, whilst writing, and post writing. In the prewriting activities, the teacher assigned students to brainstorm ideas about the topic selected, edit brainstorming list, organize the list and put the list in time-order, make an outline by adding title and give a topic sentence. In whilst writing activity, the teacher assigned the students to write the first draft based on the outline made, revise and edit the paragraph. In the post writing activity, the teacher assigned each student to write the final draft based on partner's comments, suggestions, and revisions.

For the Students. it was suggested that they implement brainstorming technique in writing time-order paragraph. In the writing activities, students should brainstorm ideas, edit brainstorming list, organize the list and put the list in time-order, make an outline by adding title and give a topic sentence and then write the first draft of paragraph based on the outline made, revise and edit the paragraph.

Finally, the students were recommended to write the final draft.

For Future Researchers, since the study was a descriptive using mixed method, it is advisable that future researchers follow up the result of study by conducting other similar researches

on brainstorming technique in other types of writing such as narrative, descriptive or argumentative. It was important because there were still a number of problems in writing classes, especially in teaching paragraph writing.

REFERENCES

- Al-khatib, B.A. (2012). *The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Female Students in Princess Alia University College* © Centre for Promoting Ideas, USA www.aijcrnet.com. http://www.aijcrnet.com/journals/Vol.2.No.10_October_2012/4.pdf, p. 29-38, accessed on 01 March 2014.
- Ary, D., Lucy, C.J., Chris, S., & Asghar R. (2010). *Introduction to Research in Education. (eighth edition)*. (United States: Wadsworth Cengage Learning.
- Behrman, C.H. (2003). *Ready-to-use Writing Proficiency Lesson and Activities. First Edition*. San Francisco: John Wiley and sons.
- Brown, H.D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy. Fourth Edition*. White Plains, N Y: Addison Wesley Longman, Inc.
- Burden, P.R., & Byrd, D.M. (1999). *Methods for Effective Teaching*. Needham height: Allyn & Bacon.
- D'Angelo, F. J. (1980). *Process and Thought in Composition with Handbook. Second Edition*. Cambridge: Winthrop Publisher, Inc.
- Dornyei, Z. & Tatsuya, T. (2010). *Questionnaires in Second Language Research: Construction, Administration and Processing. Second Edition*. New York: Routledge.
- Ezor, E. & Lewis, J. (1984). *From Paragraph to Essay: A Process Approach for Beginning College Writing*. New York: McGraw-Hill, Inc.
- Fardhani, A.E. (2005). *Developing Writing Skill, a Guide for beginners to write in English*. Jember: Jember University Press.
- Fawcett, S & Sandberg, A. (1988). *Evergreen: A Guide to Writing. Third Edition*. Boston: Houghton Mifflin Company.
- Fawzi, M., Mohammad, & Ali, A.H. (2013). *Enhancing Students' Motivation to Write Essays through Brainstorming: A Comparative Study*. International Journal of Humanities and Social Science Vol. 3 No. 9; May 2013, p. 191-196 <http://www.ijhssnet.com/journals/Vol.3.No.9.May2013/18.pdf>, accessed on 01 March 2014.
- Fleming, G. *Brainstorming Techniques For Left Brains and Right Brains*
- Gebhard, J.G. (2000). *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*. Ann Arbor: The University of Michigan Press.
- Gould, E., DiYanni, R. & Smith, W. (1989). *The Act of Writing*. New York: Random House.
- Harmer, J. (2000). *How to Teach English: An Introduction to the Practice of English Language Teaching*. Edinburgh: Addison Wesley Longman.
- Harmer, J. (2004). *How to Teach Writing*. Edinburgh Gaze: Pearson Education Limited.
- Hoque, A. (1996). *First Steps in Academic Writing*. White Plain, New York: Addison Wesley Publishing Company, Inc.
- <http://homeworktips.about.com/od/homeworkhelp/a/brainstorming.htm>, accessed on 01 March 2014.
- Jonker, J. & Bartjan, P. (2010). *The Essence of Research Methodology: A Concise Guide for Master and PhD Students in Management Science*. New York: Springer.

- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching. Second Edition*. Oxford: Oxford University Press.
- Maghsoudi, M.J. (2013). *The impact of brainstorming strategies Iranian EFL learners' writing skill regarding their social class status*. International Journal of Language and Linguistics. Special Issue: Language Teaching and Learning Key Principles. (LTLKP). Vol. 1, No. 1, 2013, pp. 60-67. Published online December 30,
- Matsubara, R. (2008). *How to Clean Your House After a Party* <http://ostermanwriting222.blogspot.com/2008/10/time-order-paragraphs-how-to-clean-your.html>, accessed on March, 22, 2014.
- Noor, K. (2013). *The Use of Brainstorming to Improve Students' Writing Skill in Descriptive Text (A Classroom Action Research of The Tenth Grade Students of SMA 2 BAE Kudus in the Academic Year 2012/2013)*. Skripsi Sarjana thesis, Universitas Muria Kudus.2013. <http://eprints.umk.ac.id/1368/>
- Oshima, A & Hoque, A. (1999). *Writing Academic English. Third Edition*. White Plains N Y: Addison Wesley Longman.
- Oshima, A & Hoque, A. (2007). *Introduction to Academic Writing. Third Edition*. White Plains, New York.
- Pedomani Akademik Sekolah Tinggi Agama Islam Negeri Palangka Raya, 2011.
- Raimes, A. (1983). *Techniques in Teaching Writing*. Oxford: Oxford University Press.
- Smalley, R.L. & Reutten, M.K. (1986). *Refining Composition Skills: Rhetoric and Grammar for ESL Students*. New York: Macmillan Publishing Company.
- Suryani, E.W. (2012). *The Use of Brainstorming to Improve the Writing Ability in Recount Text of the Tenth Grade Students in SMA Muhammadiyah Kudus in Academic Year 2011/2012*. Skripsi Sarjana thesis, Universitas Muria Kudus.2012. <http://eprints.umk.ac.id/1224/8>

PART 2

THE ICT-BASED ENGLISH LANGUAGE TEACHING TECHNIQUES AND STRATEGIES

Rr. Dewi Wahyu Mustikasari ■
Luqman Baehaqi ■
Nur Alfa Rahman and Rini Kurniati ■
Dewi Puspitasari and Isriani Hardini ■
M. Zaini Miftah ■

ARE YOU DARE ENOUGH TO BE A HALF-CYBER TEACHER?

Rr. Dewi Wahyu Mustikasari

Salatiga State Institute for Islamic Studies, Central Java, Indonesia

dewi.w.mustikasari@gmail.com

Abstract: A half-cyber teacher is someone who provides on-line and off line activities in learning English. Vanishing the teacher's role as the one who know everything is not a bad idea to foster the students' participation and engagement in the classroom. The teacher becomes the manager or facilitator. A project work is addressed to proceed organizing on-line and off line activities. It invites students' collaboration. Assessing the activities can be easily organized. Thus becoming a half-cyber teacher is not difficult to think and conduct.

Keywords: *half-cyber teacher, project-based learning, alternative assessment*

INTRODUCTION

Integrating technology for teaching and learning process is challenging to be prepared as well as implemented. Teachers should think and provide assignments which are related to the syllabus. Having various options for integrating technology demands teachers to be wiser to choose and match between the topics of learning and assignments which are organized using technology. Another important element is technical matters of how to use it. Teachers should recognize how to use softwares or other technology items. Thus it will minimize the obstacles which might occur when they teach using technology. In addition, making an equal portion of those elements is important to be prepared and implemented. As it is also mentioned by Webster and Murphy (2008: 2)

Apart from the wider socio-political challenges, there are also the more technical challenges related to the introduction and use of new educational technologies. For instance, the sheer range of new technologies presents challenges in making correct selection decisions for specific learning tasks. This is further complicated by the existence of a wide range of software and limitations in infrastructure and resources

available to higher education institutions. More specifically, the challenges to learning with technology include being in an information rich age, with the associated open source software developments, social networking tools, mobile devices and increasingly large and complex management systems. Achieving a balance between these and other factors presents a challenge to all educators.

If it is too many troubles to integrate technology in the teaching and learning process, becoming a half-cyber teacher is an option. It can be done by providing an on-line and off line activities.

Teaching using technology can be done more effective if teachers act as a fair-weather friends for their students. It means that they are friends in good and bad times for them. Furthermore, they need to think as a facilitator. Facilitating what are the students' need reflects teachers' intention to provide a student-centered situation. Moreover, it can not be rejected sometimes students are more advance than teachers dealing with the usage of technology. Based on Mustikasari (2012: 145)

The students somehow born to be able to use the application of ICT eventhough they do not learn how to use it in the classroom.

Teachers do not the facilitator who introduce the information about ICT to the students. The students are fast learners who can think and get what they want to do. Teacher should take this phenomenon as a good thing for the development of education. In addition, teachers are able to feel relief because the students can do the task/ assessment independently.

Thus the learning process which integrates technology can be done easier because students seem having a sufficient knowledge about how to use technology. Moreover, students may conduct activities of learning which use technology to complete the task.

A project work which not only integrating technology but also English skills will challenge the students. It boots students' participation and leads to student-centered situation in the teaching and learning process. Assessing students also becomes fair enough to be conducted because teachers do not assess the students for summative performance.

This paper offers some suggestions for teachers to become a half-cyber teacher who provides a student-centered situation. The suggestions cover several aspects namely a project work (moreover, it will be addressed as project-based learning) and students' assessment.

A Half-Cyber Teacher

The terminology of a half-cyber teacher can be separated into three words namely half, cyber, and teacher. According to Longman Advanced American Dictionary these words can have meaning as follow. Half means partly, but not competely. Cyber means relating to computers, especially to the messages and information on the internet. Last but not least, teacher means someone whose job is to teach. It can be assumed that a half-cyber teacher is a person who teaches using technology for a partly activities during the whole activities in a period. A half-cyber teacher is a teacher who provides on-line and off line activities in learning English.

As it is mentioned above that integrating technology in the teaching and learning process

can cause obstacles. The obstacles that may occur are teachers do not have (1) adequate knowledge to operate blog, social media, and software, (2) time to prepare it, and (3) motivation to teach using technology because the infrastructure is not supported. Thus becoming a half-cyber teacher is an option because the activities in the teaching and learning process are delivered using on-line and off-line activities. The collaboration of on-line and off line activities can be managed based on teachers' needs. It is suggested that the important thing of acting as a half-cyber teacher is to make our daily duty which is teaching. It becomes easier to be prepared and conducted. The other benefits for teachers are (1) they pay attention on the implementation of technology for education, (2) they create an interactive learning activities, (3) they make students happier to join the class. On the other hand, there are also some benefits for students. Firslly, they are challaging to do the assignment. Secondly, they develop their critical thinking. Thirdly, they learn the langauge for communication.

A half-cyber teacher thinks to invite students' participation to do on-line activities as well as offline activities. Students need to be guided, eventhough now everyone can communicate easily using technology. However, it is essential to meet students off line so that they will have an adequate understanding about a task. In addition, to engage students' participation, teachers are suggested to check students' progress of finishing a task so that students will be motivated to conduct it.

A Project-Based Learning

The on-line and off line activities can be organized through a project-based learning. As it is quoted by Alan and Stoller (2005: 11):

A review of numerous case-study reports (Allen 2004; Gardner 1995; Gu 2004; Ho 2003; Lee 2002; Levine 2004; Papandreou 1994; Tomei, Glick, and Holst 1999) reveals that successful project-based learning:

1. focuses on the real-world subject matter that can sustain the interest of students

2. requires students collaboration and, at the same time, some degree of student autonomy and independence
3. can accommodate a purposeful and explicit focus on form and other aspects of language
4. is process and product oriented, with an emphasis on integrated skills and end-of-project reflection

Providing a project-based learning demands teachers to think about real-life activities. The real-life activities can be displayed by recognizing the suitable on-line and off line activities which are suppose to (1) develop students' language competence which is suggested to provide an integrated-skills task, (2) challenge students to work with team which is suggested "choosing

group membership requires much artistry, as it demands sensitivity to cultural contexts, to individual personalities in the class, and to the variety of skill levels" (Rance-Roney, 2010: 22), (3) use integrated-skills to foster process because "as new EFL/ESL curricula have moved in the direction of developing communication skills through the integration of language and content as well as language skill integration" (Shaaban, 2005: 34-35), (4) create product which needs to be reflected.

Here are some project-based learnings which provide on-line and offline activities that can be easier to be prepared and implemented. It covers an integrated-skills tasks and group work :

Table 1. Project-Based Learnings which Provide On-Line and Offline Activities

No	Name of Project-Based Learning	On-line Activities	Off line Activities
1	Creating a mini movie	<ol style="list-style-type: none"> a. Do research on internet dealing with the topic of a mini movie b. Create it using movie maker or other software 	<ol style="list-style-type: none"> a. Check students' progress report b. Present of a mini movie c. Provide reflection (feedback from teacher and other students are invited)
2	Joining a virtual discussion	<ol style="list-style-type: none"> a. Display students' report about certain analysis on a topic on teachers' personal blog or social media b. Provide comments on the analysis (students should give max. 3 comments) 	<ol style="list-style-type: none"> a. Provide reflection (feedback from teacher and other students are invited)
3	Performing a student teaching demo	<ol style="list-style-type: none"> a. Do research on internet to find information about syllabus, lesson plan, teaching material 	<ol style="list-style-type: none"> a. Check students' progress report b. Present a student teaching demo c. Provide reflection (feedback from teacher and other students are invited)
4	Performing mini drama	<ol style="list-style-type: none"> a. Do research on internet to find information about mini drama' storyline, original script, etc 	<ol style="list-style-type: none"> a. Check students' progress report b. Present a mini drama c. Provide reflection (feedback from teacher and other students are invited)

Alternative Assessment

According to Shaaban (2005: 35) alternative ways of assessing students take into account variation in students' needs, interests, and learning styles; and they attempt to integrate assessment and learning activities. Also they indicate successful performance, highlight positive traits, and provide formative rather than summative evaluation. It can be described that giving students a summative assessment is not fair enough to measure students' competence. It can be happened because it does not explore students' creativity and tends to boost unpositive character building such as cheating. It is a huge possibility for doing cheating because a summative test gives so much pressures for students. On the other hand, alternative assessment which is conducted when students conduct learning activities gives good effect to enhance their language skills. It puts less burden to students because they perform learning activities based on the need analysis which is done by teacher. Teachers should create learning activities which are concerning students' needs and interests. Thus alternative assessment seems to be more

effective to be conducted rather than summative assessment. Teachers also spend less hours to give scoring because it happens at the same times students conduct learning activities.

Based on Shaaban (2005: 37-38) some alternative assessments are nonverbal response, oral interview, role-play, written narratives, presentations, students-teacher conferences, self-assessment, learning log, dialogue journals, peer and group assessment, students portfolios. The activities of project-based learnings (look at the above table) that are mentioned above cover those alternative assessments which are proposed by Shaaban.

CONCLUSION

Bringing enjoyment for students to finish a project-based learning which covers an integrated skill task and group work is what a half-cyber teacher will do to boost students' language competence. Assessing students will be fun and use minimize hours because it is done as long as students conduct learning activities. Moreover, teachers also may gain students' engagement to finish a task because their competence will be measured when they do learning activities.

REFERENCES

- Alan, B. & Stoller, F.L. (2005). Maximizing the Benefits of Project Work in Foreign Language Classrooms. *The English Teaching Forum*, 43 (4), 10-19.
- Mustikasari, R. D.W. (2012). Boosting Character Building through an Integrated-Skills Task and ICT's Usage (A Descriptive Qualitative Study). *Lensa*, 2 (2), 142-152.
- Rance-Roney, J.A. (2010). Reconceptualizing Interactional Groups: Grouping Schemes for Maximizing Language Learning. *The English Teaching Forum*, 1, 20-26.
- Shaaban, K. 2005. Assessment of Young Learners. *The English Teaching Forum*, 43 (1), 34-40.
- Webster, L. & Murphy, D. (2008). *Enhancing Learning through Technology: Challenges and Responses*. Experiment. In Kwan, Reggie et al (eds). pp. 1-16. *Enchanting Learning through Technology*.
- _____. 2000. *Longman Advanced American Dictionary*. Harlow: Pearson Education Limited.

IMPROVING THE LISTENING SKILLS THROUGH “THE DISCOVERY LISTENING TECHNIQUE” USING PODCAST

Luqman Baehaqi

State Islamic College of Palangka Raya, Central Kalimantan, Indonesia

luqmanbae@gmail.com

Abstract: The teaching of listening that merely emphasized on testing listening rather than teaching how to listen had practically held up the second semester students of English Department of Kanjuruhan University Malang from proper listening comprehension and learning participation. Lack of language proficiency involving vocabulary, pronunciation, and grammar affected their ability to recognize words and their meanings in communicative use. To overcome these classroom problems, the process-based approach underlying Discovery Listening Technique combined with podcast, the internet-based listening material was applied in collaborative action research. This research was intended to know how the technique using podcast can improve listening skill of the students. The technique required the students to realize causes of their listening problems in order to find out appropriate way of improving listening comprehension. The listening skill that was specifically improved was the ability of recognizing words and their meaning in contextual use because it touched the basis of listening comprehension skill in general. It gave balance between focus on form and attention on meaning.

Keywords: *listening skills, Discovery Listening technique, Podcast, process-based approach*

INTRODUCTION

Teaching listening in the classroom has too often been associated with testing (Ur, 1984; Sheerin, 1987). Students are merely forced to answer questions of listening comprehension correctly without considering to listening strategies they may use to cope with their listening difficulties. In English Department of Kanjuruhan University of Malang, the students were drilled with recurrent listening tests, for example, the students were given repetitive tasks to complete listening tests such as TOEFL, IELTS, and TOEIC. Characterized with small number of vocabulary, weak grammar competence and pronunciation discrepancy including bad intonation and stress, the students often ‘lost’ when listening to English listening text in normal delivery and most of them relied

on random guessing to find a correct answer. The fact noticeably indicated that their lack of language proficiency significantly influence their low listening comprehension (Meccarty, 2000; Richards, 1983). Thus, the teaching tends to apply product based approach in which students listen to text and then merely answer optional comprehension questions.

That was not a single problem in the class, the emphasis of EFL textbooks recently used in the institution had been on developing top-down listening process in which the teacher tend to use top-down strategies. There were good reasons for this given that students need to be able to listen effectively even when faced with unfamiliar vocabulary or structures. However, if the students understand very few words from the incoming signal, even proficiency about

the context may not be sufficient for them to understand the context, and the students can easily get blank in meaning in the stream of fast connected speech.

The preliminary study particularly discovered that thirty (76%) students found it difficult to recognize words spoken in strings of utterances. They were unable to separate sounds into words as they were not accustomed to using appropriate intonation, and stressed syllables, whereas, word recognition as one of the listening microskills is the basis for successful listening comprehension (Segalowitz & Segalowitz, 1993; Rost 2002). The application of contextual guessing during listening means that the less proficient students tend to use mere top-down processing strategies. The exceeded top-down activities provide less adequate linguistic input for the students (Hulstijn, 2001) and have actually prevented less-skilled listeners from developing conceptual frameworks and meanings efficiently (Vandergrift, 2003).

Thus, the students need to be taught to improve metacognitive awareness and perceptual processing which can affect their listening comprehension through process-based approach. Vandergrift (2003) argues that process approach helps students learn how to comprehend authentic texts on topics related to student level and interest. The metacognitive strategies underlying this approach help students become more aware of their listening problems (Field, 2003; Vandergrift, 2003). Students who are conscious of their own listening problems may also be motivated to find ways of addressing them. Three principles of metacognitive strategies are planning, monitoring, and evaluating (Goh & Taib, 2006) of which through the activities English patterns can be familiarized and linguistic proficiency can be developed. The pattern recognition and linguistic proficiency development is important in activating the schemata to comprehend incoming information (Field, 1998).

As a way of raising learners' awareness about listening processes, a technique named Discovery Listening is used to show students the mental

activities that they engage in to construct their understanding of listening texts.

Discovery Listening Technique (DLT) use process-based approach that encourages students learns how to listen by noticing causes of listening difficulty during listening and finally raising awareness of how to cope with these difficulties found. This technique gives balance attention on meaning and form requiring students to reconstruct the texts they hear and make them more aware of perceptual difficulties during the process of comprehension (Wilson, 2003).

Schmidt (1990) has drawn attention to the role of consciousness in language learning, and in particular to the role of noticing in learning. His argument is that we will not learn anything from input we hear and understand unless we notice something about input. Consciousness of features of the input can serve a trigger which activates the process of familiarizing and incorporating new linguistic features into ones language competence.

To provide native English speaker voices, the DLT was supported with the use of podcast. Podcast is an Internet-based listening material in the form of mp3 file that can be easily segmented and adjusted into short sentences, clauses and phrases by making use of audio software like Sound Editor Deluxe®, Winamp®, or Audicity®. Variety of interesting topics and suitability to the level of proficiency, give influential impacts to the classroom atmosphere (Peacock, 1997 cited in Erben et al., 2009; Juniardi, 2008; Robb, 2006).

In relation to the previously stated problems, the aim of this study is to describe how Discovery Listening Technique using podcast can improve listening skill of the second semester English Department students of Kanjuruhan University of Malang.

On a procedure of modeling Chamot (1995, cited in Goh & Taib, 2006) suggest teachers to model how they themselves use strategies when listening to a tape or watching a video with new information. Before listening, the teacher thinks aloud about what he or she

already knows about the topic and what words one might expect to hear. After listening to a short segment of the text, the teacher thinks aloud again, describing the mental processes involved during listening, commenting also on whether the predictions have been confirmed or rejected. Finally, the teacher evaluates his or her use of strategies for the particular text. Teacher modelling and scaffolded listening practice in metacognitive processes are clearly valuable for helping students *learn* how to listen (Vandergrift, 2004). The techniques expose the skills involved in successful listening by making implicit processes of skilful listeners explicit to novice listeners. Students need repeated and systematic exposure to the same sequence of metacognitive strategies used by skilled listeners.

However, students sometimes also express frustration at not being able to segment all the words out of the stream of sound. Lack of linguistic proficiency is main problem. Top-down processing strategies may help in recognition of some words, but listeners are not always able to recognize even the words that they do know (Field, 2003). Listeners also need judicious practice in perception skills that will help them overcome the word segmentation skills of their native language and learn to identify words in L2 connected speech (Goh, 2008; Rost, 2002). Attention to prosodic features such as stress and intonation are important for word segmentation in listening comprehension. Given that prosodic features influence how listeners chunk and interpret connected speech, attention to these features of text will be helpful for word recognition (Lynch, 1996). In her examination of prosodic cues in processing for comprehension, Harley (2000) concluded that English comprehension may be facilitated if students, regardless of age or language origin, pay attention to pause-bounded units rather than syntactic cues.

METHOD

The design of this research is Action Research which involved repeated cycles, each consisting

of planning, acting, observing, and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy (Kemmis & McTaggart, 1988)

This study took place in Kanjuruhan University of Malang where the researcher had been teaching English Listening Comprehension course for two semesters. Class E of Listening Comprehension II course was chosen because the objective of its syllabus matched to the purpose of the research, practicality and opportunity. The class was dominated by 40 low-ability students that suffered difficulties to recognize English words, which hinder their listening comprehension.

Data collected covered all information related to the criteria of success targeted in the research namely the improvement of student's comprehension listening in term of achievement results and their active involvement in the teaching and learning process. The data come from numerical information, like the results of tests as well as verbal information, like technique implementation, classroom atmosphere, students' attitude, and student's worksheet.

The appropriate data instruments in this action research should be able to collect data reflecting "how well the strategy can solve the problems" (Latief, 2009). Data on students' achievement and performance were collected by testing them on listening comprehension and word recognition ability at the end of a cycle. Data on student's involvement were collected by observing the students' activities in class, the implementation of the technique, students' worksheet and the classroom situation and by exploring student's attitudes toward the technique through questionnaire. The data from the observation guide were described by using categories of achievement such as very poor, poor, fair, good, and very good. The data collected from the questionnaires were analyzed qualitatively. The response on each item in the questionnaires was calculated in the percentage of students' answer.

FINDINGS

Based on the results of the achievement test, overall progress of observation results, reflections from questionnaire, results of the field notes and results of students' worksheet, it showed that the students had successfully improved their achievement in term of word recognition skill and listening comprehension and their learning participation in term of active and positive engagement in learning process.

By the end of the Cycle 2 (the sixth meetings) the students, specially the weak-ability group, gained significant improvement in the achievement, reflecting that the process of learning had effectively touched the main causes of their listening difficulties. The increased ability to recognize words and their meaning in contextual text has relevancy to the increase of their listening comprehension.

Most of students already understood tasks in the worksheet easily and clearly, so that questions over the tasks had drastically reduced. Students were able to concentrate on the working of the worksheet. During discussion, they looked serious and focused on all the tasks given. They discovered their own sources of listening difficulty and found out effective learning strategy. Low proficient students became actively involved in the activities and they looked enthusiastic in the class as well as their increased achievement result. It indicated that through the three stages of DLT their listening comprehension had improved. Most of students gave positive response on the process of teaching and learning using this technique. Podcast as source of listening materials gained positive response from most of the students because repetitive and frequent practice of listening and expressing helped them become better listeners.

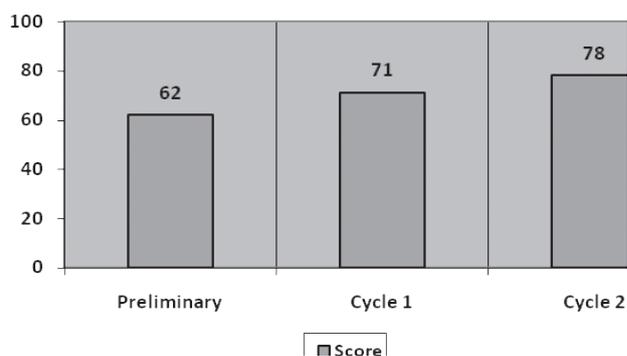


Figure 1. Students' Progressing Mean Scores

Figures 1 present the growth of the students' mean score, starting from 62 in the preliminary score and gradually increasing 72 in Cycle 1 and 79 in Cycle 2. Twenty five students scored under 75 points in Cycle 1. However, it was interesting to note that in Cycle 2 several high proficient students' results slightly decreased, displaying that nobody scored 100.

In regard with the students' participation in the teaching and learning process of each cycle, the data obtained from observation showed positive results. The low proficient students' involvement in Cycle 2 gradually improved much better than in the previous cycle. The changes on the procedures in Cycle 2 display good impacts to the group. The students enthusiastically practiced saying spoken expressions they heard from the listening texts. Here it can be seen that the involvement raised higher after realizing the cause of listening problems. They realized that they suffered lack of language proficiency especially in distinguishing boundaries of words in the context of text.

Table 1. Progress of Students' Involvement in Two Cycles

Stages	Indicators	Progress percentages		Notes
		Cycle 1	Cycle 2	
Training stage	Asking question to the teacher	18.8%	20.6%	GOOD
	Responding to questions by the teacher	65.8%	70%	GOOD
	Clarifying what is heard unclear	24.7% (*)	17.2% (*)	GOOD
	Saying spoken expressions they hear with proper pronunciation	64.1%	83.6%	VERY GOOD
Practicing stage	Recognizing meaning of words in context	55.5%	70.6%	GOOD
	Reconstructing clauses/sentences they hear from the podcast.	91.4%	99%	VERY GOOD
	Discussing their listening difficulties with peers.	58.1%	89.6%	GOOD
	Stating their listening difficulties	45.2%	51.7%	GOOD
Reflecting stage				
Overall results		56.99%	69.30%	GOOD

On the contrary, the high proficient students looked bored and more passive in the Cycle 2 activities. This condition can be understood since they were given similar procedures for the same skill (word recognition) in 6 consecutive meetings, so the learning challenge for them was getting less.

DISCUSSION

The findings indicate that there are a series of activities involved in the process of how the students listen to English spoken messages. These sequential activities contribute to the improvement of students' achievement test results and their positive involvement in the learning process.

At the start of learning how to listen process, the students were prepared for what they will hear and what they are expected to do. A schemata building activity followed by specific instruction was done prior to the listening of the texts. The findings in Cycles 1 and 2 showed that the students' comprehension of texts progressed greater when they had adequate background proficiency about the listening texts. Schmidt-Rinehart's (1994) study concludes

that background proficiency assists listener's comprehension. In addition to the schemata building activity, there was instruction to listen for the main idea where the student had a purpose of listening and used their prior proficiency to help them understand the meaning of the text globally. The students' purpose awareness was raised by the clear instruction before first listening. This is relevant to what Vandergrift (1999) has stated. He stated that consciousness to the proficiency of text and a purpose for a text must be established in listener's mind so that the listener can make decision about what to listen for and, subsequently, focus his/her attention on meaning while listening.

After the listening for gist phase, verification of understanding took place. The findings demonstrate that the students in the class responded enthusiastically to the teacher's questions. However, large number of them failed to verify their comprehension correctly, whereas others even got confused. This confusion was rendered from the situation when the language use was not familiar yet by the listener. Some aspects of language components such as stressing, intonation, tone, joined, mixed and

lost words might be found in texts; they then were frequently heard and drilled to create meaningful units in listener's mind. As argued by Hulstijn (2001) components of the acoustic signals helped listener understand meaning in context. Cooney et al. (2003) add that when students are taught about stress and prominence they are encouraged to guess what they did not catch during listening.

In real life, indeed, listener does not have to hear all the words in a spoken sentence in detail, but in order to understand meaning the students need to know how these words sound in real spoken expressions. It was, then, realized through language familiarity activity in which the language was heard and drilled segment by segment. At the beginning meetings of the Cycle I, the fact proved that the low proficient students seemed to enter a silent period (Krashen, 1982:38) in which the process of language familiarization occurred and they responded passively to the tasks. During the process of learning in both cycles, language proficiency of the spoken texts was explored and rehearsed by the students through teacher-led drills in training stage and student-centered practice in group discussion of the following stage. The findings show that they used bottom-up strategies when they decoded every single word of the segmented text from its sound in detail and tried to discuss the meaning with friends by pooling their proficiency of words, grammar, intonation, on syllables to reconstruct the text.

Familiar topics of texts promote the use of their language proficiency as well as background proficiency. The findings are in line with Schmidt-Rinehart's (1994) analysis that familiar topics, predictable content and cultural background helped students with contextualization of the message. The more difficult listening text the harder the less skilled listeners attend to a text as O'Malley et al. (1989) suggest that attentional factors during perceptual processing are fundamental for comprehension. If attention is limited, students attending to an unfamiliar language can be expected to have difficulty in

identifying and retaining important portions of the oral text.

However, when a topic was unfamiliar, the students with weak listening ability used bottom-up processing ineffectively and inappropriately. They neglected the next part of a text due to merely thinking about meaning of unknown words. Goh cited in Vandergrift (2003) identified it as comprehension problem during perception phase. Besides, the student's concern with unknown sounds and words became a barrier in bottom-up processing that, according to Tyler (2001), prevents listeners from being able to recognize words automatically.

The cooperative work in the DLT significantly affected students' involvement which proved that cooperation between peers eased the process of learning how to listen. It is in line with Dulay et al.'s (1982:42) statement that peer-peer interactions really stimulate learner's communicative competence more than teacher-students interaction which is common in the listening classroom nowadays. They argue that there are interlocutors effects in which some students tend to dominate while others participate passively. This condition, if not managed well, could discourage low level students. The domination should be fenced since motivation is very important in determining the success of learning Nunan (1991:45).

Moreover, given an opportunity to have discussion, in this study the low proficient students practiced their bottom-up processing skill with the support of their high proficient counterparts. They tended to talk about what they heard bottom-up, by sharing or pooling proficiency, and occasionally confirming what they were doubtful about. The groups carried on practicing several words in context until the end of the text and then went back to discuss problems or gaps. At other times they discussed difficulties as they went along.

The class discussion on the listening difficulty, as reflected through student's perception, effectively exposed students to factors determining their listening comprehension during listening. Extracted from their enthusiast responses, the

following factors affecting listening comprehension such as lack of vocabulary, rapid input, prior proficiency, type of input, and how words sound when they are chained together were revealed. Brown (2001:252) had detected the same factors emphasizing that rate of delivery, stress, rhythm, intonation, and interaction were common EFL learners' listening problem. The students actively involved in the activity consciously realized these listening problems through their own discovery. They, then, were encouraged to figure out appropriate learning strategy to overcome their difficulties.

The first factor was vocabulary shortage. The fact that so many students reported that vocabulary affected their comprehension shows it was a dominant perception among the students. This view was also found in Goh's (1999) study.

The second was related to the input. When the high proficient students reflected on their success during listening, the low proficient students often attributed comprehension failure to rapid speech rate of speaker's speech. Since English is considered a stress-timed language (Platt, Webber & Ho, 1984 cited in Goh, 1999), the students should understand its difference with *Bahasa Indonesia* which is syllable-timed language. Given the L1 (*Bahasa Indonesia*) background of the students, they might not have been used to hearing speech in which some syllables were given more stress than others. As Goh (1999) states, the students' perception of apparent fast speech therefore have resulted from the presence suprasegmental features coupled with their expectation of what they should hear, rather than the actual speech rate itself. Thus, it can be inferred here that if their expectation meets their familiarity of text, comprehension level was greater.

The third factor was type of input. The students reported that type of input was an important factor in determining their level of comprehension. The students found speech easier to understand than other types of input. However, their perception is inconsistent with Goh & Taib's (2006) findings which proved

that conversation was easier to understand. One reason given was the students were able to make use of other types of information from the speaker (e.g. flow of expressive intonation) to assist comprehension.

In reconstructing and comparing text activities, the students became aware of common word combination, sound of words in context, familiar with grammatical points and words and knowing the importance of top-down inference in solving specific problems of listening. By comparing their reconstructed text with the original one, specific proficiency can be learnt according to the individual student's difficulties. Therefore, by knowing these crucial factors through the discussion, the students were made significant progress in the text reconstruction intrinsically motivated to improve language proficiency,

The students with low ability as the majority subjects of this research got involved in all steps actively. On the contrary, the high-ability group showed enthusiasm in the earlier three meetings only and lessened it in the last two meetings. They seemed to get bored with the repetitive technique. Accordingly, it can be concluded that this technique may be helpful for low level students because they have opportunity to enhance their language proficiency, while for the high level students the technique may be less challenging. As implied in the findings, variety of tasks and type of inputs might be applied to avoid the students' boredom. In this case, short duration of joke and funny story podcasts in the reflection stage had been successfully applied and had encouraged more extensive listening.

CONCLUSION

The improvement of the achievement tests and learning participation were encompassed through three stages of Discovery Listening technique namely; training, practicing and reflecting stages. In the training stage, the students were introduced to promote their language proficiency by practicing the following activities; 1) activating schemata; listening texts were easily understood when prior proficiency

was known, 2) listening text for gist; specific instruction on general gist of text focused listener on contextual meaning rather than merely form, 3) confirming comprehension on the text; enthusiast contribution encouraged positive achievement and constructive competition 4) finding out sources of listening difficulties realized during listening; the search increased metacognitive awareness, 5) listening to segmented clauses and sentences of the text where the cause of listening problems found in detail; consciousness on the language features focused listener on form 6) reproducing the segmented expressions spoken by native speakers; expressive imitation enhanced their language proficiency. In the light of this stage, the playing of podcast might be repeated according to the students' search of the source of listening difficulty in order to familiarize the students with the language in communicative use.

In the practicing stage, the students performed the tasks mentioned in Discovery Listening worksheet guiding them to the understanding of listening process occurred in their minds, 1) listening for gist of text without note taking; it forced the students to understand a whole text using their background proficiency, 2) self-assessing comprehension level; it improved metacognitive awareness, 3) writing down

of listening comprehension; confirmation of comprehension in written form improved language proficiency of grammar and meaning of words by using contextual clue, 4) listening to segmented clauses and sentences of the text by making use of individual note taking; the focus on form encouraged them to listen in a more narrowed context of text, 5) reconstructing text based on the individual notes; in a group, the students were cooperated to match their own comprehension with other friends, 6) comparing the reconstructed text with the original one; noticing differences of language features in the text and matching them with their own perception enhanced, 7) discovering sources of listening difficulties and writing the reasons of miscomprehension; metacognitive awareness enhanced listening performance. The listening text from podcast was supposed to be played and segmented after the explanation of contextual clue to avoid the students from noticing and reconstructing text without understanding the meaning.

The reflecting stage encouraged the students to reflect on the activities they had conducted by pooling proficiency about aspects of teaching and learning and before closing of the lesson, the students listened to a short podcast for refreshment and encouragement.

REFERENCES

- Brown, H.D. (2001). *Teaching by Principles*. San Francisco: Longman.
- Constantine, P. (2007). Podcasts: Another Source for Listening Input. *The Internet TESL Journal*, (Online), 13 (1), (<http://iteslj.org/Techniques/Constantine-PodcastListening.html>, accessed on 23rd July 2009).
- Cooney, T., Cleary, C., & Holden, B. (2003). *Top Up Listening 1*. New York. Abax Ltd.
- Dulay, H., Burt, M., & Krashen, S. (1982). *Language Two*. New York: Oxford University Press.
- Erben, T., Ban, R. & Castaneda, M. (2009). *Teaching English Language Learners through Technology*. New York: Routledge.
- Field, J. (1998). Skills and Strategies: Towards a New Methodology for Listening. *ELT Journal*, 52 (2), 110-118.
- Field, J. (2003). Promoting Perception: Lexical Segmentation in L2 Listening. *ELT Journal*, 57 (4), 325-333.
- Goh, C. (1999). How much do learners know about the factors that influence their listening comprehension? *Hong Kong Journal of Applied Linguistics*, 4 (1), 17-40.
- Goh, C. (2000). A Cognitive Perspective on Language Learners' Listening Comprehension Problems. *System*, 28

- (10), 55-75.
- Goh, C. (2008). Metacognitive Instruction for Second Language Listening Development: Theory, Practice and Research Implications. *RELC Journal*, 39 (2), 188-213.
- Goh, C., & Taib, Y. (2006). Metacognitive Instruction in Listening for Young Learners. *EFL Journal*, 60 (3), 222-231.
- Harley, B. (2000). Listening Strategies in ESL: Do Age and L1 make a Difference? *TESOL Quarterly*, 34 (4), 769-776.
- Hulstijn, J.H. (2001). International and Incidental Second Language Vocabulary Learning: A Reappraisal of Elaboration, Reappraisal and Auto-maticity. In Robinson, P (Ed.), *Cognition and Second Language Instruction*. (98). Cambridge: Cambridge University Press.
- Juniardi, Y. (2008). *Improving Students Listening Skill through Podcasting Program*. Paper presented in Asia TEFL Conference Bali, 23rd August.
- Kemmis, S., & McTaggart, R. (Eds). (1988). *The Action Research Planner*. Victoria: Deakin University Press.
- Krashen, S.D. (1982). *Principles of Second Language Acquisition*. Oxford: Pergamon Press.
- Latief, M.A. (2009). *Classroom Action Research in Language Learning*. Malang: Universitas Negeri Malang.
- Lynch, T. (1996). *Teaching Listening Communication in the Classroom*. Oxford: Oxford University Press.
- Meccarty, F. (2000). Lexical and Grammatical Knowledge in Reading and Listening Comprehension by Foreign Language Learners of Spanish, *Applied Language Learning*, 11 (3), 323-348.
- Nunan, D. (1991). *Language Teaching Methodology*. New York: Prentice Hall.
- O'Malley, J.M., Chamot, A.U. & Kupper, L. (1989). Listening Comprehension Strategies in Second Language Acquisition, *Applied Linguistics*, 10 (4): 418-437.
- Richards, J.C. (1983). Listening Comprehension: Approach, Design, Procedure. *TESOL Quarterly*, 17 (2), 29-240.
- Robb, T.N. (2006). *Podcasting for ELT: What, Why and How*. Paper was presented in MICELT. Malaysia (Online), (<http://www.cc.kyoto-su.ac.jp/~trobbs/podcasting2.html>, accessed on 25th July 2009).
- Rost, M. (2002). *Teaching and Researching Listening*. London: Longman.
- Schmidt, R. (1990). The Role of Consciousness in Second Language Learning. *Applied Linguistics*, 11 (2), 129-159.
- Schmidt, R. (1994). The Effects of Topic Familiarity on Second Language Listening Comprehension. *The Modern Language Journal*, 78 (2), 179-189.
- Segalowitz, N., & Segalowitz, E. (1993). Skilled Performance Practice and Differentiation of Speed-up of Automatization Effects: Evidence from Second Language Word Recognition. *Applied Psycholinguistics*, 19 (3), 53-67.
- Sheerin, J. (1987). Listening Comprehension: Testing or Testing? *ELT Journal*, 4 (2), 126-131.
- Tyler, M. (2001). Resource Consumption as Function of Topic Knowledge in Nonnative and Native Comprehension. *Language Learning*, 51 (30), 257-280.
- Ur, P. (1984). *Teaching Listening Comprehension*. New York: Cambridge University Press.
- Vandergrift, L. (1999). Facilitating Second Language Listening Comprehension: Acquiring Successful Strategies. *ELT Journal*, 53 (3), 168-176.
- Vandergrift, L. (2003). Orchestrating Strategy Use: Toward a Model of the Skilled Second Language Listener. *Language Learning*, 53 (3), 463-496.
- Vandergrift, L. (2004). Listening to Learn or Learning to Listen? *Annual Review of Applied Linguistics*, 24 (2), 3-25.
- Wilson, M. (2003). Discovery Listening-Improving Perceptual Listening. *ELT Journal*, 57 (4), 335-342.

APPENDIX

Discovery Listening Technique Worksheet

Discovery Listening Technique Worksheet

1. How much of the meaning do you think you understood the listening text for the first time playing? (Underline on the option)
 - a) Almost nothing,
 - b) less than 40%,
 - c) about 50 %,
 - d) more than 60 %,
 - e) almost all
2. What was the text talking about?
.....
3. Individually write down segmented text that you hear and try to reconstruct the text in group. Pay attention to its structure and meaning.
 1. _____
 2. _____
 3. _____
4. In your group, discuss difficult words and listening problems you had.
(Circle the problematic words above)
 - a. *I couldn't hear which sound it was*
 - b. *I couldn't separate the sounds into words*
 - c. *I heard the words but couldn't remember their meaning quickly enough.*
 - d. *This word was new to me.*
 - e. *I heard and understood the words but not the meaning of that part of the sentence.*
 - f. *The information is unclear for me*
 - g. *Rate of speech is too fast for me*
 - h. *Content of the text is difficult*
 - i. *Other problems.*

5. Which of these words (or phrases) caused you most difficulty in understanding general meaning of the text?
(Write here)
6. Final listening --- can you hear and understand clearly now?
 - a) *Almost nothing,* b) *less than 40%,* c) *about 50 %,* d) *more than 60 %,* e) *almost all*

Modified from Wilson (2003).

INTEGRATING MULTIMEDIA INTO PRONUNCIATION CLASS: ENGAGING THE 21ST CENTURY STUDENTS IN USING THEIR MULTI-LEARNING MODALITIES

Nur Alfa Rahmah and Rini Kurniati

IAIN Antasari Banjarmasin, South Kalimantan, Indonesia
nuralfarahmah@yahoo.com

Abstract: Young generations today process information differently from the previous generations. They are digital and virtual; most of them are multi-tasking. They expect the class to be have a rich learning environment and able to explore their multi-learning modalities. Meanwhile, English learning pronunciation has been of crucial importance in ELT considering its position as lingua franca and language of digital technologies all over the world. Addressing this situation, multimedia has come with considerable advantages that enable it to accommodate both the expectation of the students and the need of pronunciation to be taught successfully at class. This paper suggests lists of ideas of how multimedia should be adapted in pronunciation class under the notion that students need to learn how to learn and understand what they are doing instead of absorbing vast array of mere information. This research measures the success of teaching and learning process from the students' reflections about the class: how they think the class was to them, what they have learnt, and how it helps them to learn.

Keywords: *pronunciation, multimedia, learning modalities*

INTRODUCTION

The world has changed radically. Technologies in the 21st century have evolved so rapidly that the older educators may not be familiar or comfortable with. On the other side, young generation learners are becoming more digitally literate every single day, that to them, digital technologies like computers and gadgets are not just mere information and communication media, but part of their life. Such exposure to digital media has formed our learners to be multi-tasking and multimodal; they use multiple sensory and representation, especially sounds and images, to grasp content and information whenever possible.

Therefore, the educators today, language instructors in particular are challenged to

give the instruction that can facilitate their expectations and needs. English teachers can no longer rely on mere text, a traditional academic medium, to draw the students' interests. EFL teachers are demanded to be able to create a rich learning environment, a pseudo-natural environment, for their students, as language is not merely a cognitive phenomenon but also a social phenomenon which is acquired and used interactively throughout time. To achieve this goal, English teachers need to integrate multimedia learning models into the teaching and learning process.

Multimedia has made great progress and become trend in English teaching recently. It has textual, graphic, audio, and video materials to transfer information to the students which make it possessing incomparable advantages.

With interactive multimedia program, the learning process becomes active and alive, not passive and boring. It ensures that the learners are doing, not just sitting and watching.

Multimedia can be integrated in the instruction of many English sub-skills, including pronunciation. As the world has shrunk into a global village, pronunciation has now become an inseparable part of the success of communication. Gilakjani (2005) gave an interesting note on how important good English pronunciation in global communication is. According to him, learners with good English pronunciation are likely to be understood even if they make errors in other linguistic areas, whereas learners with bad pronunciation are not likely to be understood, even if their grammar is flawless. Therefore, the fact that English today is a lingua franca that is used all over the world bring a certain consequence in ELT; a success in teaching pronunciation is crucial if we want to prepare our students for the future digitalized world of information and communication. Making use of multimedia technology in classroom is one way of doing that.

However, there is one problem remaining. How can we use these tools to help students think and communicate effectively? Specific technologies do not imply nor demand specific ways of teaching and structuring content. In other words, technologies do not determine completely how they are to be used; instead, they provide us with a "zone of possibility". Teachers can sometimes be too much dependent on multimedia and let the devices substitute their position as instructors, or they might also use multimedia without clear objectives or understanding of the students' characters and modalities which make the learning process ineffective.

This paper, therefore, is attempting to address this issue with some solutions. It suggests lists of ideas of how multimedia should be adapted in classroom to help the teaching and learning process concerning the students' various modalities and interests. It gives perspective of how English teachers can manipulate content

resources and teach the students how to learn. This paper goes beyond the notion that schools or universities can teach all the students everything they need to know to be successful in their field of choice. This is because learning is a long-life process; the success of any field including English language cannot always be determined by mere score within short period of learning. Learning how to learn is more to be "the basis of education today". Teacher's role is not that of the "professor dispensing facts and theories" anymore. Instead of challenging them to absorb a vast array of specific information, it is more important if we challenge them to reach their own conclusions, find their own result, and understand what they are doing and why.

Integrating multimedia in classroom, teacher needs to communicate in the language and style of the today's students. All ideas of instruction model being suggested here had been implemented in the writer's pronunciation class in IAIN Antasari Banjarmasin. This research does not measure the success of teaching and learning process from the viewpoint of students' achievement but from the students' reflections about the class: how they think the class was to them, what they have learnt, and how this class has enhanced their learning methods and experiences.

THEORITICAL BASIS

The 21st Century Students' Multi-Learning Modalities

The 21st century students are also known as "Digital Native", a term introduced by Prensky (2001) to imply that they are all 'native speakers' of the digital language of computers and all other tools of digital era, such as videogames, digital music player, video cams, cell phone, and instant messaging. Many things in their life are digital and virtual, which is why they expect the same thing in their classroom. In other words, they process information differently from their previous generations do. How are the today's students different from their educators in terms of the learning style?

Rodgers, et al. (2006) illustrate these differences in the following chart:

Students	Faculty
Multitasking	Single or limited tasks
Pictures, sound, video	Text
Random access	Linear, logical, sequential
Interactive and networked	Independent and individual

Young generation these day tend to collect information piece by piece, jumping around from multiple sources. They developed hypertext minds, which are good at reading visual images regardless they have poor reading skills; they process information in parallel, discover things inductively, expect rapid response, and pay less attention to things that do not interest them. These 21st century students are not only digitally literate, but also visual and kinesthetic, which is why they prefer image-rich environment than text; furthermore, being connected to each other, experiential and social, they also prefer team work than individual work.

To confirm the above opinion, the writer distributed simple questionnaires to four classes of students in the 3rd semester of IAIN Antasari Banjarmasin, asking the students to rate ten learning media based on their preferences. The learning media are: text book, video/movie, conversation audio, music, internet website/YouTube, PowerPoint, manual dictionary, electronic dictionary, smartphone application, and social media. The preference ranges from 1 to 5 (dislike very much, dislike, sometimes like, like, and like a lot). From the 69 data collected, it is shown that conversation audio is the most favorable learning medium; it is rated 5 scores by 34 votes (See Appendix I). The most favorable media, rated 4 scores, after conversation audio are subsequently music (41 votes), internet website/YouTube (36 votes), conversation audio (30 votes), video/movie (29 votes), electronic dictionary (29 votes), and smartphone application (29 votes). Towards book, PowerPoint, and manual dictionary, the students tend to have neutral vote; they do not

hate it very much nor like it very much; most of them are somewhere in the middle, which means teachers can still use these traditional media in class with appropriate proportion.

Clearly, some students have a preferred learning modality such as visual, aural, read/write, kinesthetic, global, sequential, abstract, and concrete while many others, especially today's learners, are multimodal. Presenting material in a wide variety of instructional strategies is then necessary to address the diverse learning styles and multiple sensory modes. Integrating multimedia in classroom can accommodate these differences

How Multimedia Address Pronunciation Problems of the Digital Natives'

Pronunciation is an aspect of language known to be most difficult to learn after childhood¹. Students from non-native English speaking background have problems in adapting to the English pronunciation, which is usually due to the interference from their mother tongue. Furthermore, they are also not ready to take any risk of mistakes and embarrassment, which is why they are commonly reluctant to practice their pronunciation.

Addressing these problems, multimedia provides a number of benefits to the pronunciation instruction such as: (a) access to varied native-speaker speech samplings; the students can receive many forms of authentic materials with multiple sensory details that give them pseudo-natural environment, despite the tiny chance to meet native speakers in person, (b) opportunity for the students to monitor their own progress and their pace, (c) disguised practice session in which the learner can enjoy the learning without fear of error, scores, and judgments, (d) an entertaining, game-like learning atmosphere. Through multimedia, students can enjoy multiple learning phases while developing their confidence and motivation in the process.

According to Stemler, multimedia should be interactive, motivating, and relevant, with plenty of action possibilities and novelty. To

apply multimedia approach in the classroom, English teacher should know in what particular condition multimedia presentation is more or the most effective. *First*, multimedia with words and pictures are better with words alone. *Second*, multimedia applications are more effective when the students' attention is not split. Therefore, words and pictures need to be presented simultaneously, not sequentially. *Third*, multimedia should include only relevant content. *Fourth*, multimedia should be interactive and within the control of the learners. This is because not all the students learn at the same pace. When they are given chance to control the pace of the presentation, they learn more. *Fifth*, before the learners are exposed to the multimedia content, their knowledge structure should be activated by signaling what is important and showing how the content is organized. It can be in a form of previewing the content through demonstration, discussion, recalling, and written descriptions. *Sixth*, multimedia should include animation. *Seventh*, multimedia should give students the chance to apply their newly acquired knowledge and receive feedback to keep them informed about their progress, reinforce what have been learnt, and correct any misconceptions.

INTEGRATING MULTIMEDIA INTO ENGLISH PRONUNCIATION CLASS

Responding to the theoretical basis above, the writer develops multimedia instruction models that can accommodate the students' need to learn pronunciation in regards to their multiple learning modalities and characteristics as digital generations. The instruction models are categorized based on the media used, followed by a wide range of ideas of classroom activities that can be adapted to it. The writer also gives example of classroom activities, which the writer has once used in her Pronunciation classes in IAIN Antasari Banjarmasin.

Video

People can easily tell that speaking or expressing words in English verbally affect

pronunciation. How about sound, then? During listening to sound in video, the students' pronunciation are actually being tested all the time as they use sounds and context – as they are also helped by images from video – to recognize and discriminate sounds and words from each other by identifying and fitting them into what is being said. Therefore, there is actually a relationship between what people say with their mouth and what they can hear with their ears.

Video is a combination of images and sounds resulting in a virtual reality which can draw the both audiences' emotions and attention. Taking advantages of video, English teachers can play a short movie and test the students' listening ability by asking them to write down as many as possible words and sentences they can grasp from the movie. The ability to write down the word they hear from authentic materials will show if they can understand what native speakers say in their native accent; understanding what native speakers say is one way that leads to the ability to imitate their accent and simultaneously will stimulate them to have correct pronunciation.

Short movies that contain basic English conversation can also be presented in the class to teach the students that speaking English is not as difficult as they think; they can follow the way the native speakers talk to each other in a form of role play and presenting it in front of the class. It does not guarantee that the students can directly produce the correct sounds of English, but this way will eventually charge their confidence and motivation in learning how to pronounce correctly.

Another light but fun activities the students can do with video is by playing a famous serial animation intro, such as *Avatar Aang*. The students have been very familiar with its Indonesian version of intro. This time, the researcher can show them the English version several times and ask them to pretend dubbing the animation. It can also be assigned as homework to be presented it in the next meeting.

What should not be missed by the instructors when teaching pronunciation is showing the authentic material that can model clearly how to pronounce certain phonemes and words correctly in English. Learning pronunciation through a mere audio is not enough since the English learners need to see the mouth to know how certain words are produced. The video material can be taken from *YouTube*; there are a lot of homes and links that offer pronunciation tips. English instructor should wisely choose the video to be played in the class. Too long video duration can make students bored; the video content which is not goal specific and relevant to the classroom activities is also ineffective. The writer suggests using a series of pronunciation tips video from *bbclearningenglish* home since it is short – ranging from one to two minutes – but clear and the students can understand it well. English pronunciation instructor should not only play the video and let alone the students absorb it without giving any certain direction what to do. They should be guided to produce phonemes repeatedly, either by repeating after the instructors or after the native speakers in the video.

One very effective way to dig the students' confidence and learning independence at one time is by giving them assignment to make a very simple video project. Ask them to speak in front of a video recording device, such as laptop, camera digital, or their own cell phones. Give them certain topic to talk about. The instructor may want to consider playing the most interesting videos in the class and let other students enjoy and comment on it.

Audio

Audio can be used for varied activities, such as singing song. Utilizing song as a medium of learning can also be done by asking the students to fill in the blanks in the song lyrics by listening to the music; after the lyrics are completed, the instructor let the class sing together or ask some students to sing it individually in front of the class and check if they have learnt native

pronunciation through it. Singing song may not immediately improve the quality of their pronunciation, but they can learn to build habit and confidence to sing in English, embrace the joy, and try to seriously get engaged in English through music they like. A study conducted by Riia Milanov shows that students with musical aptitude seem to pronounce English phonemes better than their classmates whose ear for music is less accurate. Another study also shows that music can improve oral production of English too.

Learning English through audio can also be done by asking the students to have a conversation with their peers based on certain dialogue text written in its phonetic transcription. Teachers can ask them to record the conversation and exchange it with another pairs, then give the students assignment to evaluate their friends' pronunciation based on what the students have learnt. It is may be necessary to provide them with assessment rubric as a guidance. The students can afterwards submit their conversation audio recording along with the evaluation of their friends' conversation so that the instructors can see how far their students have learnt to practice and recognize the correct pronunciation when they heard it.

Power point

PowerPoint is more than just words presentation. It can be more entertaining if English instructors know how to manipulate it. A very innovative and exciting way to take advantage of the PowerPoint is making quiz. *Quiz Ranking 1* has been a very popular game in Indonesia that surely can attract the students' interest. Teachers can distribute a number of punched pockets, in which a white piece of paper is inserted in it, forming an imitation of small whiteboards like those that are used in *Ranking 1*, and then ask each of the students to bring broad markers to the class to play the quiz. The students really love this quiz, especially when the elimination part is abandoned; they can laugh at their own mistakes and build confidence in presenting

their individual answer. The quiz questions can be varied, ranging from phonetic transcription to guessing sound differences.

PowerPoint can also be used to manipulate the reading of the phonetic transcription into a competitive game. Teachers can display phonetic transcription of a word(s) on the screen and ask the students to recognize its alphabetic transcription. Before that, the class should be divided into four big groups; the group who know the answer first can be the one to write it on the white board; if one group makes mistake, the other group who think to know the right answer can correct the mistake. Students usually love this game. It is challenging but less threatening to them; they can feel the joy and share the group confidence. Mistakes can be a happy laughter experience. This activity addresses many learning modalities of the students, especially visual and kinesthetic.

What should be noted in presenting the PowerPoint materials is the screen design. Screen design, when it is designed effectively, can develop and maintain the learners' interest in lesson content, engage them in the material, and facilitates deep processing of important information. Good screen design presents balanced textual and graphic components. PowerPoint slides should be kept simple, not presenting too much information because people read text on computer screen 28% slower than reading from a book, and should only include relevant graphic materials.

Electronic dictionary

Students like electronic dictionary more than manual dictionary because it is fast and they can even get the pronunciation example of words in it. Teachers can use electronic dictionary to build the students' cognitive learning independence. How to make the learning with electronic dictionary in the class interesting? Teachers can play a famous song that is favorable by most of the students then display the lyrics on the screen and divide the class into several groups. Each group is assigned to find out the phonetic transcription of some

parts of the song lyrics; once they have known the answer, they write it on whiteboard. After all the groups complete the assignment, the students can sing together the song referring to the pronunciation transcription they have collected.

Example of Classroom Activities

Pre Activity

Duration	Activity
5	Greeting and checking attendance list
10	The lecturer distributes the lyrics of the song of Justin Beiber <i>Never Say Never</i> , play the music video, and ask the students to sing together

Main Activity

Duration	Activity
10	Lecturer explains about labiodental & dental consonants /f/, /v/, /θ/, and /ð/ that are contained in the song lyrics
5	Lecturer plays videos of native speaker showing how to pronounce /f/, /v/, /θ/, and /ð/ and how to distinguish one from another
10	Lecturer drills the students to practice pronouncing the phonemes and ask their classmate to check the pronunciation of one another
20	The lecturer distribute a worksheet to the students, asks them to listen to some dialogues that contain f/, /v/, /θ/, and /ð/ and fill in the blanks
30	The lecturer divides the class into several groups and assigns each group different lyrics of <i>Never say Never</i> to find their phonetic transcription and write it on the white board.

Post-Activity

5	The lecturer plays the song once more and ask the students to sing together
5	The lecturer asks the students to reflect verbally what they have learnt that day; the lecturer then closes the meeting

WHAT THEY SAY ABOUT THE CLASS

How were the students' responses when they are taught using multimedia? The writer taught two Pronunciation classes last semester; most of them engaged very well in the teaching and learning process. The writer also distributed questionnaires to the students to know their opinions about the class. The questionnaire shows that most of the students enjoyed the classroom teaching and learning activities. Their preferences on all activities mostly range from 3 to 5 (See Appendix II). There are three activities that the students like most: listening to music, listening to a native speaker on video showing how to pronounce words and phonemes in English, and watching movie clip.

The writer also collected written and oral comments from them; nearly all the students responded positively to the classroom activities. The students' comments inserted below are written as the way they were; the writer does not correct any grammatical mistakes because what matters here is the message, not the form. Here are some of their answers when they were asked if this class helps them to learn English outside the classroom independently:

"Yes, I like to watch some movies without Indonesian subtitle, so I try to guess the words or sentences, and also like listening English music and search the lyrics and find more new vocabulary."

"Yes, this class help me so much learn English outside the classroom. I practice my English with my sister sometimes."

"Yes, this class can help me to learn English, may be to explain to talking or speaking with other people in the other places."

Another question that was delivered to them is whether this class motivates them to learn English better. They wrote:

"Yes, this class motivate me to learn English better with many methods. I think I can speak in English well."

"Yes, because if I can speak English very well, I will make a good conversation with my friends in other countries without misunderstanding from each other."

"Yes, this class can motivate me to learn English, because this class make the something different other class."

When the students were asked to reflect what they have learnt in the class, they answered:

"Maybe vowels, diphthongs, and many more."

"I've already known about pronouncing, syllable stress, diphthong, etc"

"I know about vowels, stress, diphthongs and intonations in English and also differences between English and American English."

In the beginning of the questionnaire, there was a question if this class is interesting or not and why do they think so. All of their answers indicated the answer "Yes" to this question. Some of them gave the following reasons:

"In that class me can learn pronunciation with watching movies, making video, and sometimes listening to music."

"She not make us boring."

"In this class, I could enjoy with your methods."

"Our learning is many varieties and fun."

Beside written comments and reflections, the writer also asked the students to have a video reflection about the class in the end of last semester. Since the above answers have considerably represented their comments in video recording, it might not be necessary

anymore to quote what they have said on video on this paper.

CONCLUSION

The multimedia and multimodal approach in Pronunciation Class that has been elaborated above in a form of ideas of varied classroom activities has been confirmed to success based on the students' comments and reflection about the class learning experiences they had been through. Their comments indicate that the multimedia teaching and learning process can boost their confidence and motivation to keep learning; it teaches them what to do and what to pursue. It is also seconded by sufficient data

from many researches that students these days prefer various method of instructions in their class rather than single traditional method.

Therefore, English teachers should struggle to achieve the ability to teach in their language, language of digital media. However, it does not mean that they should leave the traditional approach, like text books, drills, and lectures; the students still like to have it sometimes; this is not the approach to be abandoned forever. Instead, a good combination between traditional and digital era approach, which can be accommodated very well through multimedia, can result in better learning experiences, motivation, and even achievement in the long run.

REFERENCES

- Abbas, P.G., Hairul, N.I., & Seyedeh, M.A. (2011). The Effect of Multimodal Learning Models on Lanugage Teaching and Learning, *Theory and Practice in Language Studies*, 10 (1).
- Ahmadi. (n.d.). *The Effect of Multimodal Learning Models on Lanugage Teaching and Learning*.
- Andrian, U. (2011). Pronunciation: the Cinderella of Language Teaching" *Humanizing Language Teaching*, 13 (5).
- Bbclearningenglish. (2014). *Pronunciation - help with your English pronunciation*.
- Daniel, F.P.N. (2010). The Role of Music in Young Learners' Oral Production in English, *Profile Issues in Teachers` Professional Development*, 12 (1).
- Diana, G.O., James, L., & Oblinger. (2005). Is It Age or IT: First Steps Toward Understanding the Net Generation, in Diana G. Oblinger; James L. Oblinger (ed.), *Educating the Net Generation*.
- Donna, M.B., Celce-Murcia, M., & Goodwin, J.M. (1996). *Teaching Pronunciation: A Reference for Teachers of English Speakers of Other Languages*, (<http://books.google.co.id>: Google Books).
- Fei Ping Por. (n.d.). *Exploring the Innovative Multimedia Pronunciation Learning Managements System on Students with Different Psychological Profiles*.
- Gustafsson. (n.d.). *The Impact of Musical Aptitude in Foreign Language Acquisition*.
- Holzen. (n.d.). *Teaching the 21st Century Learner*.
- Kathryn, D., Punya, M. (2010). *Values, Beliefs, and Perspectives: Teaching Online within the Zone of Possibility Created by Technology*. (paper dipresentasikan pada Society for Information Technology & Teacher Education International Conference 2010 San Diego, March 29, 2010).
- Maharani, "Rangking 1 Kuis Menarik dan Mulai Populer" <http://www.ratingtop.com/topview.php?pg=2010/10/23102010/9731&judul=Rangking%201%20kuis%20menarik%20dan%20mulai%20populer> (diakses September 30 2014)
- Mayer. (n.d.). *The Cambridge Handbook of Multimedia Learning*
- Michael, R., Darla, R., David, S., & Roger, V.H. (2006). Teaching the 21st Century Learner, in *22nd Annual Conference on Distance Teaching and Learning*.
- Prensky, M. (2001). Digital Natives, Digital Immigrants, *On the Horizon*, 9 (5).

Rahmah, N.A. (2011). *Crosslinguistic Influences in the English Spoken Utterances of Banjarese Students of Modern Pesantren in South Kalimantan*, Malang: State University of Malang.

Richard, E.M. (2005). *The Cambridge Handbook of Multimedia Learning*, New York: Cambridge University Press.

APPENDIX I

Questionnaire I and the Result

Which learning media do you prefer? Rate the learning media below based on your preferences

No.	Learning media	Score				
		1(dislike it very much)	2(dislike it)	3(like it sometimes)	4(like it)	5(like it a lot)
1	Text book	4	15	34	16	2
2	Video/movie	1	0	7	29	34
3	Conversation audio	1	2	26	30	14
4	Music	1	2	7	20	41
5	Internet website / YouTube	0	1	15	36	16
6	Power point	3	10	38	17	5
7	Manual dictionary	6	10	30	15	9
8	Electronic dictionary	1	8	21	29	9
9	Smartphone application	4	5	18	29	14
10	Social media (fb, twitter, skype)	1	9	17	22	18

APPENDIX II

Questionnaire II and the Result

Please rate the following activities that you have experienced in the Pronunciation class based on your preferences.

No.	Activities	Rating				
		1(dislike it very much)	2(dislike it)	3(like it sometimes)	4(like it)	5(like it a lot)
1	Watching movie clips in class together	1	0	5	22	9
2	Writing words and sentences heard from Avatar movie	1	1	16	15	5
3	Listening to a native speaker showing how to pronounce an English sound on video	0	2	3	23	9
4	Listening to music	2	2	7	10	21
5	Singing a song	1	3	11	7	16
6	Filling the blanks in music lyrics	0	1	8	22	5
7	Listening to a conversation audio	0	2	14	19	5

8	Filling the blanks in a conversation video text	0	4	10	17	3
9	Listening to the lecturer's explanation with Power point	0	3	16	14	13
10	Pronunciation practice together	0	2	6	17	10
11	Individual pronunciation practice	0	1	9	19	4
12	Finding phonetic transcription from dictionary	0	2	15	13	16
13	Quiz "ranging 1"	1	1	8	9	6
14	Role play/ drama	1	3	13	15	6
15	Dubbing the Avatar opening	1	4	11	18	3
16	News reading	0	5	13	12	7
17	Talking in front of a video camera (video recording)	1	2	11	15	7
18	Recording your conversation with a friend (audio recording)	0	3	10	17	8
19	Assessing your friends' conversation	2	1	11	18	4
20	Watching movie project in three weeks	0	2	6	14	14
21	Pairing phonetic transcription with its alphabetic writing	0	2	15	16	2
	Total	11	46	218	332	173

LOCAL ENTREPRENEURSHIP IN A VIDEO MAKING PROJECT TO ENHANCE STUDENTS' SPEAKING SKILL (A CONTEXTUAL ENGLISH TEACHING AND LEARNING)

Dewi Puspitasari and Isriani Hardini
STAIN Pekalongan, Central Java, Indonesia
rafiladewi@gmail.com

Abstract: This paper discusses an effort of enhancing students' motivation to get involved actively in speaking skills that utilized a combination of "Local Entrepreneurship" and a "Video making Project" approach. This video-making project learning emphasizes group work and local entrepreneurship using technology as a tool to rise students' motivation. The objective of the project was to investigate whether using Local Entrepreneurship in a video-making project would enhance students' speaking skills or not and how the students conduct the project given; and whether they would be more motivated and improve the self-confidence in English. The paper discusses how students managed and performed the projects given. The results show that through there is weakness on the lack of precise pronunciation, students' motivation is highly increased.

Keywords: *local entrepreneurship, video-making project, motivation, speaking skills*

INTRODUCTION

As non native speakers of non English Departments, the students of Islamic State College (STAIN) Pekalongan neither have a small portion of opportunities to experience nor communicate the meaningful English communication. This paper presents some activities of the practical learning and teaching experience with 6th semester students of Syariah Department of the campus. It will examine the procedures to conduct the project: from getting the idea, drafting the students' idea, correcting the writing, to performing the project.

As an international language, English is considered important to be mastered by students who want to develop his or her self competencies. This competence demands all kinds of linguistic skills which cover reading, writing, listening and speaking skills.

Regarding the importance of English, STAIN claims it has provided English in the curriculum. It is mentioned there that the objectives of English classes are held in order that students are able to learn and understand the content of information available in English, to be able to communicate in written and spoken forms. Those facts mentioned are being the fundamental reason of why English is taught to the students for 16 credit points ranging in three semesters, starting from English 1, 2 and 3.

In five years of teaching English as a Foreign Language (TEFL) in STAIN Pekalongan, I have find out that the English teaching and learning process is faced with serious problems hampering the students' mastery. The first is the students' previous educational background; for some are graduates from schools that have taught English, while some others are from schools which have

not provided English as the lesson materials; and the second one is students' motivation, for the third is the institutional support.

For the previous years, on the learning process, I noticed that in each class, there was only small number of students who came to classes with high motivation to learn. This is reflected through the number of students participated in the class activity. In the teaching-learning some of them only came, sit and were being passive participants.

The previous handout used was a Cutting Edge module, giving models of four skills that should be taught to and learned by the students - with the topics of daily lives in the western culture. Since the inappropriate culture in some topics, and the lack of time to handle the big class, then teachers, tend to exploit the grammar aspects only, on the reason that students did not understand how to compose sentences well. This is called as traditional grammar method, in which students were drilled on how to combine words by words. The method, again, caused boredom among students.

Located in Pekalongan, an area of Central Java, a town with easy accessible from any other region, STAIN Pekalongan is popular as the basis of batik industry. Batik is a heritage of the world's art acknowledged by UNESCO.

Most of the students in the campus are those interact with batik, from the worker to the owner. This mindset of business in the family background without any doubt influences the education concept. This answers the questions of problematic English teaching, since English is regarded as a subject having no direct supports to their real life.

This paradigm of thought in fact is a wrong concept, since Pekalongan offers the chance of being visited by overseas visitors who want to take a look at the beauty of batik. Through Batik, the probability of building communication to people having business out of the country is also aroused. Then, as an international language, English is - willingly or not, is an alternate medium of communication among the two parties. By this reality, essentially English is

needed by the society in enhancing the local potential's economics.

From the fact mentioned and results of searching from any source of information regarding how to increase students' motivation to speak in English, I found out that English teaching-learning process that have implemented in STAIN Pekalongan could be an interesting subject to be learnt if students knew the real function or benefit of English in their life. For the earlier practice, the motivation to learn the subject was low, while the method to teach was still on teacher - centered; hence learners occasionally got bored. Then, in answering the problem of how to support students to be actively involved in the learning process, a method of English for Specific Purposes (ESP) is the solution, however, still, it was not only a matter of how to compose sentences, changing from one pattern to another. It is in fact, answer the need of learners. For example, English in Syariah Department of STAIN Pekalongan is able to be linked to the local trends: batik, food, or any specific popular places.

Through this, I focused on how to raise students' motivation and speaking competencies related to those local entrepreneurships. For example, in learning the topic of Economic Activity, students were no longer learned how to construct loose text, however, created something that was related to their surroundings. And I call this article Local Entrepreneurship in a Video making Project to Enhance Students' Speaking Skill, a Contextual English Teaching and Learning

THEORIES AND METHODOLOGIES

In this study, it took a contextual teaching and learning theory, as the foundation of the work; and an analytical descriptive method to analyze the results of the study.

Contextual English Teaching and Learning and Local Entrepreneurship

Contextualized Teaching and Learning (CTL), also known as Contextualized Instruction, is defined as a instructional strategies designed to

more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student” (Medrich & Hoachlander in Kalchik and Oertle, 2010: 1). In other words, CTL is the concept of relating subject matter content to meaningful situations that are relevant to students’ lives, offers one promising approach to helping students learn more effectively.

Bond (2004) in Kalchik and Oertle (2010: 1) outlines the characteristics of CTL, as opposed to traditional academic models. That it focuses on concrete skills and knowledge needed in work and life, combines academic learning with workplace applications, personalizes instruction for each student, presents abstract ideas through the senses, indicates utility or usefulness of information, provides factual information during hands-on experiences so that it immediately makes sense and presents information in small increments instead of large chunks or thick books.

The term of local entrepreneurship as closely related to the ‘localized materials’ is used in line with the statement of Adaskau (1990) in Mahabani (2012) on the notion that the learning of language is barely imaginable without considering the role that culture plays. Throughout the literature of language teaching, culture has always been considered a crucial aspect of foreign language teaching programs. For example, suggest that semantic and pragmatic senses of culture “are in some degree necessary to the learners’ achievement of a measure of communicative competence”.

Local Entrepreneurship in a Video making Project in the Teaching of English Speaking

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001:282) mentioned that the use of videotapes has been a common feature in language teaching for many years. By doing this, Cooper (1991:6) in Harmer (2001) said that there is the power of creation, in which when

the students use video cameras themselves they are given the potential to create something memorable and enjoyable. The task of the video-making can provoke genuinely creative and communicative uses of the language, with students finding themselves ‘doing new things in English’. This, argued by Harmer (2001) will raise an increased level of motivation, when students have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

These tasks are the activities suits to the local entrepreneurship, such as the batik, culinary or any trade sectors that available in their neighborhood. Those activities were then video-taped through any series of students’ projects: simulation or report will absolutely motivate them to speak in English as well.

There are several studies that support the research of the video making project to enhance students’ speaking skills. Those are ‘Learners as producers: Using Project Based Learning to Enhance Meaningful Learning through Digital Video Production’ written by Vincent H.K. Hung, Mike Keppell and Morris S.Y; and Hakkarainen, P. (2011), entitled ‘Promoting Meaningful Learning through Video Production-Supported PBL’. It shows that the method of video-making projects has been proven to be beneficial for meaningful learning. Research results from the field suggest that engaging university students in the design and production processes can increase their understanding of the subject matter.

Local Entrepreneurship (LE) in English Teaching

Local Entrepreneurship in this context is the term that answers the notion of English for Specific Purposes (ESP). As a goal-oriented learning system, ESP aims in providing specific academic English. For students living in one place having its own local excellence will differ to another place which has another specification. The slogan of ‘Act Local, Think Global’ is a slogan that answers ESP. By acting locally, students put into practice the global learning

in relevant, engaging, challenging and fun ways to promote the deeper learning that is so important. The engagement of society and the self belonging to the local resources will give students an enriching perspective and provide them with valuable opportunities for community engagement. For STAIN Pekalongan students, those whose backgrounds are concerned with Batik sectors, culinary or banking sectors, the localities can be applied in the teaching-learning activities.

I have implemented this activity of Local Entrepreneurship through the video making project to enhance students' speaking skills, in my classes, and to my surprise, students who were inactive and afraid to converse in English before, became enthusiastic to speak up in the groups. Some phrases expressions that were usually memorized, then were practiced in groups and in after correcting and revising process, students practiced the dialogues they had already compiled, on the real situation in order to ease and motivate them to build a similar setting.

How to Conduct the students' Local Entrepreneurship (LE) Video Making Project

The article was a result of a question whether using Local Entrepreneurship and video making would enhance students' speaking skills or not and how the students conduct the project given. Would students be more motivated and would their self-confidence in English improve when I brought video making project into their EFL classroom?

In revealing the questions above, then a research of 'Using a Drama Project to Give Students Opportunities to be Communicative' written by Vu Thi Thanh Nha (Vietnam) and 'Learners as Producers: Using Project Based Learning to Enhance Meaningful Learning through Digital Video Production' by Vincent H.K. Hung, Mike Keppell and Morris S.Y. Jong were becoming the role models of guidance to conduct the research.

This research concentrated on knowing firstly

students competences in speaking. What the steps taken and used by them, and how they produced texts and manifested in the video making project. Through this, I could reveal their progress and the motivation related to the strategies. Below are the step procedures of completing the projects.

A L.E. Video-Making Project

Topic area	: simulation
Language focus	: imperatives, direct speech, wh-questions
Skills	: speaking, writing, listening
Level	: Basic English
Time	: 12 weeks
Students	: 306 th semester students of Syariah Departments of STAIN Pekalongan

Procedures

Phase 1: Getting the ideas- Week 1

I got students' interests by showing a video of a project (drama) by other students. At this point, I told them that they would conduct a similar video-recorded project. The topics and the language focus of the program were given to students and they were asked to choose (conducting simulation or presenting something).

In this meeting, students selected the groups and sought ideas to be written as script. I worked with students to discuss about the project. In this phase, we planned about their work.

Planning the Project

Class : English 3-Syariah Department Students - Academic year of 2013-2014

Objectives : As a part of your English course, this project will account for 25% of your final score. It aims at improving your skills in speaking, writing, and listening. Topic area includes batik industry, culinary, jeans, Syariah bank or any trading activity. The project was the form of practice of imperatives, direct speech, and wh-questions.

Project Procedures

1. Group set-up:
 - Find some partners to work with you in this project. (at least 5 people in each group).
 - Decide responsible people (actor, actress, cameraman, story teller etc)
2. Stories:
 - Choose a stories to develop the scripts or write your own scripts

3. Schedule

- Discuss in group to decide time and people to complete these things

Phase 2: Planning and Acting Out - Week 2, 3, 4 and 5

In this stage, I did group checking and the draft of the written project. A 100% of project idea is impossible to be found at this phase therefore, I made sure that the each person in the groups worked well.

No	Tasks	Deadlines	Product	Responsible person
1.	Group set-up	Week 1	A group discussion report on the planning project	There must be 1 person in charge to be responsible for the project
2.	Scripts	Week 2	Draft 1	
3.	Scripts	Week 3	Draft 2	
4.	Checking for the students' pronunciation	Week 4		
5.	Video Making Project	Submitted at Week 5.. (as agreed)	(outside of the class)	

In the process of week 2-5, I announced the evaluation criteria that were used concerning to the Video Project that they made to the whole class as follows:

No	Tasks	Evaluation Criteria	Weight
1	Plan	Have a clear and feasible action plan Adhere to the plan Involve every group member	10%
2	Scripts	Appropriately use drama styles Creatively use the target language points Use good and understandable English Have an interesting plot Involve every group member	30%
3	Performance	Set up a creative and appropriate environment (costumes, music background, supporting setting) Have good performance skills (improvisation, mimes, voice, cooperation with other student) to create an interesting character Speak an understandable English Involve every group member	50%
Total			100%

Strengths and Weaknesses of LE in a Video-making Project

The benefits of implementing LE are that students' motivation and self-confidence increased. For motivation, the project in simulation exercises can be presented in a way where students feel like they are playing, as opposed to working, the learning process becomes more positive and enjoyable, knowledge will be more readily retained and students will be more motivated to learn. Gaudart (1990) in Hu (2011:5) shows that increased motivation results in increased learning for EFL, and a more recent study reports that motivation is "seen to be the major affective individual-difference variable contributing to achievement in learning another language"

For the self-confidence, as it links to motivation, a student in a contextualized situation has the opportunity to use the target language as someone else. This removes the pressure on the learner and in turn builds her self-confidence for the using the target language in real life.

This is in line with Hung (2004) that engaging students in meaningful activity should encourage students to be more motivated and engaged in an activity that is meaningful and relevant to them. If an activity is more relevant to students' lives, they will devote more time and effort into the activity which may lead the student to a deeper understanding of the learning task.

However, apart from the strengths, in other side, there are weaknesses of this method. The accuracy in pronunciation and the grammar of the sentence occasionally were left. However, it is teacher's duty to answer the need of the environment, in this case is to improve the quality of teaching-learning process. Doing the project need efforts and energy for both teacher and students, however, we should try to implement alternate teaching and learning method, leaving the comfort zone of doing traditional teaching method and providing new atmosphere – a non-threatening method that correlates much on the community and local context.

REFERENCES

- Harmer, J. (2001). *The Practice of English Language Teaching*. Third Edition. Longman.
- Hung, V.H.K, Mike, K. & Morris, S.Y.J. (2004). "Learners as Producers: Using Project Based Learning to Enhance Meaningful Learning through Digital Video Production. <http://www.ascilite.org.au/conferences/perth04/procs/pdf/hung.pdf>
- Kalchik, S. & Kathleen, M.O. (2010). "The Theory and Application of Contextualized Teaching and Learning in Relation to Programs of Study and CAREER Pathways". Transition Highlight, Office of Community College Research & leadership, September 2010. www.files.eric.ed.gov/fulltext/ED513404.pdf.
- Mahabadi, S. (2012). The Role of Localized Materials in Learning of EFL Students. <http://www.academicjournals.org/JLC>
- Neal, B.R. (2012). "Drama in the Mixed-Ability EFL Classroom: Observing its Effects on Motivation and Self-Confidence". Final Thesis to a B.A. in International Studies in Education, Faculty of Education at the University of Iceland, February, 2012.
- Rahimipoor, S. (2013). "Evaluating the Effects of Drama Techniques on Improving the Writing". Research Article in *Nova Journal of Humanities and Social Sciences* Vol 1(1), December 2013, page 23-34. Competency of the EFL learners Nova Explore Publications in www.novaexplore.com.
- Thornbury, S. (2005). *Beyond the Sentence, Introducing Discourse Analysis*. Macmillan Publishers Limited.
- Yue, H., Vicky, & Wonim, S. "Using Drama for ESL Teaching". www.finchpark.com/drama/articles/Hu.pdf

APPENDIX: PICTURES



TEACHING WRITING USING PEER RESPONSE VIA FACEBOOK

M. Zaini Miftah

State Islamic College of Palangka Raya, Central Kalimantan, Indonesia
miftahmzaini@gmail.com

Abstract: Of the all four skills (listening, speaking, reading, and writing), writing is regarded as the most difficult skill for L2 learners to master. This fact is reasonable as writing involves the process of composing message, thinking of the language to use, taking care of diction, textual organization, and other mechanics. The trend problem in the writing class shows that student writers almost never expressed their ideas using process of writing and never used conference activity for giving feedback on their peers' works for revision. Therefore, it needs a technique that helps them to work writing collaboratively with fun activities. In line with the dramatic problem and a way to solve it, the current composition theory supports the use of peer response focusing on the writing process more than the written product. It has created the process approach to teaching writing and has gained its popularity in writing classes. Research on computer-assisted language and learning theory also suggests that feedback or response can be provided either face-to-face or through the internet. Among many technologies, Facebook is the most popular social networking websites for college students. Through this paper, the presenter will outline guidelines for successfully implementing peer response activities via Facebook in writing class.

Keywords: *teaching writing, peer response, Facebook*

INTRODUCTION

Writing is regarded as the most difficult skill for L2 learners to master. The difficulty lies in generating and organizing ideas, in translating the ideas into readable text, and in expressing their ideas using systematic stages such as prewriting, drafting, revising, editing, and publishing. As Byrne (1984:3) asserts that in writing writers have to compose their writings using their own choice of sentence structure and organize their own ideas in such a way that readers can understand their writings.

According to Ghaitzh (2002), writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and

reflection. Thus, when thoughts are written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

Moreover, Gebhard (2000:235) points out that there are problems faced by the EFL/ESL teachers in writing instructions. It deals with the less-proficient students that tend to use ineffective writing strategies. They think that they cannot write in English. It is happened because the teacher does not show the students how to write. Thus, the teachers should find an effective way of building students' self-confidence in the writing activities.

In relation to the need of building the students' writing, Harmer (2007:113) suggests that it is encouraged to build the students' writing habit. Many students either think or say that they

cannot, or do not want to write. This may be because of their lack of confidence. They think that writing is boring. Therefore, the teacher needs to engage them, from early levels, with easy and enjoyable activities as their habit, so that writing activities not only become a normal part of the classroom but also present opportunities for students to achieve almost instant success.

In the context of teaching academic writing in university, focusing on writing various types of essays such as argumentative essay is strongly suggested. Essay writing is important because it prepares the students to write long academic texts such as term papers or thesis (Cahyono, 2011:148). Writing argumentative essay is very essential for students because it forces them to think on their own such as they have to take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence (Oshima & Houge, 2006:142). By writing such kind of this essay, the students will get well prepared to write long academic texts such as term papers or thesis.

In the writing class, the trend problem shows that students almost never expressed their ideas using process of writing and never used conference activity for giving feedback or response or comments on their peers' work for revision of the work. Therefore, it needs a technique that helps them to work writing collaboratively with fun activities. In response to the trend problem encountered by the students in the writing class, the implementation of peer response technique via online activity, via Facebook, is offered.

The current composition theory supports the use of peer response focusing on the writing process more than the written product. It has created the process approach to teaching writing and has gained its popularity in writing classes. Also, research on computer-assisted language and learning theory suggests the use of peer response through both face-to-face and internet. According to Wichadee (2013:1), peer response or feedback can be one source of useful information

where students read each other's drafts and give comments on the drafts. Both writers and commentators or readers gain benefits from the process of peer response. By this process, Krashen cited by Erfanian in Wichadee (2013:1) asserts that the writers will be aware of their writing problems and see their own progress. It helps the writers to get guidance and feedback on their writing. Thus, the writers can use those comments and suggestion from their peers to write the next draft.

Wanchid in Wichadee (2013:2) suggests that feedback can be provided either face-to-face or through the internet. Among many technologies, Facebook is the most popular social networking websites for college students. Similarly, Deschryver et al. in Wichadee (2013:2) point out that students were generally comfortable with using Facebook for classes. Therefore, Facebook is deemed a new choice to be used as a learning tool for language writing development.

In addition, Song & Usaha (2009) state that the electronic peer response group produced more revision-oriented comments. Online peer response can be used at least for three purposes in ESL context: to increase autonomous writing, to improve writing proficiency, and to complete the cycle of writing process (Moloudi, 2011). About the benefits of applying guided peer feedback via Facebook, Yusof et al. (2012) assert that Facebook can be as a platform for guided peer feedback at the planning stage of an academic writing process. Similarly, Wichadee (2013) states that it can increase interaction among students, and can reduce the teacher workload meaning, helping the teacher to save time in class. Moreover, Cahyono (2011:159) suggests that by using Facebook, the skill in writing English essays enhanced when it is applied in the publishing stage of the process-based essay writing activities, and it positively encourage students to write essays. However, despite the development body of teaching writing using peer response via online activities, this paper deals with the implementation of peer response via Facebook in the teaching of writing

argumentative essay focusing on outlining/prewriting and on revising/editing stages in Indonesian EFL context.

THEORETICAL BASIS

Peer Response

Peer response sometimes referred to as 'peer review', 'peer editing', or 'peer feedback' can be defined as the 'use of learners as sources of information, and interaction between each other' (Hansen & Liu, 2005:1). Peer response is an integral part of most writing classes. Since a great number of studies carried out by L2 researchers have dealt with the implementation of peer review and its ability to improve student drafts, Hansen & Liu (2005) found that peer response, comments, or feedback can lead to meaningful revisions. Revisions based on peer comments can be better in vocabulary, organization and content. Respected teachers and writing theorist have fostered peer response in writing class as a way to encourage students to write and revise.

Similarly, Mangelsdorf (1992:274) defines that peer response technique is sometimes called peer editing, peer evaluation or peer review. It is because students are doing more than editing, evaluating or reviewing students' essay. They are responding to what the essay says as well as how it says it. For beginning EFL students, peer response sessions usually consist of a group of three or four students reading or listening to a peer's draft and commenting on what they found most interesting, what they wanted to know more about, where they were confused, and so on—the types of response that naturally emerge from a discussion of writer's ideas. Therefore, the student writers then use the peers' feedback or responses to decide how to revise their drafts.

Mangelsdorf (1992:274) adds that at beginner and advanced levels of instruction, students can use worksheet or peer response sheet to answer questions concerning the draft's thesis, unity, development, focus, and so forth—whatever teacher wants to emphasize for that particular focus of lesson—as detailed as possible. Thus,

after students complete the peer response sheet for a peer's draft, they then discuss with their peers the suggestions they made for revision.

Furthermore, Stevens & Levi (2005:17) indicates that peer response or feedback is most effective when given as soon as possible after student writers write their drafts in helping each other make positive changes in their subsequence work in the writing process. However, once the peer response process is underway, the writers' perception of the value of the enterprise is likely to change if they begin to receive useful feedback (Rollinson, 2005:24). For this to happen, however, the writing class has to be set up properly with the prior plan of grouping—peer group response and its procedure.

Referring the advantage of peer response in writing class, Mittan in Mangelsdorf (1992:275) points out that peer response can provide students with an authentic audience, increase their motivation for writing, enable students to receive different views of their writings, help students learn to read critically their own writing, and assist students in gaining confidence in their writings, and by discussions it allows students to use oral language skills. In short, peer response has the potential to be a powerful learning tool or technique.

The use of peer response or feedback is one means of making the function of assessments formative (Askew, 2000:21). Moreover, Sadler in Askew (2000:21) asserts that if peer response feedback does not have a formative effect on learning, then it is not truly feedback. In this context formative effect on learning means that the student writers' learning process using peer response or understanding are formed into a more developed the process of writing typically in the revising and editing stages.

To sum up, as writing teachers have begun to recognize the need to provide support for students at each stage of the writing process, the use of peer response—peer response group—has become increasingly popular. It can be argued that such group provides a real audience for sharing writing in progress. As argued by DiPardo & Freedman in Al-Jamal (2009:15),

the use of peer groups in the writing classroom goes beyond the goals of the paradigm shift from product to process and, perhaps more importantly, supports the critical role of social interaction in language learning.

Using Facebook as a Medium for Peer Response

Facebook has various features, such as 'Notes' and 'Like' function, which can be utilized as one of the language tools. Students who have Facebook accounts automatically have access to this feature and can participate in this activity. The feature of Facebook Group is utilized in this activity and the 'LIKE' function is suggested in this activity. The writing teacher uses the 'LIKE' function to highlight the feedback/ response/ suggestion posted by the peer reviewers which is considered constructive and useful in assisting the student writers to revise their work (Yusof et al., 2012:17).

Why it is used in peer response activities because despite the training of peer response is provided prior to the real application, not all response or feedback or comment posted by the students serves its function (Yusof et al., 2012:17). For instance, comments such as "like your essay" or "your topic sentence is interesting" other than probably motivating the student writers, are argue and have very little value in assisting them to improve their writing. Also, comments such as "I don't like your ideas" and "I disagree with your points" are not constructive thus would be beneficial. Instead, to be beneficial in peer response activities via Facebook, it should firstly be trained to look at the important aspects of the features of certain essay.

In short, the use of Facebook as a teaching tool has become popular and it is applicable for peer response activities in writing instruction. Its use is not restricted by time or distance, thus, it provides flexibility and convenience to both students and teachers.

TEACHING PROCEDURES

In relation to the writing instruction, it is recommended that the process steps of implementing peer response via Facebook should follow the stages of the writing process—prewriting, drafting, revising, and editing (Smalley et al., 2001:3-9). The student writers can revise their works effectively on the basis of peer feedback or comments from peer readers in the process of writing typically in the prewriting stage (Yusof et al., 2012) and revising/ editing stage (Liu & Hansen, 2002). Therefore, peer response activity via Facebook applied in this paper focuses on the prewriting activities of the academic writing which is writing the outline of argumentative essay, and on the revising/ editing activities (Miftah, 2014).

The followings are the steps to teaching writing using peer response via Facebook that can be described into pre-teaching, whilst-teaching, and post-teaching activities.

Pre-teaching Activities

1. Prepare the teaching of academic writing process focusing on writing argumentative essay (see the Core Materials in the Appendix 1).
2. Make Facebook group named W3FEBTOJUN14A. Teacher and all students should join in the group. (For those who do not have Facebook account they may be asked to create one).
3. Group the students randomly. Each group should be consistent in their own groups.

Whilst-teaching Activities

4. Train the students how to do peer response activities via Facebook (see the Appendix 2).
5. Ask the student writers to make an outline for their argumentative essay by posting the instruction (see Task 1a in the Appendix 3). The sample of outline of an argumentative essay posted by the student is shown in the Excerpt 1.
6. Ask the student reviewers to give comments/ responses/ suggestions on their peers' outlines by posting the instruction (see Task 1b in

the Appendix 3). The sample of responses/ feedbacks/ comments on peer's outline posted by the student is shown in the Excerpt 2.

7. Highlight useful feedbacks by clicking "LIKE", and the owner of the outlines should pay attention to the useful feedbacks.
8. Based on feedbacks from peers, ask the owners of the outlines to revise/edit their outline and to write revised outline by posting the instruction (see Task 1c in the Appendix 3).
9. Based on their revised outlines, ask the student writers to write draft of their argumentative essay by posting the instruction (see Task 2a in the Appendix 4). The sample of draft of argumentative essay posted by the student is shown in the Excerpt 3.
10. Ask the student reviewers to give comments/ responses/ suggestions on their peer's drafts by posting the instruction (see Task 2b in the Appendix 4). The sample of responses/ feedbacks/ comments on peer's draft posted by the student is shown in the Excerpt 4.
11. Highlight useful feedbacks by clicking "LIKE", and the owner of the draft should pay attention to the useful feedbacks.
12. Based on feedbacks from peers, ask the owners of the drafts to revise/edit their drafts and to write their final writing products by posting the instruction (see Task 2c in the Appendix 4).

REFERENCES

- Al-Jamal, D. (2009). The Impact of Peer Response in Enhancing Ninth Grader's Writing Skill. *Umm Al-Qura University Journal of Educational & Psychologic Sciences*, 1 (1), 13-40.
- Byrne, D. (1984). *Teaching Writing Skill*. London: Longman Group UK Limited Company.
- Cahyono, B.Y. (2011). Using Facebook to Enhance English Department Students' Skill in Writing Essays. In Cahyono, B.Y. & Mukminatien, N. (Eds). *Techniques and Strategies to Enhance English Language Learning* (Pp. 147-160). Malang: State University of Malang.
- Gebhard, J.G. (2000). *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*. Ann Arbor: The University of Michigan Press.
- Ghaitzh, G. (2002). *Writing: The Nature of Writing Process, Approaches, and Models and Process Writing Activities*. (On line). URL: <http://ghaitz.tsx.org>. (Accessed on 15 April 2014).
- Hansen, J.G. & Liu, J. (2005). *Guiding Principles*

Post-teaching Activities

13. Ask the students to print out their final writing products in a piece of paper.
14. Discuss the results of the writing products.

CONCLUSION

It is the fact that applying peer response via Facebook as a fun activity is useful. Teaching writing using peer response via Facebook may be done by following the process of outlining, drafting, posting, commenting, revising/ editing, and writing final version. To produce the writing product in form of a composition typically argumentative essay, the process of revising/ editing may be done in several stages beginning from outlining up to revising/ editing stages. The implementation of peer response via Facebook in the process of teaching writing can motivate the students to write better, and by this technique they can express their ideas and have a conference with peers to communicate each other for giving feedback on their peers' work for revision. Hence, the success of such activities depends much on the role of the teacher as facilitator. By the guidance of the teacher, the students can experience the process of learning how to write argumentative essay through this way.

- for Effective Peer Response. *ELT Journal*, 59 (1), 31-38.
- Harmer, J. (2007). *How to Teach English*. New ed. New York: Longman.
- Liu J. & Hansen, J. G. (2002). *Peer Response in Second Language Writing Classrooms*. Ann Arbor, MI: University of Michigan Press.
- Mangelsdorf, K. (1992). Peer Reviews in the ESL Composition Classroom: What do the Students Think. *ELT Journal*, 46 (3), 274-284.
- Miftah, M. Z. (2014). *Implementation of Peer Response via Facebook to Enhance Ability of the English Department Students of STAIN Palangka Raya in Writing Argumentative Essay*. Unpublished Research Report. Palangka Raya: State Islamic College of Palangka Raya.
- Moloudi, M. (2011). Online and Face-to-face Peer Review: Measures of Implementation in ESL Writing Class. *Asian EFL Journal. Professional Teaching Articles-CEBU Issue*, 52, 1-18.
- Oshima, A., & Hogue, A. (2006). *Introduction to Academic Writing*. Level 4. 4th ed. New York: Pearson-Longman.
- Rollinson, P. (2005). Using Peer Feedback in the ESL Writing Class. *ELT Journal*, 59 (1), 23-30.
- Smalley, R. L., Ruetten, M. K. & Kozyrev, J. R. (2001). *Refining Composition Skills: Rhetoric and Grammar*. 5th Ed. Boston: Heinle & Heinle Publishers.
- Song, W. & Usaha, S. (2009). How EFL University Students Use Electronic Peer Response into Revisions. *Suranaree J.Sci.Technol*, 16 (3), 263-275.
- Stevens, D.D. & Levi, A. (2005). *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning*. Virginia: Stylus Publishing, LLC.
- Wichadee, S. (2013). Peer Feedback on Facebook: The Use of Social Networking Websites to Develop Writing Ability of Undergraduate Students. *Turkish Online Journal of Distance Education-TOJDE*, 14(4): 1-9. (Online). URL: http://tojde.anadolu.edu.tr/tojde54/articles/article_19.htm. (Accessed on 11 February 2014).
- Yusof, J., Manan, N.A.A, Alias, A.A., & Pandian, A. (2012). Guided Peer Feedback via Facebook Notes for Mixed-ability ESL Learners in the Process Writing Classroom: An Exploratory Study. *Voice of Academia*, 7 (1), 14-32.

APPENDIX 1: CORE MATERIALS OF ACADEMIC WRITING

1. Essay organization (introductory paragraph, body paragraphs, and concluding paragraph)
2. Formulation of thesis statement
3. Developing main ideas and supporting points
4. The process of writing
5. The process of making an outline
6. The mechanics of outlining such as numbering system
7. The features of argumentative essay

APPENDIX 2: WORKSHEET ON TRAINING OF PEER RESPONSE VIA FACEBOOK

Introduction

Do you know that peer response can be implemented via both in-class and online activities such as Facebook? In this peer response training you will learn how to do peer response activities via Facebook. If you have experience of doing peer response via Facebook in this activity, you are ready to do the process of writing in order that the writing you produce will be a good composition after your peers' feedback.

Task

Your task here with peer response training is to raise your awareness on what constitutes a good or a weak feedback/response/comment. For this purpose, at first, you are assigned to come to your Facebook group for an online exercise. Each of the groups is given a model of outline and rough draft of argumentative essay posted by the teacher. You as reviewers should give comment/response/feedback on the drafts in comment box. The good or useful comment/feedback/response is signed "LIKE" by the teacher. In the end of this activity, you and your friends in group are asked to discuss your written feedbacks to check and validate understanding, and the revised version should be posted by each of the groups.

Process

To do online peer response exercise via Facebook, please follow the steps:

1. Make sure that you have Facebook account and already joined in Facebook group of the writing class in www.facebook.com
2. Come to your small group of the Facebook

- group. Be consistent in your small group.
3. Look at the models of outline and rough draft of argumentative essay posted by the teacher on his/her Facebook account.
4. Write comments/feedbacks/responses/suggestions on the models in your comment box based on the posting of the instruction.
5. Revise/edit the models by considering the useful comments from your peers of the small group. The good or useful comment is signed "LIKE" by the teacher.
6. Discuss your comments with your friends and teacher.
7. Write the final version based on the useful comments by posting your writing on your account.

Conclusion

After the activities of online peer response training via Facebook, right now you realize that knowing and mastering skills of providing written feedback on the outline and writing draft will give you the easier way to the writing process.

APPENDIX 3: TASK 1 FOR PEER RESPONSE ACTIVITIES VIA FACEBOOK

FOCUS	TASK	PARTICIPANT	INSTRUCTION
Outlining/ Prewriting Activities	1a	Writers	Make an outline for your argumentative essay on your own topic.
	1b	Reviewers	<p>Give comments/responses/suggestions on your peer's outline by following the instructions below:</p> <ol style="list-style-type: none"> 1. Look at the title, the thesis statement, the essay pattern in the thesis, and the restatement of the thesis in conclusion, and check whether the topic sentences for body paragraphs are CLEARLY WRITTEN and EASY TO UNDERSTAND or not. Explain why? 2. If you find the thesis statement and/or the essay pattern in the thesis and/or the topic sentences for body paragraphs and/or the restatement of the thesis in conclusion DO NOT HAVE a match or any direct and correct relationship, make suggestions by giving examples of your own version of thesis statement or topic sentences or conclusion. 3. You are required to give comments on the parts of the outline of the body paragraphs. Pay attention on: <ul style="list-style-type: none"> - The topic sentence (labeled A, B, C, etc.) – whether they are CORRECTLY presented or not, - The supporting details (labeled 1, 2, 3, etc.) – whether they are DIRECTLY supporting the topic sentence or not, and - The examples (labeled a, b, c, etc.) – whether they are clearly supporting the supporting details and the topic sentence or not.
	1c	Writers	<ol style="list-style-type: none"> 1. Revise/edit your outline based on the good/useful feedback/comment/response/suggestion from peer reviewers. (THE GOOD/USEFUL FEEDBACK IS SIGNED “LIKE” BY THE TEACHER). 2. Write your revised outline (the result of prewriting activities).

APPENDIX 4: TASK 2 FOR PEER RESPONSE ACTIVITIES VIA FACEBOOK

FOCUS	TASK	PARTICIPANT	INSTRUCTION
Revising/ Editing Activities	2a	Writers	Write first draft of your argumentative essay based the revised outline.
	2b	Reviewers	<p>Please give comments on your peer>s first draft by following the instructions below.</p> <ol style="list-style-type: none"> 1. Read the introductory paragraph. You are required to give comments on the parts of the INTRODUCTORY PARAGRAPH. MAKE SUGGESTIONS BY GIVING EXAMPLES OF YOUR OWN VERSION. <p>Pay attention on:</p> <ul style="list-style-type: none"> - Making introductory paragraph should follow the technique of Funnel Introduction (covering general statements and thesis statement) – whether they are SUFFICIENTLY, CLEARLY, and CORRECTLY presented or not. - General statements (introducing the general topic of the essay and capturing the reader’s interest) – whether they are SUFFICIENTLY stated or not, - Thesis statement (covering topic and controlling idea, and showing the essay pattern (block pattern or point-by-point pattern)) – whether it is CORRECTLY indicated or not. - Thesis statement (mentioning both sides of the issue, or the writer’s point of view only) – whether it is CLEARLY stated or not. - Thesis statement (using expression to introduce opposing points of view, and using transitional signals of contrast to connect the opposing point of view to the writer’s counter argument) – whether it is CLEARLY stated or not) <ol style="list-style-type: none"> 2. You are required to give comments on the parts of BODY PARAGRAPHS. MAKE SUGGESTIONS BY GIVING EXAMPLES OF YOUR OWN VERSION. <p>Pay attention on:</p> <ul style="list-style-type: none"> - Body paragraphs (supporting arguments for thesis statement) – whether they are SUFFICIENTLY stated or not. <ol style="list-style-type: none"> 3. You are required to give comments on the parts of CONCLUDING PARAGRAPH. MAKE SUGGESTIONS BY GIVING EXAMPLES OF YOUR OWN VERSION. <p>Pay attention on:</p> <ul style="list-style-type: none"> - Concluding paragraph (summarizing the main points/subtopics or restating the thesis statement – whether it is CORRECTLY presented or not. - Concluding paragraph (leaving final thoughts (prediction, consequences, solution, recommendation, or quote an expert)) – whether it is SUFFICIENTLY stated or not.

1. Revise/edit your first draft based on the good/useful feedbacks/responses/comments from peer reviewers. (THE GOOD/USEFUL FEEDBACK/RESPONSE/COMMENT IS SIGNED "LIKE" BY THE TEACHER).
2. Write your final writing product (the result of revising activities).

EXCERPT 1: SAMPLE OF OUTLINE OF ARGUMENTATIVE ESSAY



Faizatun Nisa

24 Mei · Disunting

Name : Faizatun Nisa

SRN : 1201120838

Task 1 : Outline of Argumentative Essay

Topic : Pro and contra Palangka Raya becoming Capital City

I. Introduction

Thesis statement : Although some people agree that Palangka Raya become Capital City, I believe that is not good idea to move Capital City to Palangka Raya

II. Body

A. Opposing argument 1

Palangka Raya is strategic area, because this area located in the middle of Indonesia between sabang to merauke, and it is safe from disaster.

Rebuttal to argument 1

To move Capital City is not easy, it can not imagine how much it cost to move Capital City to another area, and it should be consider a variety of things to do so.

B. Opposing argument 2

Palangka Raya will become centre of political, economic, and cultural, and centre of certain activities or industries.

Rebuttal to argument 2

There are negative impact if Palangka Raya become Capital City. Such us a large amount of vehicles produce a high air pollution, increased criminality, many forest would be lost because it is used for building residents house.

C. Own point of view

1. I disagree if Palangka Raya become Capital City

2. Reason

a. It is too hard and difficult to move Capital City to Palangka Raya

b. It has bigger disavantage more than advantage become Capital City

III. Conclusion

In conclusion, to move Capital City to Palangka Raya is not good idea. Many things should be do. It should be consider, especially about cost. And the effects become Capital City should be consider too, whether it give more negative effects or positive effects.

SukaSuka ·

•Dilihat oleh 24

EXCERPT 2: SAMPLE OF RESPONSES/FEEDBACKS/COMMENTS/SUGGESTIONS ON PEERS' OUTLINE OF ARGUMENTATIVE ESSAY



Ria Mahmudah So far, for the thesis statement , the body paragraph and the conclusion is sufficient. “ But ” I think that for body paragraph of the outline, it should be give the symbol like : a,1,I,...etc... although it just one rebuttal or reason (from my experience in before assignment)

[26 Mei pukul 13:11](#) · [Batal Suka](#) · 1



Siti Mouri KudoGawa Reviewer: Siti Fatimah
Writer: Faizatunnisa

I. Thesis statement

Be careful with your sentence you must make it clearly. Let see your statement I believe that is not good idea to move Capital City to Palangka Raya.

What do you mean with that in here? Is it conjunction or pronoun? If it is conjunction, it will better if like this:

I believe that it is not good idea to move Capital City to Palangka Raya

II. Body paragraph

Don't forget to use expression to introduce opposing point of view (opposing argument), then connect it to rebuttal argument with transition signals of contrast

For example:

A. Opposing argument 1

Opponent claim that Palangka Raya is strategic area, because this area located in the middle of Indonesia between Sabang to Merauke, and it is safe from disaster.

Rebuttal to argument 1

However, to move Capital City is not easy, it cannot imagine how much it cost to move Capital City to another area, and it should be consider a variety of things to do so.

B. Opposing argument 2

Although Palangka Raya will become centre of political, economic, and cultural, and centre of certain activities or industries.

Rebuttal to argument 2

There are negative impacts if Palangka Raya becomes Capital City. Such us a large amount of vehicles produce a high air pollution, increased criminality, many forests would be lost because it is used for building residents house.

III. Conclusion

In generally, the conclusion is sufficiently enough, because it has restate the main points of thesis statement, and leave final though (recommendation).

But, be careful with your sentence. Let's we see

In conclusion, to move Capital City to Palangka Raya is not good idea. Many things should be do. It should be consider, especially about cost. And the effects become Capital City should be consider too, whether it give more negative effects or positive effects.

For me the better one is

In conclusion, to move Capital City to Palangka Raya is not good idea. Many things should be done. It should consider, especially about cost. And the effects become Capital City should consider too, whether it give more negative effects or positive effects.

[27 Mei pukul 0:06](#) · [Batal Suka](#) · 1

EXCERPT 3: SAMPLE OF DRAFT OF AN ARGUMENTATIVE ESSAY



Faizatun Nisa

5 Juni · Disunting

Name : Faizatun Nisa

SRN : 1201120838

Task II : First Draft of Argumentative Essay

Pro and Contra Palangka Raya become Capital City

Capital City is city that functions as the seat of government and administrative centre of a country. Jakarta is the Capital City of Indonesia. Now, Jakarta has many problems. Pollution and over crowded population have been becoming serious problem to overcome. Flooding and traffic jams have been Jakarta's biggest problem too for many years. So, some people suggested to move Capital City to another area. Palangka Raya is city that being considered as a new Capital City. Although some people agree that Palangka Raya become Capital City, I believe that it is not good idea to move Capital City to Palangka Raya.

Opponent claim that Palangka Raya is strategic area, because this area located in the middle of Indonesia between Sabang to Merauke, and it is safe from disaster. In 1950's the first President of the Republic of Indonesia, Soekarno initiated to move Capital City to Palangka Raya. This issue still being discussed until now. The geography of Palangka Raya is better than Jakarta, there is no volcano, and less potency to the earthquake, and it is not far from Jakarta. However, to move Capital City is not easy, it cannot imagine how much it cost to move Capital City to another area, and it should be consider a variety of things to do so. How many central office should be moved to Palangka Raya, not only central office but the centre of government, and certain activities or industries should be moved too, and it need a lot of work and need a huge cost. Government should prepare much money and infrastructure in the next Capital City, if all those preparation do not doing well, Palangka Raya will has some problem as Jakarta. It means moving the Capital City only wasting money and time.

Opponent said that Palangka Raya will become centre of political, economic, cultural and certain activities or industries. Palangka Raya will be developed into the center of the country. Everything will be centered in Palangka Raya, and it will give a distinct advantage for this city. However, there are negative impacts if Palangka Raya become Capital City such as a large amount of vehicles produce a high air pollution, increased criminality, and many forest would be lost because it is used for building residents house. We know that all things would be moved to Palangka Raya and those impact will give problems to the Palangka Raya. So, there are more disadvantage than advantage become Capital City.

Moving Capital City to Palangka Raya is very hard and difficult. It need a lot of work and need a huge cost. In conclusion, to move Capital City to Palangka Raya is not good idea. Many things should be done. It should consider, especially about cost. And the effects become Capital City should consider too, whether it give more negative effects or positive effects.

[Top of Form](#)

SukaSuka ·

• Dilihat oleh 23

EXCERPT 4: SAMPLE OF RESPONSES/FEEDBACKS/COMMENTS/SUGGESTIONS ON PEERS' DRAFT OF ARGUMENTATIVE ESSAY



Siti Mouri KudoGawa Reviewer: Siti Fatimah
Writer: Faizatunnisa

1. *Introductory paragraph*

The Introductory paragraph is sufficiently and clearly because it has covered general statement and thesis statement.

2. *Body paragraph*

The body paragraph has supported arguments for thesis statement and those are sufficiently enough. Because in each opposing and rebuttal argument has some supporting sentence that support the thesis statement.

3. *Conclusion*

The conclusion has summarized the main points and it is correctly. But you should leave the final thought. For example:

Moving Capital City to Palangka Raya is very hard and difficult. It need a lot of work and need a huge cost. In conclusion, to move Capital City to Palangka Raya is not good idea. Many things should be done. It should consider, especially about cost. And the effects become Capital City should consider too, whether it give more negative effects or positive effects. Therefore, in my opinion it will be better if we use the costs which want to change capital city for help young generation education and to solve poverty problem.

8 Juni pukul 8:30 · Batal Suka · 1



Ria Mahmudah as far as, i am concerned that for the introductory paragraph and body paragraph have been sufficient, and enough clear. have been appropriate with the requirements. but, I think your concluding paragraph is not effective and not enough sufficient, because the point of the first sentence in the concluding paragraph, you write down more in the third sentence or after the expression of conclusion. I mean that it will be better if the sentence like this and more easy understandable and don't forget too,... you should give the final thought same as Mr said:forexample;Moving Capital City to Palangka Raya is very hard and difficult. It need a lot of work and need a huge cost and will there are so many negative effects then positive effects if it happened. In conclusion, to move Capital City to Palangka Raya is not good idea. that is way,it seems to me that it will be better if the capital city keep stay in Jakarta to avoid some bad things for Palangka Raya and it will be better too if the money for the society of Indonesia who need it so much to overcome poverty and education problem.

8 Juni pukul 14:58 · Telah disunting · Batal Suka · 1

PART 3

THE ENGLISH LANGUAGE LEARNING STRATEGIES AND PROBLEMS

Nurlaila ■
Hidayah Nor ■
Syamsudin ■
Siti Hadijah ■
Nida Mufidah ■

AN ANALYSIS ON STUDENTS' DIFFICULTIES IN TRANSLATING ENGLISH SENTENCES INTO INDONESIAN

Nurlaila

STAIN Malikussaleh Lhokseumawe, Indonesia

nurlaila_daud@ymail.com

Abstract: This study focused on the students' problems in translating English into Indonesian. It dealt with the aspects of lexical and grammatical meanings. This research was aimed at knowing the difficulties the students encountered in translating English sentences into Indonesian. The kind of approach used in this study was qualitative and the type of research was case study. The fourth semester students were chosen only 12 respondents since qualitative research need only small number of sample. The data were obtained by observing the students activities during the teaching learning process and mainly it was gathering through the learners' task of English-Indonesian translation on translation I subject. The data were analyzed using Miles and Huberman Model that followed four steps namely data collection, data reduction, data display and verification or conclusion drawing. It was found out that students encountered problems in the form of grammatical errors (morphological errors, syntactical errors, and addition), and the lexical errors. The lexical type of errors is the most prominent among the four types, and the syntactical error was the most prominent in the grammatical errors. It was suggested to have a well-organized class and a well-prepared on the problems of lexicon and of grammar could be supported in the classes of reading comprehension and English vocabulary, then the problems of morphology, syntax, and function words were conducted in the class of English syntax. The teaching should be oriented on guiding the students on using the language rather than studying about the language. More research of the same type can be carried out by other English lecturers at other universities to get various cases to solve the problems of translation from English into Indonesian encountered from Indonesian Students.

Keywords: *students' difficulties, translation, lexical and grammatical errors*

INTRODUCTION

Translation seems to be one of some interesting subjects for the students to learn because through this subject, they can understand the English correctly. The university students, especially the ones from STAIN Malikussaleh have specific subject on Translation namely Translation I and Translation II. In that subject, the students are expected to be able to transfer meaning from

the source text namely English to the target text that is Indonesian and also from Indonesian into English in good, correct and acceptable translation. It is the most important tool to use and to practice before they are involved in a real job as teacher or translator with English as the target language.

There are many factors that can hindrance students to master English translation. Many

students said that they have some vocabularies but they did not know the way to give best meaning based on context. They feel confused to choose one meaning that is suitable to be put in specific way to get meaningful information from the sentences being translated. Based on those facts, the main problem of this research is the fourth semester students of STAIN Malikussaleh Lhokseumawe were difficult to translate the English into Indonesian well. It could be identified that most of them usually translate the text word by word without knowing the grammar in the text being translated and also some of the students have lack of vocabulary and tend to translate the sentences lexically.

This study was aimed at knowing the kinds of problem faced by the fourth semester students in translating English sentences into Indonesian. The focused of this research is on the result of translation done by the students in sentences form from English into Indonesian. It is hoped that the result of this research can be used as a reference for other researchers who wants to conduct similar research in other institution especially in translation subject and hopefully this finding can also be beneficial for both lecturers and the students in many ways such as in designing, managing or running the translation class especially in the fourth semester students of English Department of STAIN Malikussaleh Lhokseumawe. Moreover, in the students' side, this study could help them to get rich from the same problem in translation subject since the lecturers had known the way to solve it.

From the facts explained above, it was needed to get the answer to solve the problem by conducting a case study which focuses on translation subject at university level, entitled "An Analysis on Students' Difficulties in Translating English Sentences into Indonesian (A Case Study).

THEORETICAL FRAMEWORK

Definition of Translation

There are some definitions of translation given by some experts. Different linguists would

have different ways in giving the meaning to the term although they shown the same thing. In this article, it is needed to quote some of them.

According to Owen (1998: 5) translation is the transfer of meaning of a text (which may be a word or a book) from one language to another for a new readership. In addition, Venutti (2000:333) defined the term translation as a dual act of communication requires not only a single code but two different codes, the source language and the target languages. Moreover, Bell (1991:13) gave his argument on translation as the process or result of converting information from one language or language variety into another which is aimed at reproducing as accurately as possible all grammatical and lexical features of the 'source language' original by finding equivalents in the target language". Furthermore, Nida and Taber in Choliluddin (2009:3) stated that translation consists of reproducing the receptor language to the closest natural equivalent of the source language message, first in term of meaning and secondly in term of style.

Based on those definitions given by some linguists above, it can be concluded that translation is a process of transferring meaning from one language into another by considering meaning equivalence from source text into target text. The result of transferring should show similar semantic and pragmatic aspects for having good understanding. In this case, a translator has to master the target language text, the source language text, the content to be translated, and the techniques of translating.

Types of Translation

There are some kinds of translation given by some experts; each kind has their own characteristics and forms. Jakobson in Basnet (2002:23) divided the translation into three kinds; they are intralingual (rewording), interlingual (translation proper), and intersemiotic translation (transmutation). According to him, intralingual translation is an interpretation of a verbal signs by means of other signs in the same language,

such as dialect, register within one of the same language. Then interlingual translation is a type of translation between two languages in which include the reproduction of target language message with the closest natural equivalent meaning of the source language text. Then, inter-semiotic translation is an interpretation between sign systems in which verbal signs are transferred into nonverbal systems. This research was focused on interlingual translation that was an interpretation from English into Indonesian.

Based on the explanation above, it can be concluded that there are some kinds of translation and each kind has its own characteristics and forms.

Problems in Translation

Translation is not an easy task. It needs a serious attention and concentration. It can be said that the core of translation is a transfer of message. Hatim and Munday (2004:6) said that " Translation is process of transferring a written text from SL to TL". The translator should be careful in replacing the meaning from one language into another. The translator is not only be able to change meaning that is relevant to target context but also he must be able to know the culture of the target language. Cultural differences can cause big problem for a translator to connect to the reader for having good understanding to the reader.

In reality, the process of substituting the text-that is translating faced many problems. This stems from the fact that languages are used differently by their own speakers to express themselves in oral and written form. There are some problems that are faced by the translators in translating the sentences for example. Especially in expressing proverb, idioms, nominal or adjectival phrases, and the onomatopoeia of animal sounds differently between English and Indonesian. But this also suggests that speakers use their language differently with regards to such grammatical and discourse aspects as word choice, word

collocation, sentence patterns, discourse patterns, and discourse rules.

Previous Study

Rini (2007) conducted a research on the difficulties in translating texts for beginner translator student at English Department, Faculty of Letters, Petra Christian University. The result of the research showed that there were various difficulties and mistakes can occur. Students still have difficulties in understanding the text and in restructuring it into good Indonesian language. They still need to do a lot of exercises in transferring the meaning of the words, group of words or sentences.

Měchura (2005) has done the research on Czech-English translation difficulties arising from differences in word order deals with Czech-English translation difficulties that result from differences in word order between the syntax of the two languages. A functional framework is used to interpret the implications of the syntactical differences. Both English and Czech have a tendency to present given information at the beginning of a clause and new information at the end, but the flexibility of Czech word order makes it possible to observe this principle more consistently than English syntax makes possible. The result showed in significant mismatches in word order between Czech clauses and their English translation equivalents. For reasons of length and simplicity, this work focused on declarative clauses. There were some other relevant researches conducted by other researchers that is not possible to be mentioned here, but this research showed the differences in term of research subject and the scope of research.

RESEARCH METHODOLOGY

This research was a part of qualitative approach and the type is case study. In doing a case study, it is needed to start with a case or problem faced by learner in learning to be solved. According to Suryabarata (2006:80) case study is a result of deep research of certain social unit which the complete picture and more organized

on the certain unit. Moreover, Patton (1991:23) said that case study particularly useful when one needs to understand a problem or situation deeply and he or she can identify cases with real information which can be learned from phenomenon examples in question form. Thus, it can be said that case study is the study about case or problem and situation that difficult faced by students when learning.

The research was conducted at the fourth semester students of STAIN Malikussaleh Lhokseumawe academic year 2014-2015 who takes translation I. This class was chosen since the problem was found there. The data needed was collected from twelve students. The considerations of choosing the subjects were based on their level of achievement in the translation subject. They were four respondents taken from each level of ability namely higher, middle and lower.

The techniques of data collection used were observation and documentation. Observation is technique of collecting the data by observing the activities in teaching-learning process in classroom. Marshall in Sugiono (2006:254) stated that "through observation, the researcher learns about behavior and the meaning attached to those behaviors". Observation was done directly as the teaching learning process of translation class and documentation was taken from the result of students' task that was done individually in class. The researcher is the key instrument of this study. Lincoln and Guba in Sugiono (2006:60) said that the instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is initial and continuing mainstay. They had been used extensively in earlier stages of inquiry. Another instrument that was used is observation checklist. It was needed to help the researcher in remembering the class situation and to record the students' activities.

This research also used documentation as one of the data collection technique. Hornby

(2000:132) in Oxford dictionary stated that documentation is the documents or authentic things that used as an evidence or proof. While Bogdan in Sugiyono said that document is used broadly refers to any first person narrative produce by an individual which describes his or her own actions, experience, and beliefs. In this case, document meant the result of students' translation of English sentences into Indonesian taken from the students' task in class. The data were analyzed using Miles and Huberman model. Miles and Huberman in Sugiono said "activity of analyzing the data for qualitative is done by interactive and continue until finished. Activity in analyzing data there are data reduction, data display and conclusion/verification.

In reducing phase, it involves the process of abstraction, selecting and focusing the raw data obtained in the data collection. In data abstracting, the data were sharpener, sorted and focused and transcribed into the written texts. In data selecting, the data collected are examined thoroughly and irrelevant data were discarded and the relevant data were organized in such a way so that the final conclusion can be drawn. In displaying phase, those data were used to describe what happening in teaching learning about in translating English into Indonesian in form of sentences. By displaying the data, it would be easy to understand what has happened and known what the researcher did. Finally conclusion was the last step of analyzing the data. The conclusion was drawn to answer the problem and objective of the research.

Analysis the Result of Observation

The analysis of the teaching and learning process was done by referring to the information obtained from observation checklist. The information was about the student's behavior and their attitude in translation class. The focused of observation was on the students' problem in transferring information from one language (English) into another language (Indonesia) in sentences form.

Table 1. Result of Observation of the Problem Faced by Students in Translating English Sentences into Indonesian

No	Parts Being Observed	Done	Not Done
W h i l s t - T e a c h i n g A c t i v i t i e s	1. The lecturer explained the material and all students listened the explanation.	√	
	2. The lecturer asked the students difficulties in understanding the material especially in translation English sentences		√
	3. All students had understood the teacher's explanation.	√	
	4. The lecturer asked the students to translate English sentences into Indonesian.		
	5. The lecturer gave occasion to the students to think and analyze the sentences given individually.	√	
	6. The students opened dictionaries and asked friend sometimes.	√	
	7. Some Students asked to the lecturer a difficult word even though they had told to answer themselves firstly.	√	
	8. Some students looked at their friends work	√	
	9. Some students asked question related to tenses	√	
	10. Some students seem confused to translate those sentences given.	√	
	11. Most of the students could do the translation in short time.		√

From the table, it could be seen that the lecturer explained the material by giving some sentences and discussed together with the students the best answer and explained why it should be answered so. Then, the lecturer asked the students difficulties in understanding the material, then the teacher gave the examples of context clue which the students could practice in decreasing their problems in translating sentences from English into Indonesian. After that the lecturer asked the students to translate English sentences into Indonesian individually. The students were given enough times to think and analyze the sentences given. The students were not allowed to open dictionary to find the meaning and they also not forbidden to ask for friend. Some Students asked the lecturer a difficult word; the lecturer pleased the student to try their best answer firstly.

From the class situation, it could be seen that most of the students were not confident to present their own translation; they were not

sure what they had translated. The feeling of unsureness could be caused by their lack of vocabulary mastery and ability to guess meaning based on context. Guessing meaning based on context could be done if the students got problem in understanding the word especially an unfamiliar word. Some of them afraid of making mistakes especially on constructing good sentences or good grammar, this facts could be detected since some students seems to ask for friend about the grammar like the tenses form. Some of the students gave no answer to the specific number without writing anything. The result of students answers were became the documentation to be analyze to find out students difficulties in translating problem from SL (English) into TL (Indonesia)

Analysis of the Result of Documentation

There were ten sentences contain in the document taken from the students' result of translation, each of the sentence was divided

into some errors categories namely grammatical errors (morphological, syntactical, omission and addition) and lexical errors. The parts of errors could be in term of subjects, predicate, objects or complement. Some sentences were complex sentences which were long ones, it was still written fully to show the parts of error in whole sentence. The subject of the research was taken only nine students, thus the analysis only focused on those mistakes or errors made by them in transferring information from source language into target one. The students' result of translations was put in the Indonesian translation columns. If the translation was exactly the same,

it was not written twice. When there was a bit differences between one students' translation and other, it was shown in brackets or slashes if it was thought that those slight differences change the meaning of the information given in SL. Some words were deliberately printed in bold to show the parts of errors had been translated. Column of comments were filled with type of errors done by students. Not all students' translation was presented in this article due to the limited number of pages should be done. The following table is shown some samples of errors made by the students.

Table 2. Samples of Errors Made by the Students

No	English Version	Indonesian Version/Students' Translation	Comments
1.	We watch as the cat came quietly through the grass toward the bird. When it was just a few feet from the victim, it gathered its legs under itself, and pounced.	-Kita melihat <u>kucing itu yang hitam berjalan</u> diatas rumput kearah burung. Ketika kucing itu baru saja menangkap kaki si burung , pada saat itu kucing menarik kakinya burung dan menerkamnya. -Kita melihat seperti kucing yang datang diam-diam melalui rumput terhadap burung , ketika beberapa langkah dari korbannya. Dia berkumpul dibawah kakinya sendiri. -Kami melihat ketika kucing datang secara diam-diam melalui <u>rumpit yang ada burung</u> . Ketika kucing itu hanya beberapa langkah lagi dari korban, kucing menangkap kaki burung.	Grammatical and lexical errors, and addition.
2	The snake slithered through the grass	-Ular itu menjalar melalui rumput -Ular menyelinap di sela-sela rumput -Ular merayap melalui rumput. -Ular itu melata melalui rumput. -Ular mendesis melalui rumput.	Lexical error

3	<p>Unlike her gregarious sister, Jane is a shy, unsociable person who doesn't like to go to the parties or to make new friends.</p> <p><i>-Tidak seperti kelompok kakaknya, Jane adalah seorang pemalu, orang yang mudah bersosial, tidak suka pergi ke pesta atau membuat pertemanan baru.</i></p> <p>-Dia tidak menyukai saudara perempuannya yang kasar. <i>Jane adalah seorang yang pemalu,</i> orang yang tidak suka bergaul yang tidak suka pergi ke pesta atau mencari kawan baru.</p> <p><i>-Tidak seperti kakaknya yang lasak,</i> Jane seorang yang pemalu, seorang yang tidak bersosial yang tidak suka ke pesta atau menemukan teman baru.</p>	Lexical error, addition, morphological error, Syntactical error.
4	<p>After the accident, the ship went down so fast that we weren't able to salvage any of our personal belongings</p> <p><i>-Setelah kejadian itu, kapal berangkat sangat cepat kita tidak mampu menyelamatkan harta sedikitpun dari barang pribadi kita.</i></p> <p><i>-Setelah kecelakaan, kapal jatuh dengan sangat cepat sehingga kami tidak mampu untuk menyelamatkan termasuk barang-barang kami.</i></p> <p><i>-Setelah kejadian itu, kapal berangkat sangat cepat-cepat kita tidak mampu menyelamatkan harta.</i></p> <p><i>-Setelah kecelakaan, kapal pergi sangat cepat yang mana kami tidak bisa menyelamatkan diri.</i></p> <p><i>-Setelah kecelakaan, kapal kembali dengan cepat hingga kami tidak bisa menyelamatkan kepunyaan kami.</i></p>	Lexical, syntactical, addition

To be able to analyze the students' difficulties in transferring information from SL into TL, it was needed to have knowledge on type errors in translation because most of students' difficulties were in lexical and grammatical point of view. Thornbury in Hernandez (2011:266), classified errors into three different types; they are lexicon, grammar, and discourse. Lexical errors are defined as mistakes at the word level, and they include, for example, choosing the wrong word for the meaning the students want to express (*I made my homework* instead of *I did my homework*). Grammar errors involve writing faulty structures which may include wrong verbal tenses, incorrect verbal forms, and syntax problems, among others. On the other hand, discourse errors are those "which relate to the way sentences are organized and linked in order to make whole texts"). Discourse errors

are considered important to be tackled, but in this study, this kind of error is not suitable to be discussed.

Based on the data in the table above, it could be seen that there were some difficulties faced by the students in translating English sentences into Indonesian. It was shown by the errors that were found in the result of their translation that some seems unique in *Bahasa Indonesia*. There were two major difficulties found, namely: lexical and grammatical errors problems. Grammatical errors include syntactical, morphological and addition errors. To make us easy to identify types of errors in the table above, it was given special marks. The lexical error was written in bold type, grammatical error was underlined, addition error was italics, morphological error was bold and italics, and last one was syntactical error was italics and underlined.

FINDINGS AND DISCUSSIONS

From the table of the result of students' translation above it could be analyzed that there were three kinds of problems encountered in the result of translation; they were: lexical and grammatical errors, and addition.

Table 3: Students' Difficulties in Translation and Suggested Translation

No	English Words	Lexical/ Grammatical Errors	Suggested translation
1	Watch	Melihat	memperhatikan
2	Feet	Kaki burung	Langkah
3	Gathered it legs	-Menangkap kaki burung -Berkumpul dibawah kakinya	Kedua kakinya merapat
4	Toward the bird	Terhadap burung	Ke arah burung
5	Slithered	- menjalar -menyelinap -merayap -melata -mendesis	Berjalan

In translating the first sentence "We watch as the cat came quietly through the grass toward the bird. When it was just a few feet from the victim, it gathered its legs under itself, and pounced". The first problem of transferring into good Indonesian was in subject form. Most of students translated with *kita*, while the best translation was *kami* since the speaker include in the process. The second problem was in translating verb "watch", most result of translation was *melihat*. To my mind, that was not suitable to that context since the action need long times. Thus, it was better to say *memperhatikan* rather than *melihat*. The phrase "as the cat came quietly...", article "the" was mostly translated with *itu* while no matter with it. The phrase mentioned was mostly translated with *seperti kucing yang datang diam-diam* rather than translated *yang datang secara perlahan*. In this case, it was not easy for students to identify

"as" in context and "as" in general term. Lexical problem mostly found in students' translation. Some students were translated with *kucing hitam* while there no matter with color in the SL. So, wrong addition was occurred in transferring to TL context. Prepositional phrase "through the grass" was mostly translated by "*diatas rumput*" rather than "*diantara rerumputan*".

Similarly, prepositional phrase "toward the bird" also had difficulty in choosing the best words in Indonesian. Some of students translated with *terhadap burung* because in dictionary toward was translated with *terhadap* in Indonesian. It would be understandable if it was translated with *kearah burung*. So, Lexical problem again occurred in their translation. In translating the next sentence of subordinate clause "when it was a few feet from victim...", most of the students were able to direct the pronoun "it" to "cat" but the translation in the main clause namely "it gathered its legs under itself, and pounced", most of students failed to translate pronoun "it" there. Most of students translated with *kaki burung*, while there were no related at all with bird's feet in this way. Again besides grammatical found here, lexical error also occurred; namely: feet that refers to miles or *beberapa langkah* (Indonesian) was translated with real feet (*kaki*). The content then became meaningless. To my mind, the good translation of the sentence is "*Kami memperhatikan seekor kucing yang datang dengan perlahan diantara rerumputan kearah burung. Ketika kucing berada beberapa langkah dengan burung, ia merapatkan kedua kakinya (memasang kuda-kuda) dan menerkam.*"

The next sentence that was analyzed is "the snake slithered through the grass" mostly students were failed to find specific terms in Indonesian, so that the translation of lexical verb slithered that mostly difficult to be translated in good Indonesian. Although snake does not have feet, it is better to translate the term with *berjalan* rather than *merayap*, *melata*, *mendesis*, *menjalar*, and *menyelinap*. Let's discussed the term *merayap* for example, to the best of my knowledge, that term was not suitable to be put

in this context since it would produce different meaning of the original text. There was special animal suitable for this term but not for snake. It seems that the students found difficulties in finding equivalent term for it. The sentence could be translated in Indonesian is: *Ular berjalan diantara rerumputan*. The term *slithered* in English were best use rather than *walked* since the snake has no feet but in Indonesian best word was *berjalan* rather than *merayap*, *melata*, *menjalar*, or *menyelinap*. Again, most of the students made lexical errors especially on finding good equivalent to TL. There were some other sentences had analyzed but not all could be shown in this paper.

CONCLUSION AND RECOMMENDATION

There were some problems faced by the Students in Translating English sentences into Indonesian. Firstly, Students were lack of vocabularies; this problem caused them disabling when translating English sentences into Indonesian correctly. Secondly, the students still confused to connect one meaning into another to produce grammatical sentences from English into Indonesian. Thirdly, they have big problems in choosing one of the best meanings from dictionary to be put into sentence context being translated. They tend to translate literally or word by word translation so that the result would be ungrammatical and meaningless.

REFERENCES

- Bassnet, S. (2020). *Translation Studies*. New York: Methuen & Co.Ltd.
- Bell, T.R. (1991). *Translation and Translating, Theory and Practice*. Londo. Longman.
- Benfoughal, A. (2010). *Difficulties and Strategies in Translation the Case of Third Year Students*, Thesis of University Constantine, Academic Journal.
- Bogdan, R.C., & Biklen, K.S. (1982). *Qualitative Research For Education; an Introduction on Theory and Methods*. London: Boston.
- Choliluddin. (2009). *The Technique of Making Idiomatic Translation*. Jakarta: Kesainct Blanc.
- Gunawan, A. (2000). *The Minimalist and Maximalist Approaches in the TEFLIN: Towards the Empowerment of the General Indonesian Learners of English*. Paper presented at TEFLIN Conference, Jakarta.
- Hernandez, M.S. (2011). *Raising Student Awareness*

Based on that conclusion, it was suggested to the students and lecturers. The suggestion was directed to the students since the problems faced by them and to the lecturer since he/she was the ones who conduct the teaching learning process. In order to improve the students' learning quality in translating English sentences into Indonesian, they might study hard especially on the way of connecting the specific meaning to the context being translated, so the students need to learn more on context clues namely a clue that was given from words before and words after the sentences. Besides that, they must increase their motivation from their own, not only from outside themselves such as from lecturer, friends and also parents.

To the lecturer of translation class, that was one of them the researcher herself, to have a well-organized and well-prepared class on the problems of lexicon and grammar that could be supported by the class of Vocabulary I and II and Grammar classes. Then the problems of morphology, syntax, and function words are conducted in the classes of morphology and syntax class. The teaching should be oriented on the using the language rather than studying about the language.

More research of the same type can be carried out by other English lecturers at other semester or universities to get various cases to solve the problems of translation from English into Indonesian encountered by the Indonesian Students.

- about Grammatical and Lexical Errors via Email*. *Revista de Lenguas Modernas*, N° 14, 2011 / 263-281 / ISSN: 1659-1933. Universidad de Costa Rica
- Hornby. (2000). *Oxford Advance Learner's Dictionary of Current English*. London: Oxford University Press.
- Kumar, B. (2008). *A Handbook of Translation Studies*, New Delhi: Atlantic.
- Larson, M.L. (1984). *Meaning-Based Translation: A Guide to Cross Language Equivalence*. New York: University Press of America.
- Lawrence, V. (2000). *The Translation Studies*, New York: Routledge.
- Muchtar, M. (2005). *Penerjemahan Teori, Praktik, dan Kajian*. Jakarta: Bartong Jaya
- Omar Syeikh Al-Qur'an-Shabab. (1996). *Interpretation and the Language of Translation*, London: Janus Publishing Company.
- Quinn, P.M. (1991). *Metode Evaluasi Kualitatif*, Yogyakarta: Pustaka Pelajar.
- Savory, T. (1969). *The Art of Translation*, London: Jonathan Cape Ltd.
- Sugiono. (2006). *Metode Penelitian Kuantitatif, Kualitatif*. Bandung: Alfabeta.
- Sugiono. (2007). *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, Bandung: Alfabeta.
- Suryabarata, S. (2006). *Methodologi Penelitian*, Jakarta: Raja Grafindo Persada.

ENGLISH PROFICIENCY AND META-COGNITIVE STRATEGIES USED BY ENGLISH DEPARTMENT STUDENTS AT IAIN ANTASARI BANJARMASIN

Hidayah Nor

IAIN Antasari Banjarmasin, South Kalimantan, Indonesia
annisasalsabila34@yahoo.com

Abstract: Meta-cognitive strategies play important roles to develop skills in the process of learning a target language. This study investigated the meta-cognitive strategies and the frequency used by English Department students at IAIN Antasari Banjarmasin and determined how those meta-cognitive strategies were influenced by the learners' proficiency. 105 respondents who participated in this study were the first semester students in English Department. The subjects learned English as a foreign language and were at beginning level. The strategy use was assessed through a modified Indonesian translation version of the Strategy Inventory of Language Learning (Oxford, 1990), and the proficiency was determined by the TOEFL Test. The data were distributed and analyzed using descriptive statistics. The results reported that most of the students used meta-cognitive strategies in minimum frequencies. Since there were only 9 strategies applied frequently by the students, it was found that there was no a significant difference in language learning strategies used among high group, medium group and low group.

Keywords: *Meta-cognitive strategies, learners' proficiency, Strategy Inventory of language learning*

INTRODUCTION

There are various ways learners use to develop their skills in a second or foreign language. They apply different kinds of language learning strategies or specific actions and behavior to help them learn. According to Wenden and Rubin (1987), students who are good at languages might deal with second or foreign language learning in different ways from those who are less good. To understand the processes and the potential strategies, the research on language learning strategies has increasingly attracted educators. Numerous studies have investigated and explored language learning strategies use since the mid seventies (Oxford & Nyikos, 1989; Oxford, 1990; Green & Oxford,

1995; Goh & Foong, 1996; Kaylani 1996; Lee, 2003; Lee & Oxford, 2008). These studies have been conducted primarily to find out what strategies learners use, as well as what factors (such as nationality, age, gender, motivation) affect these choices. The investigation of language learning strategies is very essential since it has improved understanding of the processes students use to develop their skills in a second or foreign language.

This study was conducted in English Department at IAIN Antasari Banjarmasin where English is taught as a compulsory subject. It aims to identify the meta-cognitive strategies and frequency of those strategies used by a group of English Department Students at IAIN Antasari Banjarmasin and to determine how

the strategies are influenced by the learners' proficiency. Through this study, it is hoped that teachers might acquire better understanding of how students learn a second or foreign language, so that they can assist their students in the language learning process by promoting awareness of the strategies and encourage the students to use the strategies effectively.

This study aims to identify the meta-cognitive strategies and the frequency of those strategies used by English Department students at IAIN Antasari Banjarmasin and to determine how they are influenced by the learners' proficiency. The research questions are determined as follows:

1. What meta-cognitive strategies are used by English Department students at IAIN Antasari Banjarmasin, and how often do students use these strategies?
2. Is there a significant difference in meta-cognitive strategies used by students of different levels of language proficiency?

LITERATURE REVIEW

The concept of learning strategies has become quite familiar to most professionals in teaching English as a second or foreign language. They have classified and defined learning strategies in some ways. Wenden and Rubin (1987:19) define learning strategies as "... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information". Oxford (1990:1) states that learning strategies are "steps taken by students to enhance their own learning", while Griffith (2007:91) describes learning strategies as "activities consciously chosen by learners for the purpose of regulating their own language learning". According to Oxford (1990), learning strategies are applied by students to improve their progress in comprehending, internalizing and using the target language. In Oxford's view, strategies are especially important for language learning because they are tools for active self-directed involvement, which is essential for developing communicative competence. Learning strategies make learning easier, faster,

more enjoyable, more self-directed, and more effective. In other words, learning strategies are essential to understanding how and how well the students learn a second or foreign language.

In terms of the classification of language learning strategies, Wenden and Rubin (1987) identify three kinds of strategies which contribute directly or indirectly to language learning: learning strategies, communication strategies, and social strategies. First, learning strategies consist of cognitive strategies (the steps used in learning that require direct analysis, transformation, or synthesis of learning materials, such as verification, inductive inferencing, deductive reasoning, practice, memorization and monitoring) and meta-cognitive strategies (These strategies are used to manage self-direct language learning such as planning, prioritising, and self management). Second, communication strategies focus on the process of participating in a conversation and getting meaning across or clarifying what the speaker intend. Next, social strategies provide exposure to the target language by creating opportunity to practice the language.

Furthermore, Oxford (1990) has developed a more comprehensive system of language learning strategies which are the basis of the Strategy Inventory for Language Learning (SILL). She has classified learning strategies into two main categories; direct and indirect strategies. Direct Strategies are language-learning strategies that directly involve target language. They are divided into three groups: memory strategies (these strategies relate to how students remember the target language concept without necessarily involving deep understanding), cognitive strategies (the mental strategies which relate to how students think about their learning), and compensation strategies (these strategies help learners to overcome knowledge gaps to continue the communication). Each group processes the language differently for different purposes. Conversely, indirect strategies are used to support and manage language learning without directly involving the target language. There are three groups of indirect strategies:

meta-cognitive strategies (these strategies help learners to manage their own learning), affective strategies (these strategies help learners to gain better control over their emotions, motivations, and attitudes toward language learning), and social strategies (they lead to increase interaction with the target language).

According to Oxford (1990), these types of learning strategies used by different learners vary due to different factors, such as the degree of awareness, stage of learning, task requirements, teacher expectations, age, sex, nationality/ethnicity, general learning style, personality traits, motivation level, and purpose for learning the language. Therefore, understanding and awareness of learners' strategies are essential in second or foreign language learning and teaching.

METHODOLOGY

The subjects of this study were a group of English Department students at IAIN Antasari Banjarmasin. The total number of the students who were available during the distribution of the questionnaire was 105 students, consists of males and females students with the age range between 17 and 19 years old. The participants who took part in this study were the first semester students. They learned English as a foreign language and were at beginning level. The students' English proficiency in this study was determined based on their TOEFL test score.

To collect the data for this study, a modified Indonesian translation version of the Strategy Inventory of Language Learning (SILL, version 7.0) for speakers of other languages learning English designed by Oxford (1990) was used. In this case, short explanations and examples to particular statements in the questionnaire were given in order to make the participants easier to understand. The SILL questionnaire covers 50 items divided into 6 categories: Memory, Cognitive, Compensation, Meta-cognitive, Affective and Social strategies in language learning. Students were guided to respond to each of the strategy description based on the 5-point Likert scale. Oxford's criteria (1990) used for evaluating the degree

of strategy use frequency are: low frequency use (1.0-2.49), moderate frequency use (2.5-3.49), and high frequency use (3.5-5.0). SILL data were analysed to report the types and the frequency of strategies used by the subjects through descriptive statistics such as means, standard deviations and t-test.

RESULTS

Meta-cognitive Strategies used by Students and the Frequency of Students using the Strategies

Meta-cognitive strategies that used by English Department students at IAIN Antasari Banjarmasin, and the frequency of students who are use these strategies

Table 1. Means Score and Standard Deviation of Low Category

Strategy	Mean	SD
Meta-cognitive	3.091	0.913
Affective	3.285	1.095
Cognitive	3.261	0.895
Memory	3.063	0.942
Compensation	3.138	1.009
Social	3.323	0.968
Overall	3.193	0.970

Table 2. Means Score and Standard Deviation of Middle Category

Strategy	Mean	SD
Meta-cognitive	4.031	0.888
Affective	3.623	1.164
Cognitive	3.302	0.967
Memory	3.196	1.024
Compensation	3.247	1.147
Social	3.395	1.072
Overall	3.465	1.043

Table 3. Means Score and Standard Deviation of High Category

Strategy	Mean	SD
Meta-cognitive	3.765	1.065
Affective	3.180	1.155
Cognitive	3.122	1.051
Memory	3.022	1.041
Compensation	3.157	1.185
Social	3.104	1.034
Overall	3.225	1.088

The results of the questionnaire indicate that a majority of the students applied language learning strategies in low frequency use. As shown in table 1, the overall mean of students learning strategies is 2.553 which indicate that the use of language learning strategies is relative small. Meta-cognitive strategies are the most frequent strategies used by the students (M = 0.647).

Table 4. Means Score And Standard Deviation of the SILL

Strategy	Mean	SD
Meta-cognitive	3.89	0.96
Affective	3.36	1.15
Social	3.27	1.03
Cognitive	3.23	0.98
Compensation	3.18	1.12
Memory	3.09	1.01
Overall	3.34	1.04

The results of the questionnaire indicate that a majority of the students applied language learning strategies in moderate frequency use. As shown in table 1, the overall mean of students learning strategies is 3.34 which indicate the use of language learning strategies is relative fair. Meta-cognitive strategies are the most frequent strategies used by the students (M = 3.89), followed by affective (M = 3.36), social (M = 3.27), cognitive (M = 3.23), and compensation (M = 3.18). On the other hand, memory strategies are the least strategies since the mean is 3.09.

Table 5. The Types and Frequency of Using Language Learning Strategies

No.	A. The most frequent types (often and very often)	The frequency % (out of 105)
1.	Paying attention when someone is speaking English	88 %
2	Trying to find out how to be a better learner of English	85%
3	Having clear goals for improving English skills	82 %
4	Noticing the mistakes	82 %
5	Think about my progress in learning English	67%
6	Try to relax whenever I feel afraid of using English	60 %
7	Encorage my self to speak English even when I am afraid of making a mistake	60 %
8	I notice if I am tense or nervous when i am studying or using English	59%
9	Noticing if they are nervous when using English	59%
10	Asking for help	59 %
11	Trying to find as many ways as they can use their English	59%
12	Practicing the sound of English	59%
13	Plan my schedule so I will have enough time to study English	57 %
14	To understand unfamiliar English words, I make Guess	56%
15	If I do not understand something in English, I ask other person to slow down or say it again	56%
16	Try to find pattern in English	55%
17	watch English Language TV shows spoken in English	55%

As can be seen from Table 5, the students had low frequencies of using learning strategies in developing their language skills. The result is taken from the total respondents who selected 'often' and 'very often'. Among the types of language learning strategies, meta-cognitive strategies were the most frequent strategies since there were five strategies used by the students, including paying attention when someone is speaking English (88%), trying to find out how to be a better learner of English (85%), having clear goals for improving English skills (82%), noticing the mistakes (82%), and trying to find as many ways as they can use their English (59%), Plan my schedule so I will have enough time to study English (57%), and think about the progress (66%). Meta-cognitive strategies were followed by cognitive strategies such as practicing the sound of English (59%) and watch English movie (55%) and try to find the pattern in English (55%). The students also used affective strategies, for instance, noticing if they are nervous when using English (59%). In term of social strategies, there were 59% of respondents answered that they asked for help, and 56% asked to slow down or say the word again when they did not understand something in English. Guessing the meaning to understand unfamiliar words (56%) is the most frequent compensation strategies used by the students.

Correlation between the Language Learning Strategy and the Language Proficiency

This research also try to find out whether language learning strategy has correlation with language proficiency. After doing correlation study between Language learning strategy and language proficiency, it was found out that the level of correlation is -0,10. This showed that the correlation between Language Learning Strategy and Language Proficiency is negative. The more varied the strategy used, the score of language proficiency is lower.

DISCUSSION

From the results of the study, the students apparently had very low frequencies of using learning strategies in developing their language skills. It was found that only 17 strategies applied frequently by the students. These frequent strategies from the total respondents who selected 'often' and 'very often' were still in small percentages since the percentages were below than 50%. Conversely, there were a number of strategies which were seldom or never used by the students in high percentages. Moreover, the students tended to use more indirect strategies than direct strategies. Some of them used indirect strategies such as paying attention when someone is speaking English, trying to find out how to be a better learner of English, having clear goals for improving their English skills, noticing the mistakes, and trying to find as many ways as they can use their English. Some direct strategies applied by the students include looking for similar words in their own language practicing the sound of English, guessing the meaning to understand unfamiliar words.

The results of this study do not support previous studies (Oxford & Nyikos, 1989; Kaylani, 1996; Goh & Foong, 1997; Lee, 2003; and Yang, 2007) that successful second language learners used more learning strategies and applied the strategies more frequently compared with their less successful classmates. The results might be due to several reasons. First, the subjects in this study learned English as a foreign language with very limited exposure to the target language. They studied English in restricted number of contact hours. They also had very minimal opportunities with a variety of interactive practices in the target language.

Moreover, it is common in Indonesia that English teachers still practice conventional methods in teaching, such as grammar translation method. Students are not encouraged to do communication oriented exercise which can stimulate them learn English well.

CONCLUSION

This study examined the types and the frequency of language learning strategies used English Department students in Banjarmasin and determined how the strategies were influenced by the learners' proficiency. The results indicate that most of the students used language learning strategies in moderate frequencies. It

also found that there was negative correlation in language learning strategies used by the students. It is thought that teachers should have some guidance and training to teach the target language communicatively so they can promote awareness of the strategies and encourage their students to use the strategies effectively.

REFERENCES

- Chamot, A.U. (2005). Language learning strategy instruction: current issues and research, *Annual Review of Applied Linguistics*, 25, 112-130. Cambridge: Cambridge University Press.
- Goh, C.C.M & Foong, K.P. (1997). Chinese ESL students' learning strategies: A look at frequency, proficiency, and gender, *Hong Kong Journal of Applied Linguistics*, 2, 39-53.
- Green, J.M. & Oxford, R.L. (1995). A closer look at learning strategies, L2 proficiency, and gender. *TESOL Quarterly*, 29 (2), 261-297.
- Griffith, C. (2007). Language learning strategies: Students' and teachers' perception, *ELT Journal*, 61, 91- 99.
- Kaylani, C. (1996). The influence of gender and motivation on EFL learning strategy use in Jordan. In Oxford, R. L. (Ed.), *Language learning strategies around the world: Cross-cultural perspectives*. 75-88. Manoa: University of Hawaii Press.
- Lee, K. (2003). The relationship of school year, sex, and proficiency on the use of learning strategies in learning English of Korean junior high school students, *Asian EFL Journal*, 5, 1-36.
- Lee, K.R. & Oxford, R. (2008). Understanding EFL learners' strategy use and strategy awareness, *The Asian EFL Journal*, 10, 7-32.
- O'Malley, J.M & Chamot, A.U. (1990). *The learning strategies in second language acquisition*, Cambridge: Cambridge University Press.
- Oxford, R. (1990). *Language learning strategies: what every teacher should know*, New York: Newbury House.
- Oxford, R. L., & Nyikos, M. (1989). Variables affecting choice of language learning strategies by university students. *Modern Language Journal*, 73, 291-300.
- Wenden, A. & Rubin, J. (1987). *Learner strategies in language learning*. Cambridge: Prentice-Hall International.
- Yang, M.N. (2007). Language learning strategies for Junior College students in Taiwan: investigating ethnicity and proficiency. *The Asian EFL Journal*, 9, 35-54.

APPENDIX: THE INDONESIAN TRANSLATION OF SILL

Angket ini adalah bagian dari Research Project yang bertujuan untuk mengetahui strategi metakognitif Mahasiswa Jurusan Tadris Bahasa Inggris (TBI) IAIN Antasari Banjarmasin

Bagian 1

Isilah pertanyaan di bawah ini dengan jelas. Untuk pertanyaan yang terdapat pilihan dengan menggunakan angka, cukup tulis salah satu angka sebagai jawaban.

1. Nama:
2. Umur:
3. Selain belajar bahasa Inggris di sekolah, apakah anda pernah mengikuti kursus bahasa Inggris?
 - (1). Tidak
 - (2). Ya Berapa Lama?
4. Apakah anda menyukai Bahasa Inggris ...
 - (1) Tidak sama sekali
 - (2) Tidak terlalu
 - (3) Biasa saja
 - (4) Suka
 - (5) Sangat suka
5. Seberapa besar usaha anda dalam belajar Bahasa Inggris?
 - (1) Tidak ada
 - (2) Tidak banyak
 - (3) Cukup

- (4) Besar
- (5) Sangat Besar
6. Sebutkan alasan mengapa anda belajar Bahasa Inggris (Jawaban boleh lebih dari satu)

.....

 - (1). Sebagai Mata Pelajaran wajib di sekolah
 - (2). Sukses dalam ujian
 - (3). Dapat berkomunikasi dalam Bahasa Inggris
 - (4). Dapat membaca buku-buku yang menarik dalam Bahasa Inggris
 - (5). Menulis hal-hal yang menarik dalam Bahasa Inggris
 - (6). Dapat memahami film-film berbahasa Inggris tanpa melihat text
 - (7). Dapat berpetualang di Internet, chatting dengan orang-orang dari negara lain, bermain game-online.
 - (8). Sukses di masa depan (Studi dan karir)
 - (9). Bila ada alasan lain sebutkan.

Bagian 2

Bacalah pernyataan dibawah ini, dan tulislah angka 1,2,3,4 atau 5 yang berarti:

- (1). Anda tidak pernah melakukannya
- (2). Anda hampir tidak pernah melakukannya
- (3). Anda kadang-kadang melakukannya
- (4). Anda sering melakukannya
- (5). Anda selalu melakukannya

No.	Pernyataan	1	2	3	4	5
1.	Saya selalu menghubungkan kosakata yang sudah saya ketahui dengan hal yang baru saya pelajari dalam Bahasa Inggris.					
2.	Saya menuliskan kalimat-kalimat berbahasa Inggris dengan menggunakan kosakata baru sehingga saya mudah mengingatnya.					
3.	Saya menghubungkan bagaimana pengucapan sebuah kata (bunyi kata) dan menggambarkan kata itu untuk memudahkan saya mengingatnya.					
4.	Saya mengingat kosakata baru dengan membayangkan gambar atau situasi kapan kata tersebut digunakan.					

-
5. Saya menggunakan irama untuk mengingat kosakata baru.

 6. Saya menuliskan kosakata baru dalam kartu-kartu mini sehingga memudahkan saya mengingatnya.

 7. Saya menggambarkan kata-kata dan berekspresi dengan ungkapan-ungkapan yang saya pelajari melalui gerakan tubuh saya, terutama 'verbs' dalam bahasa Inggris.

 8. Saya mengulang pelajaran Bahasa Inggris.

 9. Saya mengingat kosakata atau frase dengan cara mengingat tempat pertama kali saya menemukannya (Mis: Judul film atau lagu, iklan, topik bahasan, dsb).

 10. Saya mengucapkan dan menuliskan kosakata baru Bahasa Inggris beberapa kali.

 11. Saya mencoba berbicara seperti penutur bahasa asli (Native speaker).

 12. Saya mencoba mengucapkan bunyi-bunyi dalam Bahasa Inggris.

 13. Saya menggunakan kata-kata dalam bahasa Inggris yang sudah saya ketahui dengan berbagai cara.

 14. Saya mencoba memulai percakapan dalam bahasa Inggris .

 15. Saya menonton Acara TV dan Film berbahasa Inggris.

 16. Saya membaca majalah, koran, novel, cerita pendek berbahasa Inggris.

 17. Saya menulis pesan singkat, dan diary dalam Bahasa Inggris.

 18. Saya terlebih dahulu membaca keseluruhan paragraf berbahasa Inggris dengan cepat, kemudian baru kembali membacanya perlahan.

 19. Saya mencari kata-kata dalam Bahasa Indonesia yang mirip dengan kosakata Bahasa Inggris yang saya pelajari.

 20. Saya mencoba menemukan pola dan susunan kalimat yang benar dalam Bahasa Inggris.

 21. Saya menemukan arti kata dalam Bahasa Inggris dengan cara membaginya menjadi beberapa bagian yang saya mengerti. (Mis: Understandable (dapat dipahami), dari kata 'understand' = paham dan kata 'able' = dapat).

 22. Saya berusaha untuk tidak menterjemahkan kata demi kata .
-

-
23. Saya membuat kesimpulan dari informasi yang saya dengar atau saya baca dalam Bahasa Inggris.

 24. Saya mencoba menebak arti kata untuk memahami kata - kata sulit dalam Bahasa Inggris.

 25. Dalam percakapan, bila saya tidak tahu arti kata dalam Bahasa Inggris, saya menjelaskannya dengan gerakan badan.

 26. Bila saya tidak tahu kata yang tepat dalam Bahasa Inggris, saya menggunakan kata-kata lain untuk menjelaskan kata yang saya maksud.

 27. Saya membaca dalam Bahasa Inggris tanpa memperhatikan setiap kata baru.

 28. Saya mencoba menebak apa yang akan dikatakan selanjutnya oleh orang yang berbicara dalam Bahasa Inggris.

 29. Jika saya tidak bisa mengingat sebuah kata dalam Bahasa Inggris, saya akan menggunakan kata atau frase lain yang memiliki arti yang sama.

 30. Saya berusaha menemukan sebanyak mungkin cara dimana saya bisa mempraktekkan kemampuan Bahasa Inggris saya.

 31. Saya memperhatikan koreksi orang lain pada kesalahan saya dan mengingatkannya supaya saya bisa lebih baik dalam belajar Bahasa Inggris.

 32. Saya memperhatikan ketika orang sedang berbicara dalam Bahasa Inggris.

 33. Saya berusaha menemukan bagaimana cara menjadi pembelajar Bahasa Inggris yang baik.

 34. Saya merencanakan untuk punya jadwal sehingga saya bisa memiliki waktu yang cukup untuk belajar Bahasa Inggris.

 35. Saya mencari orang yang bisa saya ajak berbicara dalam Bahasa Inggris.

 36. Saya mencari kesempatan untuk membaca sebanyak mungkin dalam Bahasa Inggris.

 37. Saya memiliki tujuan yang jelas untuk meningkatkan kemampuan Bahasa Inggris saya

 38. Saya memperhatikan peningkatan pada kemampuan diri saya dalam Bahasa Inggris.

 39. Saya mencoba untuk santai ketika saya merasa takut menggunakan Bahasa Inggris.

 40. Saya memotivasi diri saya sendiri untuk berbicara dalam Bahasa Inggris kapanpun bahkan saat saya membuat kesalahan.
-

-
41. Saya memberikan penghargaan kepada diri sendiri bila saya mendapatkan nilai yang bagus dalam Bahasa Inggris, lancar berbahasa Inggris, atau mengerjakan tugas Bahasa Inggris dengan baik.

 42. Saya menyadari jika saya khawatir dan gugup ketika saya sedang belajar atau menggunakan Bahasa Inggris.

 43. Saya menuliskan perasaan saya dalam diary dengan Bahasa Inggris, terutama bagaimana saya berusaha belajar dengan baik.

 44. Saya bercerita kepada orang lain tentang apa yang saya rasakan ketika belajar Bahasa Inggris.

 45. Jika saya tidak memahami sesuatu ucapan dalam Bahasa Inggris , saya meminta guru saya atau pembicara untuk berbicara pelan atau mengulang lagi (Mis: I beg your pardon?...).

 46. Saya meminta guru saya, atau orang yang tahu Bahasa Inggris untuk mengoreksi saya ketika saya bicara.

 47. Saya mempraktekkan Bahasa Inggris saya dengan teman-teman sekolah atau kursus.

 48. Saya meminta bantuan bila saya ada masalah dengan Bahasa Inggris kepada guru atau orang yang tahu Bahasa Inggris.

 49. Saya bertanya dalam Bahasa Inggris.

 50. Saya mencoba belajar tentang budaya barat atau budaya penutur asli (English speaker) untuk memudahkan saya belajar Bahasa Inggris.
-

GOOD EFL LEARNERS' COMMUNICATION STRATEGIES TO HANDLE THEIR SPEAKING SKILL

Syamsudin

Maulana Malik Ibrahim State Islamic University, Malang, East Java, Indonesia
Syamsudinuin@yahoo.com

Abstract: In learning speaking, learners might achieve some differences of success. Some learners might achieve high speaking proficiency while some others might achieve low speaking proficiency. Learners' success in learning speaking might be caused by some factors such as the mastery of linguistic elements like grammar and vocabularies and the mastery of communication strategies. Thus, mastering linguistic elements and communication strategies is important for the students to handle their problems in speaking. In relation to the importance of learners' mastery on communication strategies to handle their speaking problems, this article tries to report the result of the study on finding out the good EFL Learners' communication strategies based on Dornyei's theory of communication strategies (1995) and the reasons of why they used those communication strategies in conversation. This was a case study involving two good EFL learners as the subjects of the study. Data were got by assigning those two good EFL learners to give descriptions on some abstracts and concrete words. Data were collected through observation and in-depth interview. The finding indicated that good EFL learners employed some communication strategies such as the use of code switching, use of non linguistic means strategies, fillers, etc and they had some various reasons of using those communication strategies to handle their speaking problems.

Keywords: *Communication strategies, good EFL learners.*

INTRODUCTION

Speaking is one of the subjects EFL learners should master in learning English. However, to master speaking is not an easy thing. EFL Learners often get difficulties to speak English fluently. Learners' difficulties in learning speaking might be caused by their lack of grammar understanding, vocabularies and communication strategies. In relation to communication strategies, Dornyei (1995) stated that communication strategies are the strategies learners might use to handle their speaking problems to achieve their communication goals. He further classified his communication strategies into some communication strategies: message

abandonment, topic avoidance, circumlocution, approximation, use of all purpose words, word coinage, use of non-linguistic means, literal translation, foreignizing, code switching, appeal for help, and fillers. In addition, Brown (1987) stated that learners might employ verbal and non-verbal mechanism in communication due to their linguistic limitedness. Thus, using communication strategies, learners might use verbal and non-verbal strategies to handle their speaking problems and achieve their communication goals.

Studies on learners' communication strategies had been done by some researchers. Lam (2006) studied about the effects of oral

communication strategies teaching (OCST) on learners' performance. The finding indicated that treatment class were generally outperformed the comparison class. Next, Lin (2007) studied about seven Taiwanese university EFL learners' perception on communication strategies. The finding indicated that in general most students agreed that communication strategies might help them enhance their English comprehension. Then, Huang (2010) studied about the factors influencing the use of oral communication strategies by the technological university students in Taiwan. The finding indicated those students' self-perceived oral proficiency, the frequency of and motivation in speaking English were significantly correlated with the use of communication strategies. It was concluded that functional practice and intrinsic motivation was important in the development of communication strategies usage and oral competence. Thus, it might be concluded that communication strategies might help learners handle their speaking problems, further using communication strategies; learners might develop their oral competence. Based on the study above on the use of communication strategies by the learners in communication, this article tried to report the results of the study on finding out good EFL learners' communication strategies to handle their speaking problems. This study was focused on finding out the good EFL learners' communication strategies using Dornyei's theory of communication strategies (1995) and the reasons why they used certain communication strategies in communication. This was a case study employing two good EFL learners as the subjects of the study and data were collected through observation and in-depth interview.

Good EFL Learners' Communication Strategies and the Reasons Why They used Communication Strategies in Communication

Good learners are learners who are able to employ certain strategies effectively in line with the requirement of the language task (Chamot & Zade, 1998). Next, good learners are

able to explain the strategies they employ and the reasons why they employ those strategies (O'Malley & Chamot, 1990). Further, good learners are active in the language learning process, having awareness that language as a system, developing awareness that language as a means of communication and interaction, accepting and coping with the effective demands of the L2, and learning further the L2 by making inference and monitoring (Naiman et al. (1978). Thus, good learners are learners who have awareness that language as a system, are active during the learning process and are active in using language as a means of communication and interaction. Good learners further might use communication strategies to develop their speaking skill. In relation to the use of communication strategies by good EFL learners, the study indicated that good EFL learners employed some communication strategies to handle their speaking problems and they had some reasons why they employed those communication strategies in communication. They were presented as follows:

The subject 1 employed approximation strategies (1):

(1): "Emm historically / yaa it came from / it came from Europe for modern piano it came from Europe actually emm and from now on it still being used and still / popular for the / ee musicians especially for classic musician even for modern musician aa piano still / being used even for the ee what emm the manual ones or / with the automatic piano piano ee piano or with the / there are so many piano".

The data indicates that the subject tried to say that historically piano was from Europe and it is now still played and still popular within the classical and also modern musicians. He said that there were two kinds of piano, manual and modern piano. The subject employed the word 'used' to refer to the word 'played'. To be 'played' in some cases had also meaning of to be 'used'. The subject employed approximation strategies due to his limited vocabularies so that he replaced the targeted term with

another term which has a close meaning to the targeted term. He stated: "It is because of my vocabulary limit, so I would like to replace it with another word that has similar meaning or context". Thus, it might be concluded that the subject employed approximation strategy in term of applying the word 'used' to refer to the word 'played'. This is relevant to the theory of communication strategies which suggests that approximation strategy is a strategy done by employing an alternative term to express the meaning of the lexical item as closely as possible (Dornyei, 1995).

Next, it was found that the subject 1 employed use of all purpose words strategy (2).

(2): "Confidence is basically ee our soft skill, ee it it can be it can be naturally ee owned by someone or it can be learned or trained by someone. ee it is ee when we feel con//we **have** confidence we we feel very what's it we have no shy or we can express anything freely and we don't we don't have ee any hesitation when we have confidence it's for//it is usually necessary for us if we have if we have to do like public speaking or explaining something or for communication we need some confidence".

The data indicates that when the subject tried to describe about confidence. He stated that confidence was a kind of soft skills owned by someone and it could be achieved through learning or training. He stated that when we felt confident we would not be shy to express our ideas. He employed the words 'have' in the sentence 'we have confidence' to express 'feeling confident'. In this case, the word 'have' had been used to replace the word 'feel'. For him, it is safer to employ a more general word that he knew than he tried to employ an exact word but he did not know the word. He said that it was done due to his weakness in vocabulary. He stated: "It is saver to use of all purpose words if I do not know exactly what I need to say or what word that I need. It is some kind of lack of vocabulary". Thus, it might be concluded that the learner employed use of all purpose word strategy in term of replacing the word 'feel' with 'have'. This is relevant to

the theory of communication strategies which suggests that use of all purpose words strategy is a strategy done by employing a general lexical item to contexts where specific words are lacking (Dornyei, 1995).

Another example also shows the use of approximation by the subject 2 (3).

(3): "A student at least should have computer aa what any kind of computer and for helping the work we use it for English student we can use it for translate translating aa what's it translating any texts or books..**something like that**".

The data indicates that the subject wanted to say that computer was very useful for the students. Using computer students would be able to do many kinds of assignments. For example using computer students would be able to translate texts, books or 'something like that'. In this case, 'something like that' refers to any kind of texts or books that can be translated using computer. He did it because of forgetting the vocabularies and because he wanted to avoid too many repetitions and to make variation in the conversation. He stated: "...I forget the vocabularies and I avoid too many repetition and just for variation of the conversation". Thus, it might be concluded that the subject 2 employed use of all purpose words strategy in term of employing the word 'something like that' to refer to 'any kind of texts or books' that can be translated using computer. This is relevant to the theory of communication strategies which suggests that use of all purpose words strategy is a strategy done by employing a general lexical item to contexts where specific words are lacking (Dornyei, 1995).

Then, it was found that the subject 1 employed use of non-linguistic means strategies (4).

(4): "ee when feel like bored in my home and I have spare time to spend my spare time usually I go fishing and I don't choose ee any place that far away from my home I just go around ee very ee what is it near the nearest river that I assume it contains many fish. Just May be on cans or after school usually but lately I don't go fishing anymore. Because I find like fishing

makes me what is it peaceful feel aa when I go fishing I feel that // I have no problems that I forgot for for for a moment only but after I go go back home I still find the problems just like that. It doesn't matter ee the fish that I get, I just ee I feel fun by spending time doing fishing, that's it... ee Fishing pool stick...Fishing pool or the stick and..and the what is it the fishing line and the hock...long.."

The data indicates that the subject 1 tried to describe about his hobby fishing. In telling about his hobby fishing he frequently used non linguistic means strategies. For example, when he wanted to describe 'long stick' that we needed to fish, it was expressed by moving his hands showing long stick. He frequently employed eyes contacts in giving explanation or when he tried to answer questions. He employed some expressions like the use of his hands movements, eyes contacts and also smiles to convince the interlocutor. The use of non linguistic means was very important for him because it could help him speak fluently. He stated: "The use of non linguistic means help me a lot in doing conversation. I try to be as natural as possible so that it can be more casual and easy going. It helps the person in front of me understand well about my intention". Thus, it might be concluded that the subject 1 employed use of non linguistic means strategies by using some expressions like the use hands, eye contacts, mimes and smiles. This is relevant to the theory of communication strategies which suggests that the use of nonlinguistic means strategy includes the use of mime, gesture, facial expression, or sound imitation (Dornyei, 1995).

Subject 2 also employed use of non-linguistic means strategy (5).

(5): "Yaa hiking mountain means that you hike ee a mount or some mounts and // and usually / you / prepare it well so well from the logistic / from the tent that you / that you will aa will stay for some nights and the the main purpose of hiking mount usually you you / reach the summit / so ee every summit of the mount or every top of the mount the main target of hiking mount / and ee there are two

kinds of hiker / ee there are one is one is the the hiker with ju.. just enjoy the environment around the mount but ee usually the top is is not the priority and the / the second is the 'summiteers', summiteers is / the hiker which ee // I mean which / the top of the mount is / the the main target ee as soon as possible // and and // I am is / ee I mean I am hiker...".

The Data indicates that the subject wanted to tell about one of his hobbies, climbing. He said that we had to prepare our logistics well before climbing. Tents were used for a shelter during climbing time or when we had reached the top of the mounts. Reaching the top of the mounts was the target of climbing mounts. In telling about mount climbing, subject 2 employed use of non-linguistics means. Some of non-linguistic means strategies that he often employed were hands movements, mimes, eyes contacts, and smiles. He said that use of non-linguistic means strategies was important for him. By employing those strategies during the conversation he would feel more enjoyable and comfortable. He said: "ee doing those gestures ee // I can feel what more comfortable in saying something and sometimes / when I move my hand // I can found my word and / it's like / kind of code // ee code for myself I mean when I when I move ee my hand such away so "ohh ya I remember ee it's belongs to those words" so I can yaa I can I can speak aa easily I mean easier / than when I move my body especially my hands... eyes contacts / or ee seeing some / another place it's like to make / ee my conversation feel / ee enjoy and comfortable...". Thus, it might be concluded that 2 subject employed use of nonlinguistic means strategies by employing hands movements, mimes, eyes contacts, and smiles. He used non-linguistic means strategies during the conversation because he felt enjoyable and comfortable. This is relevant to the theory of communication strategies which suggests that the use of nonlinguistic means strategy includes the use of mime, gesture, facial expression, or sound imitation (Dornyei, 1995).

Subsequently, the data indicates that subject 1 employed code switching strategy (6).

(6): "...that's all the//the stick, fishing line and hook and I need extra for the.. what is it // ee I am not sure how do we call it "umpan" that we usually Indonesians say. Or worm I usually use...worm."

The data indicates that when the subject 1 explained about his hobby 'fishing' he needed some tools like fishing stick, fishing line and also food for the fish. In this case, he did not know the English word for 'food for the fish' and then also he employed the Indonesian word 'umpan'. He avoided stopping the conversation but employing code switching. He stated: "I didn't know the meaning of 'umpan' in English and I really need this word so that I use the word without translating it. I know that the person should know about the word 'umpan' then I give example 'warm'. Thus, it might be concluded that subject 1 employed code switching strategy to solve his communication problems. This was known from the use of the Indonesian word 'umpan' to express the English word for 'food needed to fish the fish'. This is relevant to the theory of communication strategies which suggests that code switching strategy is a strategy by employing a L1 word with L1 pronunciation or a L3 word with L3 pronunciation in L2 (Dornyei, 1995).

And then, it was found that the subject1 employed appeal for help strategy (7).

(7): "Yeach like what I say because it is hard for me to find the correct word that I I really need to say so I I need sometimes to recall my memory in that moment I usually add some what is it//eee I forgot//..."

The data indicates that when the subject tried to describe finding the right words he felt difficult to continue his expression. Then, he used appeal for help strategy in term of stating "it ee // I forgot' while turning and seeing to the interlocutor. He employed this strategy especially when he was facing difficulties to express his ideas in English. This was also done when he did not know what to say to continue his conversation. He stated: "When I have

difficulties in term of ideas of English, I ask for help...I ask for help if I cannot remember what I am going to say and from the help I can continue the conversation". Thus, it might be concluded that subject1 employed appeal for help strategy to solve his communication problems in term of turning to the interviewer while saying 'What is it..eee I forgot' and asking the interlocutor to continue his expression. This is relevant to the theory of communication strategies which suggests that appeal for help strategy is a strategy by turning to the conversation partner for help either directly for example using 'what do you call...' or indirectly using pause, eye contact, rising intonation, puzzled expression (Dornyei, 1995).

In addition, appeal for help strategy is also applied by another subject 2 (8).

(8): "... ee seeing some / another place it's like to make / ee my conversation feel / ee enjoy and comfortable // so ee I myself don't know ee how it's happened but / ee I think ee when ee when I when I do the gesture it's help me / and I think more more comfortable / but when / when I do when why when I didn't / move my my gesture / emm it's like feeling of sometimes stiffness or ee sometimes feel / e ee / I mean from the environment feel feel didn't comfort so it ee sometime its ee / what how to say it emm / affect me ee / ee in in in the the first of the conversation".

The data indicates that subject 2 wanted to say that eye contacts made him feel enjoyable and he further said that gestures helped him because by doing it he became more comfortable. On the contrary, he felt uncomfortable when he did not do it during his conversation. Next, he wanted to continue his explanation but he felt difficult to express his idea and then he said "...aa sometime its aa / what how to say it emm / ...". In this case, he employed appeal for help strategy, it happened when he tried to explain the significance of the use of eyes contacts and gestures in the conversation and he suddenly stopped his explanation and for the next he said "...aa sometime its aa / what how to say it emm/ ..." while looking

at the interlocutor. He employed appeal for help strategy when he found difficulties to express his ideas during communication. By doing so he hoped to get some help from the interlocutor so that he could continue his conversation. He said that "It comes naturally when I am having conversation. Furthermore, I would like to have this conversation going to be two-ways communication." Thus, it might be concluded that subject 2 applied appeal for help strategy to solve his communication problem in term stopping his explanation, turning to the interlocutor while saying "what how to say it". This is relevant to the theory of communication strategies which suggests that appeal for help strategy is a strategy by turning to the conversation partner for help either directly for example using 'what do you call... ' or indirectly using pause, eye contact, rising intonation, puzzled expression (Dornyei, 1995).

In addition, subject 1 often employed time gaining strategies during the conversation (9).

(9): "Mmm ok, computer basically ee contains of three parts of first the most important is CPU or Central Processing Unit and then the output for monitor or CD something like that and also have input, ee input tools like a mouse, keyboard, and so on and we can have like monitor, printer oor ee other like LCD and...something like that. So computer basically the first..the first a what's it // a movement in technology and then later on Mmm we have Laptop and now now days we have notebooks and tablets, something like that so basically computer is used for ee helping our works such as typing or imaging or something like that of processing image or video something ee which is ee very helpful for our life today and for the experts, for the experts they they use the computer for scientific research and may be like astronomy and Geo..what is it..ee for Geology I think and and and so on and that's all."

The data indicates that subject 1 tried to describe about computer by employing some expressions like 'mmm', ee, oor, making

repeats, and 'what's it'. and finally he stated the word 'confidence'. Then he also employed the use of 'pause'. Those expressions were often employed by the subject during the conversation. He often did it and doing fillers in conversation was better than just keeping silent. By doing it, he hoped to have time to think about what he was going to say in the next and it could be one of his ways to get away from the difficulties during the conversation. He stated: "I use fillers so often because it is better than being silent...I need it when I am thinking the next sentence that I am going to say...In English the use of fillers can be one way of getting away from difficulties...Sometimes I find some difficulties in doing English conversations so that I use fillers". Thus, it might be concluded that the subject 1 employed time gaining strategies/ fillers to solve his communication problems. This was known when he employed some expressions like 'mmm...', 'what's it...', 'eee...', and also employed some repetitions during the conversation. This is relevant to the theory of communication strategies which suggests that use of fillers or hesitation devices are using filling words to fill pause and to gain time to think (Dornyei, 1995).

Then, fillers were also done by subject 2 (10):

(10): "But emm / yaa just like what I'm doing right now // that's natural for me / even the psychologist say that ee "when / when the when ee I destruct something I mean destruct by another abject that instead ee what what I'm saying is not true" / but // I don't know is ee / it's it's not for me I think I just just flowing naturally yaa / but I used to / ee / use eye contat to make // to make sure my opponent ee / what emm concentrate on / my conversation also and to make ee yaa sometime to / make believe that / ee make believe what what I'm saying".

The data indicates that the subject often employed some expressions like "emm, aaa, repeats like what what it's it's, etc". He did fillers because he could not remember the words that he wanted to express. He stated:

“ ... it ‘s more I think / that’s my way to find the the best words / for my my speaking my / my conversation // ...It is one of my strategies to avoid long gap in the conversation so the communication will run well without a long boring break”. Thus, it might be concluded that subject 2 employed fillers strategies in conversation. He did fillers to avoid making long silent during the conversation and to gain time to think. This is relevant to the theory of communication strategies which suggests that use of fillers or hesitation devices are using filling words to fill pause and to gain time to think (Dornyei, 1995).

From the analysis, it was found that good EFL learners employed some communication strategies to handle their speaking problems. Some communication strategies that they employed were approximation, use of all purpose words, use of non-linguistic means, code switching, appeal for help and fillers. There were some reasons why they used those communication strategies in the conversation such as being lack of vocabularies, feeling comfortable, natural, getting help from speaking partners, getting time to think to remember the lost vocabularies and also creating two - ways communication. By using communication strategies good EFL learners might handle their speaking problems. Frequently, the problems that learners might face during communication were caused by lack of vocabularies. These problems might be handled using communication strategies. In line with the use of communication strategies to handle learners’ speaking problems Dornyei (1995) stated that communication strategies are the strategies learners might use to handle their communication problems due to their linguistic deficiencies. Next, the finding indicated that for the sake of achieving communication goals good EFL learners have used consciously some verbal and non-verbal communication. Dealing with the use of verbal and non verbal communication Brown (1987) stated that learners might use verbal and non-verbal strategies to communicate their ideas due to their limitedness in their linguistic elements. In addition, Karimnia

and Zade (2007) stated that learners might use communication strategies to encounter their speaking problems. In line with Karimnia and Zade, Corder (in Bialystok, 1990) stated that learners might use a systematic technique when they are in difficulties during communication and these techniques are known as communication strategies. Then, Kasper (1983) stated that communication strategies are devices used by learners to handle communication barriers to achieve communication goals. Thus, it might be concluded that learners might use communication strategies to handle their speaking problems and using communication strategies they might achieve their communication goals.

The finding also indicated that good EFL learners knew what they might do to handle their speaking problems. During the conversation, good EFL learners used some ways/ strategies when they found some speaking problems. Using communication strategies, they tried to continue the conversation to reach the communication goals. In relation to good learners, Rubin (1975) stated that good learners know how about to tackle a language, they constantly search for meaning and they are willing to use language in a real communication. In addition, Rubin and Thomson (1982) stated that good learners might use their first language in learning a second language and they might also use contextual cues to help them during the conversation. Next, Stern (1983) stated that good EFL learners like use learning strategies deliberately. Thus, it might be concluded that good EFL learners are learners who know well what to do for the success of their language learning. They might use some communication strategies to handle their speaking problems to achieve their communication goals.

CONCLUSION

From the discussion above, it might be concluded that communication strategies are essential for EFL learners. Communication strategies, either using verbal or non-verbal strategies, might help learners handle their speaking problems. Learners’ problems in

speaking are usually caused by their linguistic deficiencies and these problems might be handled using communication strategies. By applying communication strategies in conversation,

learners might become more comfortable and relaxed. This further brings learners to able to express their ideas fluently.

REFERENCES

- Bialystok, E. (1990). *Communication Strategies: A Psychological Analysis of Second-Language Use*. London: Basil Blackwell.
- Brown, D.H. (1987). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall
- Dornyei, Z. (1995). On the Teachability of Communication Strategies. *TESOL Quarterly*, 29, 55-58.
- Huang, C.P. (2010). Exploring factors Affecting the Use of Oral Communication Strategies , *ETL Journal*, 85-13.
- Karimnia, A. & Zade, S.S. (2007). Communication Strategies: English Language Departments in Iran. *Iranian Journal of Language Studies (IJLS)*, (1), 287-300.
- Lam, W.Y.K. (2006). Gauging the effects of ESL oral communication strategy teaching: A Multi-method approach. *Electronic Journal of Foreign Language Teaching*, 3 (2), 142-157.
- Lin, G.H.C. (2007). A Case Study of Seven Taiwanese English as a Foreign Language Freshman Non-English Majors' Perceptions about Learning Five Communication Strategies. Florida: Texas A&M University.
- Rubin, J. (1975). What the "Good Language Learner" Can Teach Us. *TESOL Quarterly*, (9), 41-51.
- Rubin, J. & Thomson, I. (1982). *How to be a More Successful Language Learner*. Boston: Heinie & Heinie.
- Stern, H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.

INVESTIGATING THE PROBLEMS OF ENGLISH SPEAKING OF THE STUDENTS OF ISLAMIC BOARDING SCHOOL PROGRAM AT STATE INSTITUTE OF ISLAMIC STUDIES (STAIN) SAMARINDA

Siti Hadijah

STAIN Samarinda, East Kalimantan, Indonesia

Abstract: This study investigated the students' ability, the problems and their reasons why they faced problems on English speaking. The triangulation of mixed methods was used in this study. The quantitative data gathered from the speaking test result by involving 130 students of Islamic Boarding School Program and the qualitative data gathered from the questionnaire and interview results from the selected students who meet the criteria. The findings showed that the students' ability was categorized low (62.93); the students have problems on grammar (42.20%), pronunciation (36.60%), vocabulary (35.20%), fluency (36%) and comprehension (34.40%); the students' reason in facing the problems on English speaking English were not only having limited knowledge on the components of speaking skills including pronunciation, grammar, vocabulary, fluency and comprehension but also they have own personal reasons, such as shy to perform speaking, lack of self confidence, lack of speaking practice, limited time given for preparation on English speaking test, the difficulties at using and understanding the speaking material found in the English textbook, the environment (dormitory) did not support them to acquire and use English as a medium daily interaction and they preferred to study the Islamic knowledge and Arabic than English. This study indicated that the students' ability should be increased by giving motivation and taught them with the suitable and interested English speaking materials.

Keywords: *English speaking skill, problems and reasons in English speaking*

INTRODUCTION

English speaking is the dominant language spoken by many people around the world in both of oral and written, because it is the lingua franca used for international communication to the all aspects of human life such as economic, culture, business, politic, administration, science and academia (Held et al., 1999; Crystal, 2003). Indeed, English is considered to be taught in Indonesia as a foreign language both in religious and non-religious institution of education.

As the Islamic institution, STAIN Samarinda released the program of Islamic Boarding School

in 2006. It is a program where students stay in the dormitory with Islamic teaching and scientific knowledge in order to master the science of Islamic religion and general knowledge such as mastery of foreign language (Depag, 2005). One of the aims of this program in STAIN Samarinda is to train the new students' basic skill of English for a year (Sari, 2008). As a result, the students can be able to speak English in their daily interaction. But in reality, most of the students in this program did not use it as their communication. They preferred to use *Bahasa Indonesia* and their local language than

English as a medium of interaction. It is because of their speaking ability is unsatisfactory and they have problems on speaking English.

Based on the fact above, this study explored the students' ability, problems and reasons on English speaking. This study was hoped to give the contribution and reflection of English teaching especially speaking skill at Islamic Boarding School Program of Islamic Institution based on the students problems faced.

LITERATURE REVIEW

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Florez, 1999). The information can be shared using both verbal and non-verbal communication in a variety of contexts (Chaney and Burke, 1998) in which it occurs based on the participants themselves, the collective experiences, the physical environment and the purpose for speaking (Florez, 1999).

In addition, speaking can be also defined as a productive skill (Widdowson, 1984; Brown, 2004; Cameron, 2001). It is the ability of participants to communicate and express their ideas, thoughts, feelings, and needs in order to make sense of them. In this case, the skills of speaking are needed namely accuracy, fluency and comprehensibility (Heaton, 1989). Further, he pointed out that the accuracy concerns on grammar, vocabulary, and pronunciation where participants can express and use the right words in the correct sequence of utterance and produce clear pronunciation. Then, the fluency deals with the ability of a person to speak fluently and accurately, meanwhile the comprehensibility is the ability to require and response the subject that is being spoken. As a result, the shared information can be shared and understood comprehensively.

METHODOLOGY

This study used the triangulation of mixed methods design. It is the collection of quantitative and qualitative data simultaneously at understanding of a research problem (Creswell, 2008; Fraenkel, Wallen, and Hyun, 2012). The

data were gained from the results of speaking test, questionnaire, and interview. The speaking test was used to obtain the quantitative data and to know the students' speaking ability. Meanwhile, the questionnaire and the interview were also used to get the qualitative data. The questionnaire was administrated and piloted to the 10 students who were not included in this study in order to get the feedback whether the instructions and the wording questions can be understood by the research participants. Their questions covered on the students' problems and their reasons in English speaking. Then, the speaking rubric presented by Haris (1969:84-85) that consists of pronunciation, grammar, vocabulary, fluency and comprehension were used to analyze the data of speaking test result. While, the results of questionnaire and interview transcript were analyzed by using content analysis in which its procedures used the flow model data analysis of Miles and Huberman(1994).

The data were collected at the end of the even semester of academic year 2013/2014. The research participants were 130 students randomly selected from the students of Islamic Boarding School Program of STAIN Samarinda. They were asked to perform the speaking test based on the free and determined topics given. Then, the 15 students who were research participants and meet the criteria were selected to fulfill the questionnaire and to follow the interview in order to explore their problems and reasons on English speaking.

FINDINGS

The Students' Speaking Ability

To know the students' speaking ability, they were asked to perform the speaking test orally. Their performance was evaluated based on the five criteria namely pronunciation, grammar, vocabulary, fluency and comprehension. Further, to get the trustworthiness the students' score, the three scorers were involved. Then, the scores were merged to get the average score of each student.

From the calculation result, the total of the students' score was 8181.33 and the number of students was 130 students. So, the mean score of the students' speaking ability was 62.93. Furthermore, the description of the students' speaking score can be seen the following table:

Table 1: The frequency of the students' speaking score

Interval	Qualification	The number of the students Frequency
80 - 100	Excellent	23
70 - 79	Good	26
60 - 69	Low	26
0 - 59	Failed	55

Based on the table above, the percentage of the students' speaking ability can be seen below:

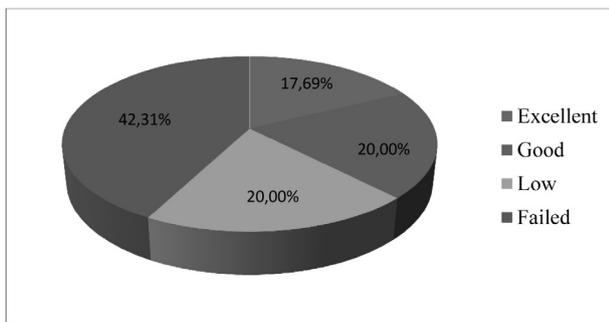


Figure 1: The percentage of the students' speaking score

Based on the table 1 and the figure 1, the students' speaking ability showed that 23(17.69%) were excellent categorized, 26 (20%) were good and low categorized and 55(42.31) were failed categorized.

In addition, the mean score of the students' ability based on each component of speaking skills as follow:

Table 2: The students' speaking ability based on the components of speaking skills

The components of speaking skills	The scores of the students' speaking	
	Total	(%) The students' ability
Pronunciation (5)	412.00	3.17 63.40
Grammar (5)	375.67	2.89 57.80
Vocabulary (5)	415.00	3.19 63.80
Fluency (5)	416.00	3.20 64.00
Comprehension (5)	426.67	3.28 65.60

Pronunciation (5)	412.00	3.17	63.40
Grammar (5)	375.67	2.89	57.80
Vocabulary (5)	415.00	3.19	63.80
Fluency (5)	416.00	3.20	64.00
Comprehension (5)	426.67	3.28	65.60

Further clear description, the percentage of the students' speaking ability for each component of speaking skills can be seen the following diagram:

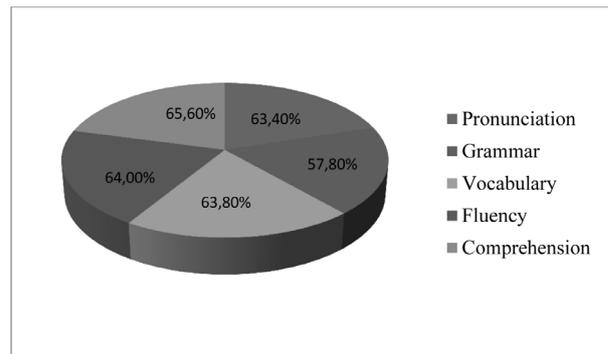


Figure 2: The percentage of the students' speaking ability based on the components of speaking skills

From the table 2 and the figure 2, it can be stated that the students' ability for each component of speaking skill was almost similar about 60% (pronunciation, vocabulary, fluency, and comprehension). It means that these components were low categorized. Meanwhile, the component of grammar was 57.80% or failed categorized.

The Students' Problems on Speaking Skills

To analyze the students' problems on speaking skills, the analysis focused on the five components of speaking skills. They were pronunciation, grammar, vocabulary, fluency and comprehension. The following was the table of the students' problems on speaking skills as follows:

Table 3: The students' problems on speaking skills

The elements of speaking skills	The students' ability (%)	The students' problem (%)
Pronunciation	63.40	36.60
Grammar	57.80	42.20
Vocabulary	63.80	36.20
Fluency	64.00	36.00
Comprehension	65.60	34.40

Seeing the Table 3 above, it showed that the biggest problem of speaking skills faced by the students was grammar with 42.20%. Then, it followed by pronunciation with 36.60% which almost similar with vocabulary, 35.20%, fluency with 36.00% and comprehension with 34.40%. The finding above was crosschecked and triangulated with the results of questionnaire and interview. And the finding was relevant in which the students faced the problems on speaking skills in terms of pronunciation, grammar, vocabulary, fluency and comprehension.

The Students' Reasons in Facing the Problems on Speaking Skills

To know the students' reasons in facing the problems of speaking skills, the data were gained from two sources such as questionnaire and interview transcript results. There were some reasons why the students faced the problems on speaking skills. They were limited knowledge on the components of speaking skills (pronunciation, grammar, vocabulary, fluency and comprehension), shy to perform speaking, dislike studying English since they preferred to study Islamic knowledge and Arabic, lack of self confidence, lack of speaking practice, limited time given for preparation when speaking test took place, the difficulties at using and understanding the speaking material found in the English textbook, and the environment (dormitory) did not support them to acquire and speak English.

DISCUSSION

Based on the data analysis, it showed that the mean score of the students' speaking ability was 62.93. It indicated that their ability was categorized low. This finding was mostly same with their ability for each of speaking skills components such as pronunciation, grammar, vocabulary, fluency and comprehension with the average percentage of 60% above although in grammar was only 50% above. Therefore, the students needed to increase their speaking ability.

Moreover, the students faced the problems in English speaking. The biggest problem was grammar with 42.20%. Then, it was followed by pronunciation with 36.60%, vocabulary with 36.20%, fluency with 36.00%, and comprehension with 34.40%.

There were some reasons why the students faced the above problems. They were difficult to pronounce the English words correctly, arranging the words in good sentence grammatically, limited vocabulary to express their ideas; as a result, their speaking performance was not fluently and comprehensively. Additionally, they also have personal reasons, such as feeling ashamed at performing English speaking, interested at studying Islamic knowledge and Arabic rather than English, lack of self confidence, lack of speaking practice, limited time given for preparation when speaking test took place, the difficulties at using and understanding the speaking material found in the English textbook, and the environment (dormitory) did not support them to acquire and speak English.

CONCLUSION

The students' English speaking ability should be improved by motivating the students on how the important of English for global communication and interaction. Indeed, the students would interest and try to overcome their problems faced on English speaking skill.

REFERENCES

- Brown, H.D. (2004). *Language Assessment, Principles and Classroom Practices*. New York: Longman.
- Cameron, L. (2001). *Teaching Language to Young Learners*. London: Cambridge University Press.
- Chaney, A.L. & Burke, T.L. (1998). *Teaching Oral Communication in Grade K-8*. Boston: Allyn & Bacon.
- Creswell, J.W. (2008). *Educational research: planning, conducting, and evaluation quantitative and qualitative research*. New Jersey: Pearson Merrill Prentice Hall.
- Crystal, D. (2003). *English as a global language*. Cambridge: Cambridge University Press.
- Departemen Agama RI. (2005). *Pembakuan sarana pendidikan*. Jakarta: Direktorat jenderal kelembagaan Agama Islam DEPAG RI.
- Florez, M.A.C. (1999). *Improving adult English language learners' speaking skills*. New York: National Center for ESL Literacy Education.
- Fraenkel, J.R., Wallen, N.E., & Hyun, H.H. (2012). *How to Design and Evaluate Research in Education- Eighth Edition*. New York: McGrawHill.
- Harris, D.P. (1969). *Testing English as a second language*. New York: McGraw-Hill Book Company.
- Heaton, J.B. (1989). *Writing English language test*. USA: Longman.
- Held, D., McGrew, A., Goldblatt, D. & Perraton, J. (1999). *Global transformation*. Stanford: Stanford University Press.
- Miles, M.B. & Huberman, A.M. (1994). *Qualitative Data Analysis*. London: Sage Publication.
- Sari, I.M. (2008). *Structural Error Analysis on Students Writing Ability in English of State Institute of Islamic Studies (STAIN) Samarinda in Academic Year 2007/2008. Undergraduate Unpublished Thesis*. Samarinda: STAIN Samarinda.
- Widdowson, H.G. (1984). *The teaching English as communication*. New York: Boston University of Edinburgh.

LEARNING STRATEGIES ON ENGLISH ACQUISITION OF JUNIOR HIGH SCHOOL STUDENTS OF DARUL HIJRAH ISLAMIC BOARDING SCHOOL MARTAPURA, SOUTH KALIMANTAN

Nida Mufidah

IAIN Antasari Banjarmasin, South Kalimantan, Indonesia

nida_mufidah@yahoo.com

Abstract: Learning strategies is one of the factors that determine the success of learning English as a foreign language. Learning strategy is closely related with high competencies of language, motivation, character and others. High language competence will affect the learning strategy used, in learning language, a learner has mother tongue, the language acquired through the process language of acquisition. This research is necessary conducted, it is aimed to know what kind of English learning strategies as a foreign language which is generally applied by santri in Islamic boarding school class III Junior High School which implements bilingual learning system, Arabic and English and to know the complexity language us. This research shortly investigates some learning strategies which help to solve students' problem in learning styles. Meta-cognitive strategy moderates by respondents, which most part applied by Islamic boarding school students.

Keywords: *learning strategy, English acquisition, Islamic boarding school*

INTRODUCTION

Pondok pesantren (Islamic boarding schools) is a social-culture institution that is rooted in the system of Islamic education in Indonesia. Educational institutions of Islamic boarding school students have been visited by various ethnic groups with their regional language. The use of different languages is clearly visible when Islamic boarding school students communicate in environment of Islamic boarding schools.

Teaching and learning multi-languages have been easily found in South Kalimantan in pesantren Darul Hijrah Cindai Alus Martapura, this Islamic boarding school system has implemented 3 languages. (English, Arabic and Indonesian). Arabic and English dominated as language for communication and educational language, except certain subject groups that must be delivered in Indonesian. Arabic intended to

Islamic boarding school students have a strong foundation for studying religion considering the foundations of the Islamic law written in Arabic. English is a tool to learn of general knowledge.

In learning language, a learner has mother tongue, the language acquired through the process language of acquisition for kids or acquisitions language, namely the process that takes place in the brain of child when he gets his first language or their mother tongue. They get different languages in language lesson. Learning language related to process that happening at the time of a child to learn second language after he gets his first language. So, language acquisition for kids while learning language regarding the second language.

Stages in the acquisition of a foreign language can be measured by the increasing complexity and originality of a students' utterances. Those

could be met in learning strategies. Language acquisition for students describes a cognitive development and interaction between the linguistic development. Language, with the strategy cognitive has various activities. This strategy is connected with the development students with irreducible complexity phonology, syntax and semantics language that will be used.

Learning strategies used by santri to help them understand information and solve problems. A learning strategy is a person's approach to learn and use information. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning strategy instruction focuses on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful. One strand addresses how students acquire information, it includes strategies for learning how to paraphrase critical information, picture information to promote understanding and remembering, ask questions and make predictions about text information, and identify unknown words in text.

Based on pre observation, students of this boarding schools use different learning strategies, specific actions and behaviour to help them learning English instruction easily, since they have general learning styles or overall approaches at the environment where they are learning. Learning strategies are normally conceived to be techniques which students use to comprehend, store, and remember new information and skills. In short, this research is needed to identify further learning strategies most used by students in English instruction, and complexity of language use in oral and written language. Besides, what a student thinks and does in order to learn constitute both the observable and non-observable aspects of learning strategies.

In Islamic boarding school, students are required to take advantages of many active English learning strategies. Students cannot only rely on the the study designed by teachers but

given freedom covers a wide variety of ways and techniques that will be developed creatively by students as English speakers. Based on those issues, this research is focused on:

1. What language strategies are most frequently used by male students at Darul Hijrah boarding school?
2. How is students' complexity sentence in oral and written language?

REVIEW OF LITERATURE

Learning Strategies

Learning styles and language learning strategies are different. Language learning strategies are associated with various learning styles and thus are more malleable (Ehrman, 1996). Learning strategies, on the other hand, are the special thoughts or behaviour that individuals use to help them comprehend, learn or retain new information (Chamot and O'Malley, 1990). Learning styles are linked with the personality and therefore may be more difficult to change (Ehrman, 1996). Learning style is the way in which an individual's. Perhaps the most challenging aspect of learning styles are the relationship between learning styles and cultural background may support particular learning styles. Teachers may modify their methods, materials or curricula based on cultural background.

Language learning strategies and preferred learning styles may impact how foreign language learners learn. In addition, cultural background and listening have been found to be important factors in the language learning styles have been investigated during the past decade. When O'Malley et al (1985) used the definition of learning strategies as being "operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information", a definition originally used by Rigney (1978). In an attempt to produce a classification scheme with mutually exclusive categories, O'Malley and his colleagues developed a taxonomy of their own identifying 26 strategies which they divided into three categories; metacognitive

(knowing about learning), cognitive (specific to distinct learning activities) and social. The metacognitive and cognitive categories correspond approximately with Rubin's indirect and direct strategies.

The addition of the social mediation category was an important step in the direction of acknowledging the importance of interactional strategies in language learning. Oxford took this process a step further. Like O'Malley et al (1985), she used Rigney's definition of language learning strategies as "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information" (Oxford, 1990, p.8) as a base. Attempting to redress the perceived problem that many strategy inventories appeared to emphasize cognitive and meta cognitive strategies and to describe much less importance to affective and social strategies, she classified learning strategies into six groups: memory strategies (which relate to how students remember language), cognitive strategies (which relate to how students think about their learning), compensation strategies (which enable students to make up for limited knowledge), metacognitive strategies (relating to how students manage their own learning), affective strategies (relating to students' feelings) and social strategies (which involve learning by interaction with others). These six categories (which underlie the Strategy Inventory for Language Learning (SILL) used by Oxford and others for a great deal of research in the learning strategy field) were further divided into direct strategies (those which directly involve the target language such as reviewing and practicing) and indirect strategies (those which provide indirect support for language learning such as planning, co-operating and seeking opportunities). Although Oxford's taxonomy is "Perhaps the most comprehensive classification of learning strategies to date" (Ellis, 1994, p.539), it is still, of necessity, somewhat selective since "dozens and perhaps hundreds of such strategies exist" Oxford, (1990) acknowledges the possibility that the categories will overlap, and gives

as an example the metacognitive strategy of planning, which, in as far as planning requires reasoning, might also be considered a cognitive strategy. She also deals with the difficulty of whether a compensation strategy such as looking for synonyms when the exact word is unknown is a learning strategy or a communication strategy. Although Ellis (1994, p.539) comments that compensation strategies are included "somewhat confusingly", Oxford (1990, p.49) justifies including such behaviours as learning strategies on the grounds that they "help learners become more fluent in what they already know [and] may lead learners to gain new information about what is appropriate or permissible in the target language". However, she acknowledges that (p.17) there is no complete agreement on exactly what strategies are; how many strategies exist; how they should be defined, demarcated, and categorized; and whether it is - or ever will be - possible to create a real, scientifically validated hierarchy of strategies and classification conflicts are inevitable.

In most of the research on language learning strategies, the primary concern has been on identifying what good language learners do to learn a foreign language. Like general learning strategies, English language learning strategies include those techniques that learners use to remember what they have learnt- their storage and retrieval of new information (Rubin, 1987, p. 19). LLSs also include receptive strategies which deal with receiving the message and productive strategies which relate to communication (Brown, 1994; Chamot & Kupper, 1989).

LLSs have been classified into several different ways. O'Malley et al (1985a, pp. 582-584) categorized strategies into metacognitive, cognitive and socioaffective. They found that most importance was given to the metacognitive strategies (i.e., those that have planning, directing or monitoring). Oxford (1990a) indicated that LLSs, are steps taken by the learners in order to improve language training and develop language competence. Moreover, she divided the strategies into direct and indirect involving

information, memory behaviors, vocabulary knowledge, grammar rules, thought and mental processes.

Investigations involving language learners often showed that the most successful learners tended to use learning strategies that are suitable to the task, material, self-objective, needs, motivation and stage of learning (Oxford, 1990). Good language learners seemed to possess abilities to succeed while others lacked those abilities (Rubin & Thompson 1994). Good learners, according to them, can find their own way by taking charge of their learning, organizing their language information and making their own opportunities for practicing using the language. In addition, they use linguistic knowledge and contextual cues to help them in comprehension while learning a foreign language.

Direct strategies are classified into:

1. Memory strategies (9 items) are used for entering new information into memory storage and for retrieving it when need for communication. (e.g., grouping, representing sounds in memory, structured reviewing, using physical response).
2. Cognitive strategies (14 items) are used for linking new information with existing schemata and for analyzing and classifying it. Cognitive strategies are responsible for deep processing, forming and revising internal mental models and receiving and producing messages in the target language (e.g., repeating, getting the idea quickly, analyzing and taking notes).
3. Compensation strategies (6 items) include such strategies as guessing and using gestures. Such strategies are needed to fill any gaps in the knowledge of the language. (e.g., switching to the mother tongue, using other clues, getting help and using a synonym).

On the other hand, indirect strategies are divided into Metacognitive, Affective and Social:

1. Metacognitive strategies (9 items) are techniques used for organizing, planing, focusing and evaluating one's own learning. (e.g., linking new information with already

known one, seeking practice opportunities, and self-monitoring).

2. Affective strategies (6 items) are used for handling feelings, attitudes and motivations. (e.g., lowering anxiety by use of music, encouraging oneself and discussing feelings with others).
3. Social strategies (6 items) are used for facilitating interaction by asking questions, and cooperating with others in the learning process, (eg. Asking for classification, cooperating with others and developing cultural understanding).
 - a. I don't use a dictionary to understand unfamiliar words.
 - b. I memorize meaning of words in a list form (out of context).
 - c. I respond in English if asked a question in English.
 - d. I memorize English grammar rules in order to apply them.
 - e. I give self tests to prepare for exams.
 - f. I rehearse silently in English before speaking in English.
 - g. I ask others to test me on what I memorized in English.
 - h. I try to think in English.
 - i. I memorize new English words by grouping them.
 - j. I repeat what I read to enhance my comprehension. [-5-]

The final version of the questionnaire included 60 items to which the subjects responded on a 5-point Likert scale (1= I never do this; 2= I seldom do this; 3= I sometimes do this; 4= I usually do this; 5= I always do this).

Foreign Language Acquisition

Foreign language acquisition, the process of learning a native or a second, foreign language. The acquisition of native languages is studied primarily by developmental psychologists and psycholinguists. Although how students learn to speak is not perfectly understood, most explanations involve both the observation that children copy what they hear and the inference that human beings have a natural aptitude for understanding grammar. While students

usually learn the sounds and vocabulary of their native language through imitation, grammar is seldom taught to them explicitly; that they nonetheless rapidly acquire the ability to speak grammatically supports the theory advanced by Noam Chomsky and other proponents of transformational grammar. According to this view, students are able to learn the “superficial” grammar of a particular language because all intelligible languages are founded on a “deep structure” of grammatical rules that are universal and that correspond to an innate capacity of the human brain. Stages in the acquisition of a native language can be measured by the increasing complexity and originality of students’ utterances. Students at first may overgeneralize grammatical rules and say, for example, *goed* (meaning *went*), a form they are unlikely to have heard, suggesting that they have intuited or deduced complex grammatical rules (here, how to conjugate regular verbs) and failed only to learn exceptions that cannot be predicted from a knowledge of the grammar alone.

The acquisition of second or foreign languages is studied primarily by applied linguists. People learning a second language pass through some of the same stages, including overgeneralization, as do children learning their native language. However, people rarely become as fluent in a second language as in their native tongue. Some linguists see the earliest years of childhood as a critical period, after which the brain loses much of its facility for assimilating new languages. Most traditional methods for learning a second language involve some systematic approach to the analysis and comprehension of grammar as well as to the memorization of vocabulary. The cognitive approach, increasingly favored by experts in language acquisition, emphasizes extemporaneous conversation, immersion, and other techniques intended to simulate the environment in which most people acquire their native language as children.

Slabakova, R. (2010) stated that for the second-language learner, the acquisition of meaning is arguably the most important task. Meaning it is the heart of a language, not the exotic sounds or elegant sentence structure.

There are several types of meanings: lexical, grammatical, semantic, and pragmatic. All the different meaning contributing to the acquisition to the meaning of generally having the integral second language possession.

Research and theory on first language learning tends to be closely intertwined with the development of cognition (e.g., Brown, 1973; Carroll & Freedle, 1972; Hayes, 1970). Theoretical frameworks for second language learning present a number of different perspectives. For example, Brown (1980) argues that the analysis of errors made in language learning reveals the development of an interlanguage -- a set of rules made up by the learner that map the new language onto their native language. According to Brown, correction of errors is important in helping the student understand the grammar of the new language. Krashen (1981) distinguishes between acquisition and learning processes; the former involve understanding and communication while the latter are concerned with the conscious monitoring of language use (i.e., metacognition). Krashen argues that acquisition processes are more critical than the learning processes and should be encouraged through activities that involve communication rather than vocabulary or grammar exercises. Many language researchers emphasize the inter-relationships among listening, speaking, reading, and writing processes (e.g. Clark & Clark, 1977; Cohen, 1990).

The question of differential success is one of the major conundrums of SLA: Why is it that all individuals with normal faculties successfully acquire their first language but meet with different degrees of success when they attempt to master an L2? A related issue is indeed whether complete success in acquiring an L2 is even possible when study is begun beyond a so-called critical age. In this section I will deal with the matter of age first, followed by a brief look at the other major factors which have been hypothesized [328] to explain the facts of differential success: aptitude, social-psychological variables, personality, cognitive style and learning strategies.

METHOD

The method used is phenomenology which emphasized that the understanding phenomenon that is on the subject research. The phenomenon is on the use of strategy they get to develop English and its application of spoken and written language in their complexity. The phenomenon strategy use language acquisition for students mainly on its application needs with various instruments as well as the through inquiry of questionnaires, observation, interview and documentation so that it will be an accurate data and sufficient.

There are some benefits from this research, to give theoretical knowledge about learning strategy foreign language in the environment English area, and language acquisition for students describes a cognitive development and interaction between the linguistic development. Language, with the strategy cognitive has various activities. This strategy is connected with the development students with irreducible complexity phonology, syntax and semantics language that will be used. The understanding of strategy will give significant contribution to the formation and material development of English as well as one of the factors that determine the success of learning English.

It is aimed to give positive and effective impact towards learning strategies for boarding schools students, not only to develop language skills mentally and physically, but also make them love English, in order to motivate students to be skillful in four integrated skills and make them confident intellectually. So it can form students confidence in global era and they can compete in the world work.

Researcher was in this boarding school for doing observation, test of questionnaires and interview in some days. It has some objectives for providing inquiry to develop a strategy language skills. The presence of researcher did not make any interference. Students left learn English naturally in a place where there is no specific provided. In addition, record weekly diary of students in relation to learn English at

English course will be asked. The subjects of this research are students of junior high school Darul Hijrah Cindai Alus Martapura for boys, 10 students are randomly chosen.

The researcher contacted the English teacher to ask students to be tested through observation, interview questionnaires of SILL (Strategy Inventory of Learning Strategy) by Oxford and interviewed to students and teachers. The SILL uses a 5 Likert-scale for which the learners are asked to indicate their response (1,2,3,4,5) to a strategy description such as "I try to find patterns in English." The version of the SILL used in this study is a 50 item instrument that is grouped into two main groups, direct strategies and indirect strategies, which are further subdivides into 6 groups.

The Location of this research is in Boarding School of Junior High School Darul Hijrah for boys at Cindai Alus Martapura. The exact place is Banjarbaru, 35 kms from Banjarmasin, 5 kms from Martapura, South Kalimantan. After all of data is collected and processed, the researchers analyzed the data by using descriptive qualitative, analysis allows the researcher to give information on how the research is done. This analysis helps the researcher to highlight some important conclusion from this research. The conclusion is taken by inductive method (make conclusion from specific fact to general). To know the students' learning strategies and their complexity of oral and written language in speaking ability.

FINDINGS

Description of English Learning Strategies (Questionnaires)

First question in this research is what learning strategy found out in Islamic boarding school. Inquiry result shows that various strategies found include direct strategy (memory, cognitive and compensation) and indirect learning strategies (meta-cognition, affective and social). Distribution of strategy in this table below:

Table 1 : Average of Language Learning Strategy

No.	Language Learning Strategy	Mean
1.	Meta-Cognitive	3.711
2.	Affective	2.633
3.	Social	3.383
4.	Cognitive	3.129
5.	Compensation	3.22
6.	Memory	3.04

From six categories learning strategy that is found, learning strategies that most intensive usage is a strategy of meta-cognitive (3,711) followed by social (M=3,383), compensation (M=3.22) cognitive (M=3,129), memory (3.04) and the lowest intensity usage is a strategy of affective(2,633). This shows that learning English at Islamic boarding school Darul Hijrah still less attention efforts to maintain the smooth running through communication of strategy affective that includes desires of the heart,

the spirit of learning, students tend to use the memory. This strategy consists of three types, namely create a mental relation, to adopt the impression and voice, repeat quickly, and using action. This is in line with the principle of the final instruction in every language learners should be more on the competence of using the language to communicate both written and spoken.

Kinds of Strategies Most Frequently Used

Based on the 50 questions of SILL (strategy inventory of language learning), there are 19 strategies who used by male students from metacognitive, affective, social, cognitive, compensation and memory. Strategies most frequently used who answered 'usually' and 'always' do the activities of English learning. To be clear of strategies could be seen on table 2 below:

Table 2: Kinds of Strategies Most Frequently Used by Male Students

No.	Strategies Most Frequently Used (usually, always)	Frequency
1.	I think of relationships between what I already know and new things I learn in English.	90 %
2.	I use new English words in a sentence so I can remember the word.	70 %
9.	I remember new English words or phrase on the page or on the board	60 %
13.	I use the English words I know in different ways.	90 %
14.	I start conversation in English	100 %
24.	To understand unfamiliar English words, I make guesses	60 %
25.	When I can't think of a word during a conversation in English, I use gestures	60 %
26.	I make up new words if i do not know the right ones in English	60 %
29.	If I can't think of an English words, I use a word or phrase that means the same thing.	60 %
30.	I try to find as many ways as I can to use my English	60 %
31.	I notice my English mistakes and use the information to help me do better	80 %
32.	I pay attention when someone is speaking English	80 %
33.	I try to find out how to be a better learner of English	70 %
37.	I have a clear goals for improving my English skills	70 %
38.	I think about my progress in learning English	80 %
45.	If I do not understand something in English, I ask the other person to slow down or say it again	70 %
47.	I practice English with other students.	60 %
48.	I ask for help from English speakers.	70 %
49.	I ask questions in English.	70 %

Note : questionnaire

No. 1 - 9 strategy memory

No. 10 - 23 strategy meta cognitive

No. 24 - 29 strategy compensation

No. 30 - 38 strategy cognitive

No. 39 - 44 strategy affective

No. 45 - 50 social strategy

1= I never do this; 2= I seldom do this; 3= I sometimes do this; 4= I usually do this; 5= I always do this).

Table 2 shows that the students have a low frequency in using the strategy to improve language skills. The results are taken out of the total school students (10) those who choose 'always' and 'usually'. Among types of language learning strategy, there are 3 strategies of memory used by students, there is already known and it would be a new one learned in English (90%), use the words in new sentences so students can remember (70%) and remember vocabulary or phrase on the page, the announcement, or in the sign' (60%). Strategy memory is a study of techniques to help students to keep new information in their memories and recall memory then.

There are 3 ways of Cognitive strategies used more by students which use the words in English that they have known in a number of ways (60 percent),

trying to use English words they know in different ways (90 per cent) and try to start a conversation in English (100 percent). Cognitive strategy is limited on specific teaching and learning and involve materials manipulation itself directly. Cognitive strategies used to manage learning materials that can be remembered for a long period of time include a tool for memory (Iskandarwassid, 2011: 21).

Islamic Boarding School students in developing

speaking skills in compensation strategy that is trying to guess the meaning of the word to understand the new/ difficult words (60 %), In a conversation, if they forget words in English, Islamic boarding school students will explain by body language (60 %). If they do not know the right words, the students will use English other words to describe referred words (60 %), If they can't remember a word in English, they use the words or phrases that have the same meaning (60 %).

Based on the results of the questionnaire there are 6 strategies included in the meta-cognitive use of students, including trying to find as many ways to practice speaking skills (60%), pay attention to other people on the error correction itself and remember to be better (80%), pay attention to the others while talking (80%), trying to discover how to be a good English language learners (70%), has a clear goal to improve speaking skills (70%), and notice the improvement of speaking ability (80 %).

Description of English Learning Strategies of Students (Observation)

Observation was implemented to know teaching and learning in the classroom, outside the classroom, and English area in order to accommodate on learning that reflects the application and types of foreign language learning strategies. The observation was also done in order to accommodate data narrative verbal especially aspects linguistic competence orally and writtenly. This data below explains the language behaviour of students when they used learning strategies, as behaviours and thoughts that a learner engaged in during learning which are intended to influence the learner's encoding process of information.

Table 3. Result of Observation

No	Language Behaviour	English Utterances	Field Notes	
			Descriptive Notes	Reflective Notes
1	Learning the word meaning to emphasize word used.	Where do you go ?I go to cooperation.	Recognize and use standard phrase and certain form.	Students are able to differ singular and plural. (Cognitive Strategy)
2	Cognitive learning, through response in answering listeners and speakers.	What time is it now?/ It's a quarter to ten.	Natural practice in real communication.	Students are able to involve in conversation (Compensation strategy)
3	Try to memorize verbal material in their memory, reproduced and remind as original substance.	It's Rp. 25. 000,- Here is the money./ Yes, <i>thanks. You are welcome.</i>	Keep information, then if it is needed, it will be recalled.	Students are able to enclose new words, sentences, conversation or story to remember again (Memory Strategy)
4	Pay attention and join dialogue actively.	Can you describe this word? / sure	Speaking practice in pairs, help speaking learning strategy.	Use gestures, expression, show serious practice. (Compensation strategy)
5	Reading habit through books and dictionary.	Would you like to help me bring these books to the office?/ Yes. Madam.	There is planning to learn.	Cognitive activities and related to learning process (Meta-cognitive strategy).
6	Speaking and asking in pairs, ask theirselves, members of groups in English.	Could you call all chiefs class IX junior High school come to teacher's room?	Arrange affective aspect which cover emotion, attitude and motivation.	Self esteem on success (Affective strategy)
7	Making notes and summary.	Write 25 vocabularies and give it to me tomorrow!/ Yes, I do	Willingness to review lesson.	Study hard to be better learner. (Cognitive strategy).

8	Discussion	Did you memorize vocabulary in pairs yesterday?/ Yes, I did.	Practice English with other students	Cooperative learning. (Social strategy)
9	Writing for pleasure.	May I borrow your pen Dina for my diary?/ Yes, sure, please take it by your self.	Encourage his self to write down feeling.	Try to be relax (Affective feeling)
10	Group gathering.	How do you prepare yourself for exam?/ I have read some books.	Plan schedule in learning English.	Cognitive strategy.
11	Calling friends.	Hi !, How much is it? How do you say?	Asking correction in communication to other people who know more.	Social strategy

Based on the result of observation, it can be stated that the application of several learning strategies in speaking help to resolve the issue of learning how to communicate. The application of strategies have been done by students after teaching and learning at schools, in the afternoon, in waiting room for the afternoon prayer, students observed at the beginning, the middle, and the last meeting, there was a dialog in English. The speech Islamic boarding school students have known what strategy they should apply, the memory, compensation, social, meta cognition, affective, and cognitive. The application of several strategies in speaking English at the time as the beginning, the middle and the end of activities. It is clear, students do not feel embarrassed to communicate using English when there is obstacles to convey the impression, they help each other, respond, and interact outside the classroom in target language. In addition, English period, they are not allowed to use other languages. The language being studied make students are not stiff, not confused, and not ashamed if there

is a mistake in the sense, because it becomes practicing every day. Based on the result of data analysis, it can be concluded that the application of several learning strategies in speaking to help to overcome learning strategies how to communicate well. The application of these strategies should be used by teachers as well as at the beginning, main activity, and the end of teaching and learning to attract attention and interests of the students.

The result of Learning Strategy based on Interview

These data of interview on February 14, 2014. Deep Interviews done for follow-up and deepen their data, acquired through observation and weekly journal especially data on learning. The observation and interview done through recording audio and a few times recording audio-visual. Researcher in asking questions, for example, students might ask something specific like "Do you mean...?" or "Did you say that...?" in order to clarify or verify what they think they have heard or understood.

Table 4: Transcript of Interview of Learning Strategies

NO.	Interviewer-Interviewee	Utterances
1.	Interviewer	Do you have goals in learning English ?
	Afif	Travel around the world, introduce to foreigners.
	Rivaldo	Study abroad.
	Nasrullah	To be smart in English
2.	Interviewer	In speaking, do you think directly in English, or think in Indonesia first ?
	Zaki	I think first, directly to speak English.
4.	Interviewer	So, you don't speak Indonesia anymore ?
	Nasrullah	Yes, because want to be better, and there is punishment, if do not speak English.
5.	Interviewer	When your friends speak English and ask you, do you think in Indonesian or English ?
	Rivaldo	What do you mean, I directly answer in English?...yes...
6.	Interviewer	How do you improve your English ?
	Afif	Watch film here every Saturday night, English debate, speech, memorize 5 words everyday.
7.	Interviewer	Do you have planning in preparing English activities ?
	Zaki	Ya, reading conversation book, practice to friends.
8.	Interviewer	How do you get vocabulary ?
	Adam	Reading conversation book, speaking practice, open dictionary.
9.	Interviewer	Do you have habit to memorize while speaking ? What do you memorize? How many words every day?
	Nasrullah	Yes, memorize 5 words everyday.
10.	Interviewer	Do you use key words to remember new words with sound of the words ?
	Afif	Yes..
11.	Interviewer	How do you do task, speaking assignment, example speech, do you write, then memorize and conclude ?
	Nasrullah	Practice in speaking pair, group, for speech, it is write first and then memorize.
12.	Interviewer	To find the meaning, do you find every single of the words, one by one in general, then all ?
	Zaki	One by one
13.	Interviewer	Open dictionary ? how do you express in speaking, you repeat?
	Nasrullah	Yes, do not know meaning, guess the meaning, open dictionary or ask friends who more know.
14.	Interviewer	When speaking English, you use reading book, references or from watching TV ?
	Adam	When speaking, remember the statement from Film, TV, open conversation book, ask friends who know more words.
15.	Interviewer	What is your planning in speaking examination ?
	Rivaldo	Study, reading and pray, better than before.

Based on interview on January 11, 2014 to students of the third grade junior high school Afif, Rivaldo, Nasrullah, Zaki, Adam, in the field of this boarding school about 1 hour, they have good understanding, grammar, vocabulary, fluency and pronunciation in speaking English. Data of learning strategies finding based on interview of students, they usually use memory strategy in remember new words, review English lesson, meta cognitive strategy is also used in practicing the sound of the words, watch English TV, write script of speech, compensation strategy in guessing unfamiliar words, cognitive strategy is clear in studying English to be a better learner, planning to study speaking. Affective strategy indicated that they have clear goal for improving English. Social strategy mostly used in asking someone to tell something in English or ask one to repeat or be slow in talking.

What is important to note here is the way LLS are interconnected, both direct and indirect, and the support they can provide one to the

other (see Oxford, 1990a, pp. 14-16). In the above illustration of social LLS, for example, a student might ask the questions above of his or her peers, thereby 'co-operating with others', and in response to the answer he or she receives the student might develop some aspect of L2/FL cultural understanding or become more aware of the feelings or thoughts of fellow students, the teacher, or those in the L2/FL culture. What is learned from this experience might then be supported when the same student uses a direct, cognitive strategy such as 'practising' to repeat what he or she has learned or to integrate what was learned into a natural conversation with someone in the target L2/FL. In this case, the way LLS may be inter-connected becomes very clear.

Students' language Acquisition

The language skill of acquisition is speaking ability, the students' strategies illustrated in the examples of using English to any combination of language that students may be learning.

Table 6 : Trascript Data of Students' Language Acquisition

Content of Conversation	Speaker
Hi, what's your name ?Do you speak English everyday ? what happen if you don't speak English ?	Interviewer
My name is Adam, yes, I speak English as the schedule, I will get punishment if do not, for example my hair will be cut by sector	Adam
Have you ever accept punishment?	Interviewer
Never....	Adam
If you find difficult words, what will you do ? Are you Zaki ?	Interviewer
Yes, I am, I ask my friends or open dictionary	Zaki
Are you from English club all? Rivaldo	Interviewer
No, not at all, not we are not.	Rivaldo
Do you have dictionary ? How important dictionary according to you?	Interviewer
It is important, If I forget the words I open it.	Nasrullah
Do you watch film ? What film do you like, when do you watch ?	Interviewer
Yes, Every Sunday night I watch film, adventure film	Afif
Afif, thank you for answering the questionares, do you check your homework everyday ?, who checks it ?	Interviewer
Not, everyday, but ... teacher checks it or my friend	Afif
Do you ask friends to check your English in speaking ?	Interviewer
Yes, sometimes they help me, we speak English together.	Nasrullah
Do you do together everyday your homework ?	Interviewer
Not, everyday, if it is hard, I need someone to help me.	Zaki

What is your planning this week to improve your speaking? Zaki	Interviewer
Memorizing vocabulary, read magazine and book. Yes book and....	Nasrullah
How about you, Adam ?	Interviewer
I usually watch film, yes, film and.... English word in recording	Adam
What is your favorite film, ?	Interviewer
English Film	Afif
Rivaldo, to prepare test English, what do you prepare ?	Interviewer
I, I.... learn together with friends.	Rivaldo
Prepare test, dictation.... dictation, reading, memorizing vocabulary, pray to God	Rivaldo
If you read a book, your friend watches TV, what will you do ?	Interviewer
Concentrate reading, not watching TV	All

From free interviews in English on January 11, 2014, it is apparent that once capability of students in speaking, they have good fluency in sentences, the language complexity of the simple answer sentences, the clause and main clause with grammatical structure. This could be possible, since the interview is their learning habit, so the answers is in accordance with a time (Present Tense). From the interview was, it is apparent that there is no doubt answer, it means in line with their strategies of memorization, ask a friend, then finally, all help to communicate fluently each other.

Complexity of the Sentence from Weekly Diary

This table below that these 'errors' are in fact not errors at all, but a necessary part of the process of language acquisition. That is, they should be corrected, because they will appear in time. It is started with a number of observations about students' learning in general, in speech and language, and how students show how they learn, before turning to students's acquisitional strategies. These also tell students follow rules, grammatical structure and that they need plenty of time to break these rules out.

Table 7: Complexity of the Sentence from Weekly Diary (Written Language)

No	Complexity of Indicator Sentences	Utterances	Analysis
1	Sentence need To with to infinitive	S1: Can you <i>accompany</i> me <i>bring</i> these <i>uniform</i> ? S 2: of course, let's go.	There are two verbs (<i>accompany dan bring</i>) Me, so it is needed to infinitive, here is: Can you accompany me to bring these uniforms?
2	Plural Added s/es	These uniform	Countable Noun should be added s (uniforms)

3	Lack of 'Have' (Present Perfect)	Inappropriate Tenses	S1: <i>Ever you watch the District 13 Ultimatum film ?</i> S2: Yes, I ever, that's a great film.	This sentence explains the action has been done (Present Perfect Tense). It should be: Have you ever watched the District 13 Ultimatum film ?
4	Sentence needs auxiliary 'does'	do/does	Santri 1 : What <i>the mean of 'keledai' ?</i> Santri 2 : donkey	Agreement between verb and subject, it should be: What does it mean 'keledai' ?
5	Simple Sentence	No need 'from'	Do you know what the mean <i>from</i> 'jembatan'?	No need preposition 'from', since there is 'what' kata tanya. There is main clause and clause, it should be: Do you know what "Jembatan" means ?

The result of complexity language used by students, it can be seen that students learn to speak the dialect(s) and language(s) that are used around them. Students usually begin by speaking like their Indonesian grammatical rule, but once they start to mix with Banjarese accent. Teacher cannot control the way students speak: they will develop their own accents and they will learn the languages they think they need. Students also learnt the local grammar: 'what the mean'; 'Ever you watch'; 'these uniform' and so on are all examples of non-standard grammar found in some places where English is spoken. These might be judged wrong in school contexts (and all students have to learn the standard English at school).

From data, this learning strategies allow learners to become more self-directed, problem oriented could be overcome, since they involve many aspects, not just the cognitive, but there are other strategies metacognitive, compensation, affective, social, and memory. Those strategies can be taught by teachers and flexible and

influenced by a variety of factors. Positive strategies that such students employ, ranging from using an active task approach in and monitoring one's foreign language performance to practice English. A study by O'Malley and Chamot (1990) also suggests that effective L2/FL learners are aware of the LLS they use and why they use them. Teachers can help students understand good LLS and should train them to develop and use them.

By observing their behaviour in class, it is clear that what most LLS they already appear to be using, as this sequence meta cognitive, social, compensation, cognitive, memory and affective. They often ask for clarification, verification, or correction, they co-operate with their peers or seem to have much contact outside of class with proficient foreign language users.

Beyond observation, however, one can prepare a short questionnaire that students can fill in at the beginning of a course, describing themselves and their language learning to ask students to complete statements such "Where

do you go ?I go to cooperation.....”, “What time is it,/It’s a quarter to ten.....”, “Can you describe this word?’/’ sure” etc. Talking to students informally before or after class, or more formally interviewing select students about these topics can also provide a lot of information about one’s students, their goals, motivations, and LLS, and their understanding of the particular course being taught.

It appears, then, that a number and range of LLS are important if foreign language (FL) teachers are to assist students both in learning FL and in becoming good language learners. What is important to note here is the way LLS are interconnected, both direct and indirect, and the support they can provide one to the other. In the above illustration of social LLS, for example, a student might ask the questions above of his or her peers, thereby ‘co-operating with others’, and in response to the answer he or she receives the student might develop some aspect of FL cultural understanding or become more aware of the feelings or thoughts of fellow students, the teacher, or those in the FL culture.

What is learned from this research might then be supported when the same student uses a direct, cognitive strategy such as ‘practising’ to repeat what he or she has learned or to integrate what was learned into a natural conversation with someone in the FL. In this case, the way LLS may be inter-connected becomes very clear.

CONCLUSION

Based on the result of data analysis, it can be concluded that the application of some learning strategies help to solve students’ and teachers’

REFERENCES

- Brown, H.D. (1994). *Principles of Language Learning and Teaching* (third Edition), London, : Prentice Hall Regents.
- Brown, R. (1973). *A First Language: The Early Stages*. Cambridge, MA: Harvard University Press.
- Carroll, J.B. & Freedle, R.O. (1972). *Language Comprehension and the Acquisition of Knowledge*. Washington, DC: Winston.
- Clark, H. & Clark, E. (1977). *Psychology and Language*. New York: Harcourt Brace
- problems in communication. It is found that learning strategy of meta-cognitive moderates by respondents. Metacognition strategy is a kind of strategy which most part is applied by Islamic boarding school students. In contrast, the strategy affective is a type of a strategy that at least used. This research is expected to provide positive contribution so that students can recognize and apply appropriate learning strategies so that it is able to optimize process in their English language acquisition.
- For following the conclusion, the suggestions are: (1) It is crucial for teachers to study their teaching context, paying special attention to their students, their materials, and their own teaching, to know something about these individuals, their interests, motivations, learning styles, etc. (2) Textbooks, for example, should be analyzed to see whether they already include LLS or LLS training. (3) Talking to students informally before or after class, or more formally interviewing select students about these topics can also provide a lot of information about one’s students, their goals, motivations, and LLS, and their understanding of the particular course being taught. (4) Teachers need to study their own teaching methods and overall classroom style. (5) To researcher, it is hoped the advanced researchers to become the reference and able to develop a strategy to learn English either directly or indirectly in teaching English is not only in speaking skills, but also in listening, reading and writing. It is expected to find new study related to the use of strategy development as well as doing better than it is now.

- Jovanovich.
- Cohen, A. (1990). *Language Learning*. New York: Harper Collins.
- Cohen, A.D & Aphek, E. (1981). *Classifying Second Language Learning, Studies in Second Language Acquisition*.
- Ellis, R. (1988). *The Study of Second Language Acquisition*. Oxford:Oxford University Press.
- Gardner, R., & Lambert, W. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology*, 13, 266-272.
- Harley, B. (1986). *Age in Second Language Acquisition*. Clevedon, Avon, England: Multilingual Matters.
- Hatch, E. (1983). *Psycholinguistics: A Second Language Perspective*. Rowley, MA: Newbury House.
- Hayes, J.R. (1970). *Cognition and the Development of Language*. New York: Wiley.
- Krashen, S. (1981). *Second Language Acquisition and Learning*. London: Pergamon.
- Larsen-Freeman, D. (1980). *Discourse Analysis in Second Language Research*. Rowley, MA: Newbury House.
- Larsen-Freeman, D. (1985). State of the Art on Input in Second Language Acquisition. In S. Gass & C. Madden (Eds.), *Input in Second Language Acquisition* (pp. 433-444). Rowley, MA: Newbury House.
- Larsen-Freeman, D. (1990). On the Need for a Theory of Language Teaching. In J. Alatis (Ed.), *Georgetown University Round Table on Languages and Linguistics 1990* (pp. 261-270). Washington, DC: Georgetown University Press.
- M.Long, L. (1991). *Teaching* (Oxford University Press, 1986), and *An introduction to Second Language Acquisition Research*. Dr. Larsen-Freeman was Editor of *Language Learning* from 1980 to 1985.
- Neufeld, G. (1979). Towards a theory of language learning ability. *Language Learning*, 29 (2), 227-241.
- O'Malley, M.J. et al. (1985). *Learning Strategies Used by Beginning and Intermediate ESL Student, Language Learning Vol 35 No.1*
- O'Malley, J.M. & Chamot, A.J. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Rowley: Newbury House.
- Rigney. (n.d.). *Learning Strategies: A Theoretical Perspective*, in H.F O,Neil (Jr) ed,
- Rubin, J. (1987). *Learner Strategies: Theoretical Assumption, Research History and Typology*, London, Prentice Hall.
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning*, 28 (1), 129-142.
- Stern, H.H, *Fundamental Concepts of Language Teaching*. Oxford: Oxford University press.
- Slabakova, R. (2010). Semantic Theory and Second Language Acquisition. *Annual Review of Applied Linguistics*, 30, 231-247.

PART 4

THE INTEGRATION OF ISLAMIC VALUE AND ENGLISH DIMENSION

Dina Destari ■



INTEGRATING ISLAMIC VALUES: UNDERSTANDING EXTENSIVE READING THROUGH ISLAMIC READING COMPREHENSION AT ISLAMIC UNIVERSITY

Dina Destari

STAIN Samarinda, East Kalimantan, Indonesia

ddmh_2510@yahoo.com

Abstract: The purposes by using Islamic reading comprehension will naturally be able to build arguments using evidence and their logic. It is because most of the students are Muslim since they born to this world, indeed. Here, reading is the combination of word recognition, intellect, and emotion, interrelated with prior knowledge to understand the message communicated. It is more effort and attention to integrate Islamic values on extensive reading class, one of them by using qualified and selected reading materials. Integrating the value of Islam in extensive reading by using Islamic reading materials is not as simple as the lecture imagine. It is not only about the reading comprehension but also the real life-implementation-for the students which have the background from Islamic university. The lecturer must have the extensive amounts of time in guidance and give knowledge in class for extensive reading. It needs more opportunities for collaboration, among the students, between the students and the lecturer. It also needs provide a choice of reading selection, because Islamic reading is different from common reading.

Keywords: *integration, Islamic value, extensive reading, Islamic reading comprehension*

INTRODUCTION

Indonesia is a large country with many characteristics in every single aspects of its life. As a development country, living in globalization is seen insufficient and imbalanced to take all the standard of live and life. One of them is education, especially in education of Islamic University. This paper deals with a descriptive analytical study of extensive reading class through Islamic reading comprehension at Islamic university. Reading for general comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately (Grabe and Stoller: 2002). However, comprehension abilities are much more complex than this definition suggests. So, reading comprehension for extensive reading class is not only focusing

on the strategy, technique, step, ability of the students, media in class but it is also about the materials reasons.

In this level - extensive reading class - the lecture must be creative and have a great skill to give some information related to think creatively and critically enables students to study problems systematically, to formulate innovative questions, and to find the solutions based on the Islamic rules because they are the students of Islamic university.

Many lectures give this class with common reading topics, such as comics, novels, articles, journals, etc. but less of them give their students on Islamic reading materials. Less of them let the students choose the related topics and share their students' own ideas. Even they know it is very useful for the students' future. The future

because of the students will graduate from Islamic university and they will be English teachers in many schools, means they are not always in government school only, perhaps they are English teacher in private course, Islamic school or boarding school.

The purposes by using Islamic reading comprehension will naturally be able to build arguments using evidence and their logic, because most of the students are Muslim since they born to this world, indeed. Here, reading is the combination of word recognition, intellect, emotion, interrelated with prior knowledge to understand the message communicated (Kustaryo, 1998). Moreover, they are reading to learn about the Islamic vocabulary and pronunciation from reading texts. They are also reading integrate Islamic values in their daily life.

Nowadays, the students of English Department at Islamic University have lack of Islamic rules, politeness, unfaithful, and many more, for instance, their attitude and behavior to freedom from disquieting or oppressive thoughts or emotions and harmony in personal relations. At Islamic University culture including that of extensive reading education, is very connected to values. When such extensive reading by using Islamic reading materials values are socialized and applied in Muslim community, especially in English Department students in its broadest meaning, the unpleasant things could be minimized or even eliminated.

In this case, extensive reading materials can be search in the internet, Islamic reading journals, articles, and research, *Quran*, *Sunnah*, or *Hadits* studies, etc. So, it can influence and inspired the students on their moral and religious conditions, because in Islam, ethics is represented by *Akhlaq*. Hopefully, reading Islamic materials can make the students will be great teacher, great English teacher, in their hard skill and soft skill. Processing good *akhlaq* is not only significant and important but also the very aim Muslim life, and also it is most serious discusses for everyone who wants to be a teacher.

DISCUSSION

The use of Islamic reading materials in extensive reading class is an essential skill for Islamic students of a foreign language in this country; especially in Samarinda-East Kalimantan Province. The students need it as an appropriate supporting material in extensive reading. At Islamic university level, the lecture must have many references in extensive reading class, includes Islamic reading material which needs to practice a lot in order to explore, connect, understandable, evaluate, and allow more effective extensive reading challenges.

Harmer (2007) stated that there are two kinds of readings that is intensive and extensive reading. Intensive reading refers to the detailed focus on the construction of reading text which takes place usually in classroom. Intensive reading is accompanied by study activities. The students have to find out the main idea and supporting details from the text and they have to know what kind of grammar that is used in the text and then know what the information in the text is. Furthermore, Harmer (2007) proposed that extensive reading refers to reading which students do often away from classroom. It gives a chance to students to choose what they want to read and is supported by the lecturer and then they share their reading experience to the lecturer.

Besides, Aebersold and Field (2011) stated an extensive reading is based on the belief that what the students for general comprehension of large quantities of the texts of their own choosing will improve their ability to read. It means they should be able to read a longer text with many kinds of topics and materials within their language proficiency range and accomplish their goal in reading. In addition, Aebersold and Field (2011) said that an extensive reading course almost all of the reading is done outside of class without peer support or teacher aid. It can be said that the students can read the reading materials outside the classroom and they can present or share what they already done with their reading materials.

In other words, extensive reading for Islamic reading materials still have guidelines from the lecture, even the students have their own interest for the texts, for instance, the five (5) pillars in Islam; terrorism in Islam; teaching and learning English in perspective of Islam; *hijab* in Indonesia's culture; tattoo, is it art or *haram*?; *quranic* values for peace education in Islamic university; etc. However, all of them should be in line with the syllabus, course outline, and the goals of the extensive reading lesson based on the characteristic of Islamic reading at their extensive reading class. The students have their rights to select their own materials but the lecture still has rights to give the clues what is the purpose of the extensive reading before they start to read.

Nunan (2008) believed that extensive reading means reading many books or longer segment of text without a focus on classroom exercise that may test comprehension skills. Another idea came from Susser and Robb (1990). They defined that extensive reading as reading of large quantities of materials or long texts for global or general understanding with the intention of obtaining pleasure from the text. In line with them, Palmer in Day and Bamford (2008) proposed that extensive reading means reading book after book and a reader's attention should be on the meaning not the language of the text. So, the students should choose the text that interests them to improve the reading is a source of learning and source of enjoyment.

In addition, it is more effort and attention to integrate Islamic values on extensive reading class, one of them by using qualified and selected reading materials. In language education concept, language is a vehicle for the religious discourse. It has always been in company of various religions as it is the case with Islam and Arabic, as well as English in modern ages.

In extensive reading class by using Islamic reading materials, the lecture begins to identification of such values and announces the next activity. This lesson has a clear frame and a learner (means the student) must be focused. The lecture shares some kinds of

Islamic values, let the students decide the reading materials based on the clues, mention to them that the background knowledge may influence the extensive reading process, give particular explanation about the way to find the reading materials, and also tell the reason what they are going to do after reading process. However, the materials assumes not only to read for the main idea, ability to look things up, and objectively but also the core component of the message and to develop their critical thinking, indeed.

Here are three Islamic reading materials, as the examples, for extensive reading class as lessons at Islamic University, especially for English Department students at STAIN Samarinda, as follows:

How to Perform Ablution Step by Step

1. Say "Bismillah" (in the Name of Allah).
2. Wash hands 3 times.
Use left hand to wash right hand, up to and including the wrist, 3 times.
Then, use right hand to wash left hand, up to and including the wrist, 3 times.
3. Rinse water in mouth 3 times.
Cup right hand with water and put in mouth, then spit it out, 3 times.
4. Snuff water in nose 3 times.
5. Wash face 3 times.
6. Wash forearms 3 times.
Wipe right forearm with left hand, all the way up to and including the elbow, 3 times.
Wipe left forearm with right hand, all the way up to and including the elbow, 3 times.
7. Wipe water over head/hair 1 times.
It has been recorded that the Prophet used to wipe his head three (3) different ways:
1st: Wiping all of his head.
Abdullah ibn Zaid reported that the Prophet PBUH wiped his entire head with his hands. He started with the front of his head, then moved to the back, and then returned his hands to the front.
2nd: Wiping over the turban only.
Said' Amru ibn Umayyah, "I saw the Messenger of Allah PBUH wipes over his turban and shoes."

(Related by Ahmad, al-Bukhari and Ibn Majah). Bilal reported that the Prophet PBUH said, "Wipe over your shoes and head covering." (Related by Ahmad.) Umar once said, "May Allah not purify the one who does not consider wiping over the turban to be purifying." Many hadith have been related on this topic by al Bukhari, Muslim and others. Most of the scholars agree with them.

3rd: Wiping over the front portion of the scalp and the turban.

Al-Mughirah ibn Shu'bah said that the Messenger of Allah, upon whom be peace, made ablution and wiped over the front portion of his scalp, his turban and his socks (related by Muslim). There is, however, no strong hadith that he wiped over part of his head, even though al-Ma'idah: apparently implies it. It is also not sufficient just to wipe over locks of hair that proceed from the head or along the sides of the head.

If you are a female and a non-*mahram* male (or any non-Muslim who you believe may describe you to others) may see you (such as in a public bathroom, etc.), do not remove your *hijab* or *niqab* keep it on and wipe over it.

8. Wipe the inside and back of ears 1 time.

Wash both ears at the same time

9. Wash feet.

Wash right foot, including the ankle, with left hand, 3 times.

Wipe between each toe on right foot, with left hand pinky, 1 time.

Wash left foot, including the ankle, with right hand, 3 times.

Wipe between each toe on left foot, with right hand pinky, 1 time.

Once, the Prophet PBUH remained behind us in a journey. He joined us while we were performing ablution for the prayer which was over-due. We were just passing wet hands over our feet (and not washing them properly) so the Prophet addressed us in a loud voice and said twice or thrice: "Save your heels from the fire." [Bukhari 1:164, Narrated 'Abdullah bin 'Amr]"...and then he washed his feet up to the ankles." [Bukhari 1.186, narrated Amr]

Source: <http://www.ifoundislam.net/revert-supports/articles-by-subject/132-purifications-ablution-wudu-a-ghusl/474-how-to-perform-wudu-step-by-step.html>

The Fifth Pillar of Islam (The Pilgrimage)

The annual pilgrimage to Makkah-the Hajj-is an obligation only for those who are physically and financially able to perform it. Nevertheless, about two million people come to Makkah each year from every corner of the globe, creating a unique opportunity for people of different nations to meet one another. Although Makkah is always filled with visitors, the annual Hajj begins in the twelfth month of the Islamic year (which is lunar, not solar, sometimes in winter). Pilgrims wear, simple garments which strip away distinctions of class and culture, so that all stand equal before God.

The rites of Hajj, which are of Abrahamic origin, include circling the Ka'bah seven times and travelling seven times between the mountains of Sofa and Marwa as did Hagar during her search for water. Then, the pilgrims stand together on the wide plain of Arafa and join in prayers for God's forgiveness, in what is often thought of as a preview of the last judgment.

In previous centuries, the Hajj was an arduous undertaking. Today, Saudi Arabia provides millions of people with water, modern transport and up-to-date health facilities.

The closing of the Hajj is marked by a festival the Eid al-Adha, which celebrated with prayers and the exchange of gifts in Muslim communities everywhere. This, and the Eid al-Fitr, a feast-day commemorating the end of Ramadhan, are the main festivals of the Muslim year.

Source: Reading for Islamic Studies. 1998. Drs. Buhari, MA. Ujungpandang. Berkah

Utami Offset: IAIN Alauddin Ujungpandang

Prayer during Travel

The five daily prayers in Islam should be offered at a certain time when a Muslim is at home or is not travelling. However, sometimes it is necessary to travel from place to place or

from one country to another. During the travel perhaps there are no facilities for preparing oneself for prayer, or the timing of the travel will interfere with the proper performance of prayer.

Islam, therefore, allows a Muslim, when travelling from one place to another, to join to prayers together at one time, such as Zuhur and Asr at the time Zuhur or Asr. But if a Muslim decides to join two prayers together at the latter time, he should have the intention during the time of the first prayer of joining the two prayers later.

The same permission is also given to Muslim to join the sunset and the night prayers whilst travelling. A Muslim has the right to join the two prayers together either at the time of the beginning of the first prayer or the time of latter. But there are some conditions which must be fulfilled, i.e. the travelling must be of a certain length and must have a worthy purpose.

In order to make it simpler for a Muslim to perform his prayer dutie, it is permission to offer Zuhur and Asr, each of two raka'ats instead of four, and also the night prayer, 'Isha'. These are the ordinary cases in which Islam allows us to shorten prayers and join them together. But in some other cases permission is also given to join two prayers together, such illness or when heavy rain prevents people from getting to Mosque as usual, or when there is excessive heat. These are sufficient reasons.

The previous permission to join prayers together and to shorten them has been taken from the verse of the Holy Quran which says: "When you travel throughout the world, there is no blame attached to you if you shorten your prayer to fear that the unbelievers are born enemies into you."

According to this verse, it seems that, if there is no fear during the travel, there is no need to shorten the prayer; and this was commented upon by Omar, the second Caliph, who was asked why God gave us permission to shorten and join together prayers. Omar replied that he too had wondered the same thing and said: "Then I mentioned this to the prophet (peace

be upon him!), his answer was that this must be considered as one of the mercies of God: we have to accept it."

Source: English for Islamic Studies. 2012. Drs. Djamaluddin Darwis, MA., Jakarta. PT.

Rajagrafindo Persada Bekerjasama dengan Badan Penerbit IAIN Walisongo Press.

Many Islamic materials as extensive reading class can be used to integrate Islamic values at Islamic university. A lecture can use the best reference, perhaps, let the students find it in Quran. The Quran is a complete code of morality. It is the standard by which particular mode of conduct is judged and classified as good or bad. It calls on the people to bid well and to forbid the wrong (Sulaiman, Kabuye Uthman: 2013). Moreover, Sulaiman in his journal explained that it defines the responsibilities and rights of various relationships such as the relationship between the individual and Allah; the relationship between the individual and himself; the relationship between the individual and his fellow humans; and the relationship between the individual and the rest of Allah creation (animals and environment). He also believed that:

It teaches kindness, respect and care, patience and steadfastness, fulfillment of one's promises, truthfulness, humility, modesty, generosity, honesty, justice, moderation, equality, obedience to parents and to those in righteous authority, etc. These are moral values which have been highly valued since the dawn of human civilization and they have always formed the basis of any healthy human society. Furthermore, it exhorts the purification of the soul from cruelty, hatred, selfishness and greed, envy and jealousy. These are vices that contributed to the fall of many nations (Sulaiman, Kabuye Uthman: 2013)

In short, it can be synthesizing that Muslims believed that the Quran is the book of Allah (SWT) and every word is the word of Allah (SWT). It is a book of guidance. In this paper, beside internet, magazines, newspapers, articles, journals, and books, the Quran is one of the effective and useful knowledge for the

students, especially in order to get much more serious academic materials in Islamic extensive reading class.

It also follows by some activities after they read it, for instance, discuss the materials in class (text discussion); make a definition from a new vocabulary and pronunciation; let the students use context to comprehend the new words; reference (means reference in semantics-semantic networks-is the relationship between words and the things, actions, events, and qualities they stand for based on the text discussion); and last but not least try to develop students' ability to use the applications of the text discussion to real life situations.

This statement is in line with Ornstein and Lasley II (2000), they mentioned, as follows:

..., is to make students aware of their own metacognition processes-to teach students to examine what they are thinking about, to make distinctions and comparisons, to see errors in what they are thinking about and how they are thinking about it, and to make self-corrections. This is, in fact ...: they make distinctions and comparisons in ways that illustrate the power of ideas.

These are two opinions by experts of reading to classify the characteristics of extensive reading; they are Day and Bamford (2008) and Stanley (2005). In their ideas, Day and Bamford (2008) stated that there are ten (10) characteristics of extensive reading. They are, as follows: firstly, students read as much as possible; secondly, a variety of wide range topics is available; thirdly, students select what they want to read; fourthly, the purposes of reading are usually related to pleasure, information, and general understanding; fifthly, reading is its own reward; sixthly, reading materials are well within the linguistics competence of the students; seventhly, reading is individual and silent; eighthly, reading speed is usually faster than slower; ninthly, teachers orient students to the goals of the program; and the last is, the teacher is a role model of a reader for the students.

Besides, Stanley (2005) declared seven (7) characteristics of extensive reading, as follows: first, reading materials. Reading for pleasure a large selection of books be available for students to choose from at their level; second, the students' choice. Students choose what they want to read based on their interest; third, reading for pleasure and information; fourth, extensive reading outclass; fifth, silent reading in class; sixth, language level. The objective of extensive reading activities is to encourage reading fluency, so the books should not be too easy or too difficult; seventh, use of dictionaries. The dictionaries should be avoided; eight, record keeping. The teacher and the students keep a record of what they are reading, and the last the teacher as a role model.

CONCLUSION

Integrating the value of Islam in extensive reading by using Islamic reading materials is not as simple as the lecture imagine. It is not only about the reading comprehension but also the real life-implementation-for the students which have the background from Islamic university. It needs more components that can lead students' success.

The lecture must have the extensive amounts of time in guidance and give knowledge in class for extensive reading. It needs more opportunities for collaboration, among the students, between the students and the lecture. It also needs provide a choice of reading selection, because Islamic reading is different from common reading. The discussion in extensive reading activities are needed ensure the students. They read texts of optimal difficulty which challenge to improve the great hard skill and soft skill, especially to encourage ethics in their daily life.

As part of Islamic education and as a lecture at Islamic university, it is better to allow the students read the Islamic materials in extensive reading class. By using smart strategies, using background knowledge, have the specific core, and let the students prepare themselves before they follow learning process in class, it can express and reflect on their critical thinking without dubious in discussion.

REFERENCES

- Aebersold, J.A., & Field, M.L. (2011). *From Reader to Reading Teacher: Issues and Strategies for Second Language Classroom*. New York: Cambridge University Press.
- Buhari. (1998). *Reading For Islamic Studies*. Ujungpandang: Berkah Utami Offset. IAIN Alauddin Ujungpandang.
- Darwis, D. (2012). *English for Islamic Studies*. Jakarta: PT. Rajagrafindo Persada Bekerjasama dengan Badan Penerbit IAIN Walisongo.
- Day, R.R. & Bamford, J. (2008). *Extensive Reading in the Second Language Classroom*. New York: Cambridge University Press.
- Grabe, W. & Stoller, F.L. (2002). *Teaching and Researching Reading*. Harlow, Essex. England: Pearson Education.
- Harmer, J. (2007). *How to Teach Writing*. New York: Longman. <http://www.ifoundislam.net/revert-supports/articles-by-subject/132-purificationsablution-wudu-a-ghusl/474-how-to-perform-wudu-step-by-step.html>
- Kustaryo, S. (1988). *Reading Techniques for College Students*. Jakarta: Depdikbud.
- Nunan, D. (2008). *Practical English Language Teaching*. New York: Mcgraw Hill.
- Ornstein, A.C., & Lasley II, T.J. (2000). *Strategies for Effective Reading, 3rd Edition*. USA: The McGraw-Hill Companies.
- Quran, the Holy Book.
- Stanley, G. (2005). *Extensive Reading*. Retrieved on June 8, 2014 from <http://www.teachingenglish.org.uk>
- Sulaiman, K.U. (2013). *The Qur'an and Its Role in the Transformation of Arabian Society*. Journal of: Quran. Surging The Ummah Transformation. Fakultas Pengajian Quran dan Sunnah. USIM. Bandar Baru Nilai, Malaysia: Darul Syakir Enterprise.
- Susser, B. & Robb, T.N. (1990). *EFL Extensive Reading Instruction: Research and Procedure*. JALT Journal. Vol 12. Retrieved on June 11, 2014 from <http://www.cc.kyoto-su.ac.jp/~trobb/sussrobbj.html>
- William, G. & Fredricka, L.S. (2002). *Teaching and Researching Reading*. Great Britain: Pearson Education.

PART 5

THE ENGLISH LINGUISTICS, LITERATURE, AND EDUCATION

Irawansyah ■
Khoirul Hasyim and Dedy Fauriza Rosyadi ■
Iwan Fauzi ■
Dellis Pratika ■
Yuliana Ningsih ■
Rochmat Budi Santosa ■
Tien Rafida ■
Hari Prastyo ■
Moh. Yamin, Atiek Winarti, and Sarbaini ■

AN ERROR ANALYSIS ON STUDENTS' WRITING BASED ON SURFACE STRATEGY TAXONOMY

Irawansyah

Sebelas Maret University, Solo, Central Java, Indonesia

irawansyah1989@gmail.com

Abstract: The purpose of this research is to know the types of error based on surface strategy taxonomy and the proportions (frequency and percentage) that occur at the second year of students of Mathematic Education Program of IAIN Raden Intan Lampung. This research is done towards thesecond year ofstudents of Mathematic Education Program of IAIN Raden Intan Lampung. Research methodology used is descriptive method. The data are taken from students' free writing task. The writer collects the data by copying the papers, then identifies and analyzes them by using percentage formula and classifying the data into the types of errors based on surface startegy taxonomy which consists of omission, addition, misformation and misordering. From the research, the researcher finds some errors in descriptive writing made by second year ofstudents of Mathematic Education Program of IAIN Raden Intan Lampung. The whole errors from students' writing error are 205 items. It is known that the highest frequency of errors based on surface strategy taxonomy is misformation errors are (47.31%), followed by omission errors are (29.26%), addition errors are (23.41%) and misordering errors are (0%).

Keywords: *error analysis, types of errors, frequency of errors*

INTRODUCTION

The writing ability is not a naturally acquired skill well. It is usually learned and practiced through experince. It means that writing as one of four skills has a very important role in learning language, but some of people tend to have the same opinion that writing skill is the most difficult skill among the other skills. As foreign language in Indonesia, English is mostly used in the teaching and learning process only. It is not used in day to day communication. It causes English process language learners tend to make errors. The errors are more obvious in their writing.

In addition, the limited time to practice writing and lack of good knowlegde of grammar and organization may cause great difficulties to someone especially the problem to compose

good and correct sentences in English. Therefore, Dulay et.al (1982:138) state that people can not learn language without first systematically comitting errors. It means making errors is an inevitable part of learning. Futhermore, Dulay et.al (1982:138) add that studying learnres' errors serves two major purposes. They are (1) it provides data from which inferences about the nature of the language learning process can be made, and (2) It indicates to teachers curriculum developers which part of the target language students have most difficulty producing correctly and which errors types detract most from a learner's ability to communicate effectively. It means that by looking over the students' errors, the teacher will be able to know how far the students have mastered certain and and what the students' difficulties are in writing. Error analysis yielded

insights into the second language acquisition process that have stimulated major changes in teaching practices.

In this research, the researcher wants to investigate errors of simple present tense in students' descriptive writing by using surface strategy taxonomy. The objectives of this research are (1) to find out the frequency and percentage of four error types of simple present tense in students' descriptive writing and (2) to find out types of errors did the students in their descriptive writing.

THEORETICAL FRAMEWORK

Concept of Error

Various definitions of error have been presented by experts. Basically those definitions contain the same meaning while the definition lies only on the ways they formulate them. Therefore, the writer only puts some definitions of errors in this article. Dulay et.al (1982:138) states that errors are flawed side of learner speech and writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Meanwhile, Brown (1980:165) states that error is noticeable deviation from the adult grammar or a native speaker reflecting the interlanguage competence of the learners, while mistake refers to a performance error that is either a random guess or "slip", in that it is a failure to utilize a known system correctly.

Furthermore, Dulay et.al (1982:139) add that the distinction between performance error (mistake) and competence error (error) is extremely important, but it is often difficult to determine the nature of a deviation without carefully analysis. Therefore, they define error as any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be. In this research, practically the writer holds on the idea proposed by Dulay et.al. as the basis of determining the deviations produced by the subjects. In short any deviation was considered as an error.

Concept of Error Analysis

Human learning is fundamentally a process that involves the making of mistakes. Brown (1980:166) states that the fact that learners do make errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of the study of learner's error, called "Error analysis". Then, Corder (1981:14) states error analysis has to do with investigation of the language of the second language learner. While, according to Dulay et.al. (1982:141) states that the error analysis can be characterized as an attempt to account for learner errors. Talking about error analysis, Dulay et. Al. (1982:146) classify four taxonomies of error analysis into: (1). linguistics category taxonomy, (2). surface strategy taxonomy, (3). Comparative taxonomy, (4). Communicative effect taxonomy.

Therefore to analyze the error of the students' descriptive writing, the researcher used surface strategy taxonomy as the base for describing the classifications of the errors, since this taxonomy focuses on aspects on the errors themselves. Analyzing errors from a surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language (1982:150).

Error Types Based on Surface Strategy Taxonomy

According to Dulay (1982:150) state that a surface strategy taxonomy highlights the way surface structures will be altered: learners may omit necessary items or add unnecessary ones, they may misform items or disorder items. Analyzing errors based surface strategy taxonomy perspective holds much promise for researcher concerned with identifying cognitive processes that underlie the student's reconstruction of the new language. There are four types of errors absed on surface strategy taxonomy. They are:

1. Omission

Omission errors are characterized by the absence of an item that must appear in well

– formed utterance. For example, *my name Shinta*. This sentence is incorrect. It must be *my name is Shinta*.

2. Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in well – formed utterance. For example, *Rio does not knows her name*. It is not correct sentence. It must be *Rio does not know her name*.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. For example, *he have a beautiful car*. It is incorrect sentence. It must be changed to be *he has a beautiful car*.

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example, *I do not know what is andi doing*. The sentence is not correct. It must be *I do not know what andi is doing*.

Descriptive Writing

According to Oshima and Hogue (1997:50), descriptive writing appeals to the senses, so it tells how something looks, feels, smell, tastes and/or sounds. A good description is like a word picture, the reader can image the object, place, or person in his or her mind. In description, writers often use spatial order to organize their ideas for example, when you describe a person, you could begin with an overall impression and then focus on the person's head, then the face and then on one part of the face such as the eyes. Meanwhile Wishon and Burks (1980:128) state that description gives sense impression—the feel, sound, taste, smell and lot of things. Description helps the reader, though his/her imagination to visualize a scene or a person, or to understand a sensation or an emotion. Furthermore, generally Hartono (2005:6) states that descriptive has two schematic structures: (1) Identification, (2) description, and (3) language features. In this research, the reseacher focused on describing person. The researcher chose the

topic about students' favourite actor/actress.

RESEARCH DESIGN

This research is a descriptive qualitative research. It means that researcher described and analyzed the students' error. The researcher saw the errors made by the students, then identified and classified them based on surface strategy taxonomy. In this way, the researcher gathered the data from the students and analyzed them. The description in this research was about errors of simple present tense in students' descriptive writing. In this research, the researcher used three steps as parts of data analysis; (1) identifying the students' errors by underlining the errors item, (2) classifying the errors based on surface strategy taxonomy, and (3) calculating the percentage.

FINDINGS AND DISCUSSIONS

The purpose of this research is to gain a description of errors in terms of their types and proportions (frequency or percentage) of simple present tense in students' writing based on surface strategy taxonomy. As previously informed that there are four types of error according to surface strategy: omission, addition, misformation, and misordering. The main instrument of this research is essay writing. The data were gained from students' writing. The writing is in the form of descriptive writing. The number of the students was 36. The task guideline was given to them.

Researcher calculated the percentage of each error type. To get the percentage of each types, the following formula was used. The formula is:

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

Where:

P : The presentation of errors

F : The total number of errors

N : The total number of students' writing

Having checked the students' result of writing. It was found that there were 60 items

(29, 26%) of omission error, 48 items (23,41%) of addition error, and 97 items (47,31%) of misformation error. The total number of errors is 205 items.

After collecting the data from students, the errors were identified and then they were classied based on surface strategy taxonomy, they are: omission, addition, misformation, and misordering. After classifying the types of errors, the frequency was determined. Based on the result of the reserach of the research, the researcher found that the highest frequency of errors made by the students based on surface strategy taxonomy is misformation with 47,31%.

As the reseracher knows that the misformation error is characterized by the use of the wrong form of morpheme of the morpheme of the structure. In this case, the students made a lot of errors because they do not master simple past tense well. For example, *Rio live in Surabaya*. Because of that, it can be inferred that most of the students' vocabulary and grammar ability are still growing. Nevertheless, they failed to select and to use the right item appropriately. In this case using '*infinitive + s/es*' form of verb the third person singular subject forms in positive sentence of simple present tense.

The students committed many errors not only in misformation errors but also omission error (60 items). The omission errors are characterized by the absence of an item that must appear in well - formed utterances. In this case, the students' still face problem in the auxiliary verb (be). While that, in addition the students committed error in another types, addition error (48 items). As writer know that addition errors are the presence of an item which must not appear in well - formed utterance. For example, now she can to speak English. In this case, the students made a lot of addition errors because they might think that those items were not verbs words. That is why, they supplied a form of *to* in front of item which should not appear in a well - formed utterance.

Based on the finding and discussions above, it can be summarized the classification of the

errors committed by each students and calculation of the percentage of the error types.

Table 1. Classification of the Error Committed by Each Students

No.	Errors' Students	OM	AD	MF	Total of Error
1	A	3	0	2	5
2	B	2	0	2	4
3	C	5	0	5	10
4	D	0	5	1	6
5	E	2	2	5	9
6	F	2	5	0	7
7	G	2	0	3	5
8	H	0	2	4	6
9	I	0	0	3	3
10	J	2	0	3	5
11	K	2	2	3	7
12	L	5	0	4	9
13	M	2	2	1	5
14	N	3	0	0	3
15	O	4	1	0	5
16	P	0	3	2	5
17	Q	1	1	1	3
18	R	2	3	1	6
19	S	0	3	6	9
20	T	0	0	4	4
21	U	1	0	1	2
22	V	1	5	1	7
23	W	0	1	7	8
24	X	2	0	3	5
25	Y	1	0	5	6
26	Z	4	1	2	7
27	AA	4	0	3	7
28	BB	0	1	1	2
29	CC	3	1	3	7
30	DD	1	0	0	1
31	EE	0	0	4	4
32	FF	2	0	4	6
33	GG	0	0	3	3
34	HH	2	0	5	7
35	II	1	0	4	5
36	JJ	1	0	1	2
		60	48	97	205

The calculation of the percentage of the percentage of the error types

1. Omission Error

P : $60/205 \times 100\%$

: 29.26%

2. Addition Error

P : $48/205 \times 100\%$

: 23.41%

3. Misformation Error

P : $97/205 \times 100\%$

: 47.31%

CONCLUSIONS AND SUGGESTIONS

After analyzing the result of data, the writer concludes that the total number of errors committed by the students is 205 items. Here is the proportions (frequency and percentage) of the three error types, they are, (1) the number

of omission errors is 60 items with percentage is 29.26%, (2) the number of addition errors is 48 items with percentage is 23.41%, and (3) the number of misformation errors is 97 items with percentage is 47.31%. The highest errors are misformation, followed by omission, and addition respectively.

Based on the findings of this research, the writer would give some suggestions can be cited as follows. The suggestion is given to other English instructors that the instructors should not ignore the students' errors, if it is possible to give proper correction on them using appropriate error correction strategy. Established a remedial session for teaching 'infinitive + s/es' construction as the predicate of the third person singular forms of the subject in simple present tense because the finding of the research shows that the students were mostly troubled by that item.

REFERENCES

- Brown. H.D. (1980). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall,inc.
- Corder. S.P. (1981). *Error Analysis and Interlanguage*. Hongkong: Oxford University Press.
- Dulay, et.al. (1982). *Language Two*. New York: Oxford University Press.
- Hartono, R. (2005). *Genres of Texts*. Semarang: Unnes
- Oshima, A. & Ann, H. (1997). *Introduction Academic Writing Second Edition*.
- Sudjiono, A. (2008). *Pengantar Statistik Pendidikan*. Jakarta: PT Raja Grafindo Persada.
- Wishon & Burks. (1980). *Let's Write English*. New York: Litton Educational Publishing. Inc

CROSS-LINGUISTIC INFLUENCE IN FOREIGN LANGUAGE PROFICIENCY: THE ROLE OF JAVANESE LANGUAGE ON ENGLISH ORAL PRODUCTION

Khoirul Hasyim and Dedy Fauriza Rosyadi

STKIP PGRI Jombang, East Java, Indonesia

khoirulhasyim@gmail.com

Abstract: Studies of cross-linguistic influence is now become interest in the study of both second language and third language. Hence, this research was intended to investigate the influence of the L1 (Javanese Language) into the oral production of English as foreign language (L3) by raising questions as follows: (1) how the foreign language lexical production is influenced by the first language, (2) how the oral production of foreign language's syntactical is influenced by the first language. This study was qualitative in which describing the influence of the Javanese language as first language into oral production of English as foreign language. As a case study, this study was done to the English Education Department of STKIP PGRI Jombang. The participants of the study were purposively chosen by considering the similar language proficiency on both the Javanese Language and English. There were 20 students as the participant of the study. The data was the students' oral production of Javanese language and English. The finding of the research suggested that the lexicon of the English oral production was influenced by the Javanese language in the case of borrowing. Moreover, the transferring of English oral production was influenced by Javanese language in the case of unnaturalness of English lexicon. While the syntactic structure was exclusively L1 based.

Keywords: *cross-linguistic influence, third language oral production, lexical transfer, syntactical transfer*

INTRODUCTION

The growing of social life and education today brings many effects to the people as the part of the society. Movement of people from one place to another requires a language as a tool to communicate with other. In fact, multilingualism, that arise due to the need of communication create a problem especially in the first language, second language, and also third language proficiency as well. The problem become more complex as it come to the learner of foreign language as the third language. Some studies of foreign language (L3) reported that learner of foreign language use the language,

probably the second language which is closer to the L3 in the field of typological will influence the production of their foreign language rather than the first language in which typologically different, or distant typologically. (Singh & Carroll, 1979; Cenoz, 2001, Ecke, 2001; De Angelis & Selinker, 2001). In line with similar studies, some studies have also reported that learners tend to transfer from the second language rather than from the first language in spontaneous oral production in the third (or additional) language (cenoz, 2003). The transfer of first language to third language (English as foreign language) in this study is discussed since there are a few discussion to the case.

Multilingualism is closely related to the third language acquisition which will determine its proficiency, mainly the oral production for learners of foreign language on the higher level. The perspective of psycholinguistic as the foundations of language acquisition, and sociolinguistics perspective in which clarify that the educational situations, learning more than two languages cannot be avoided (Cenoz, 2001). Lamiman (2009), reports that in the psycholinguistic perspective the third language learners are experienced with a more complex competence than a monolingual.

The interaction of multilingualism in the language proficiency, such as some effects of the previous discussion above is being the part of the study of cross linguistic influence. Cross-linguistic influence is a term used to define the effect that one language has on the usage or knowledge of another language. It also known as linguistic transfer, the study of cross-linguistic in cognitive linguistics has provided a vital gateway to the understanding of how languages interact and function in the multilingual mind (S. Jarvis et al., 2008). The foreign language learner, as the problem of their multilingual mind, mainly in the function, will also affecting the creation of syntactical creation in the usage of their oral production. Moreover, Nicole Hauser-Grüdl et al. (2010) introduce that cross-linguistic influence also observed the developmental of two grammatical systems the two languages can influence each other. This influence has been labeled cross-linguistic influence.

The phenomenon of cross-linguistics influence as it found in this study, mainly focuses to the learner of English as foreign language examines the influence of first language toward foreign language oral production in the term of lexical such as "transfer", "interference", "borrowing" and also L3 related aspects of language loss. It follows the notion of cross-linguistic influence proposed by Smith et al. (1986). Tremblay (2006) has also identified the transfer of the influence of L2 into L3 creation. Cenoz (2001) also identifies the influence of L1 into L2 production. Lexical

inventions and language shifts as part of focus of cross-linguistics influence defined by Dewaele (1998) as words "which are morpho-phonologically adapted to the target language but which are never used by native speakers", is used to refer to the first type of cross-linguistics influence. The lexical transferring is caused by many aspects, such as De Angelis and Selinker (2001), Wei (2006) who proposed that the transfer of lexemes from a previously learned language to a new developing system is a compensatory strategy for "an incomplete third-language knowledge base". Regarding to the problem in the transferring of lexical, this research tends to examine broader into the syntactical structure in order to investigate the influence of L1 syntactical structure into L3 syntactical structure especially on oral production.

METHOD

This study used qualitative approach by using a case study method, which examine the phenomenon in the real word context as what it happened at the time of the study, "Studies a phenomenon (the "case") in its real world context." (Platt,1992; Yin, 2009). Creswell views the case study as the exploration of processes, activities and events (Creswell, 1994). In accordance to those theories of case study method, the exploration of the "case" of cross-linguistic influence is being observed mainly to the influence of L1 toward L3 oral production. The L1 here is Javanese Language as a mother tongue and the L3 is English as the foreign language. Considering the case study which exploring the phenomena of activities and also events of the oral production of English by the students of STKIP PGRI Jombang, East Java, Indonesia, the Twenty students were purposively chosen as participant of this study, "Purposive sampling signifies that you see sampling as a series of strategic, choices about with whom, where and how to do your research" (Palys, 2008), they are chosen by considering their language proficiency on both Javanese language and also English.

The data collection technique used recitation in order to gain the oral production of English as a foreign language. The instrument of data collection was the story pictures of "The frog where are you?" by Mercer Mayer (1969). The data then analyzed qualitatively as Creswell argues that:

"The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data. Several generic processes might be stated in the proposal that convey a sense of the overall activities of qualitative data analysis" (1994)

This study applied the procedures as follows" (1) Formulating the problem of the study, (2) formulating the data collection procedure, (3) choosing the sample, (4) recording the oral production of English on the students, (5) transcribing the data, (6) processing the data, (7) analyzing the data, and (8) concluding the result of the data analysis.

FINDINGS AND DISCUSSIONS

It has been discussed previously that this current study examines the influence of L1 (Javanese Language) into L3 (English as foreign language), thus the discussion limit the discussion only on the language transfer, mainly on English oral production. The language transfer, is analyzed from the students' English oral production, whether the language transfer (here, English oral production) is based on the syntactical pattern of Javanese language or not. The findings revealed that the English sentence construction is influenced by the Javanese. As a result, the sentence will sound unfamiliar especially to the native of English. The case is not only happen to the sentence but also to the lexical. The borrowing, perhaps caused by the lack of vocabulary, shows clearly that the language transfer is based on the first language.

1a. the frog try to jump out from the glass of **toples**. (ENG)

1b.*kodoke metu soko toples*. (JAV)

The borrowing occur in the "*toples*" which is chosen by the participant of this study in saying the place of the frog. Hence, it is too weird as being said that the lexical is come from English. Conversely, "*toples*" is Javanese language property in which it is used to state such kind of "jar". Moreover, as the term of "jar" in English, or "*toples*" in Javanese language, the present of unnatural vocabulary (in the context of English by its users) also indicate that the lexical transfer is basically come from the Javanese language as L1. "bottle" as in "There was a boy and the dog with a pet of frog in the bottle." which is realized by Javanese language as "*Iki critane arek cilik karo kirike duwe ingon-ingonan kodok di delah nang jero botol*." reveals that the use of "bottle" in the sentence is not quite adequate in saying the things (what is meant by "jar") especially in the English system.

The native of language will get difficulty in understanding the term "bottle" in which it is used to state thing/s of "jar". The Javanese use the term "bottle" to state thing/s which is made from glass. It is common that the big "bottle", once again in the context of Javanese language, is used to keep the frog as it also use in getting a fish. But the use of "bottle" as the place of getting animal (here, a frog) is not common to native of English. Thus, the present of the lexical is L1 based.

The uncommon lexicon of English is the using of "really-really big" as in "After that he has a bee house that is really-really big.. "*Maringunu deweke ketiban omahe tawon sing gede-gede banget*". The choosing of "really-really big" is clearly first language based. The expression of showing intention by applying the repetition of really-really is not common in English. This lexical appearance is influenced by the L1 as the source of language transfer. See below:

2a. *Gede-gede banget* (JAV)

2b. Really-really big (ENG)

The lexical items are based on the first language as it can be divided on each items in the table below.

Table 1. Basic Source of the Language Transfer

Javanese (L1)	<i>Gede-gede</i>	<i>banget</i>
English (L3)	Really-really	big

The lexical production, in which they are gained orally from the students of English as a foreign language in some cases is influenced by the first language. Besides the problem such as lack of vocabulary, low level of language proficiency which may cause the occurrence of lexicon of L3 which is L1 based, the realization of the English is also occur in the choosing of lexical which the function of its semantic meaning is quite different between the L1 and L3. Thus, it creates fuzziness toward the meaning of the language.

3a. *Maringunu, deweke mlayu menyang njerone alas ambek nyeluk-nyeluk nang njerone alas terus ditubruk karo rusa.* (JAV)

3b. And after that he ran into the forest he shouted again in the forest and he crash by a deer. (ENG)

As in 3a, the intention is on “*ditubruk*”. It is used by the Javanese people to express two or more things collided. 3a tells about the collision of the deer and the boy, or the boy in which he is hit by the deer. Here, it is normal in Javanese language when “*ditubruk*” is used to state the condition. Because the semantic meaning of the lexical is appropriate to the condition. While in 3b, it is not common for using “*crash*” to state the condition of similar case on the L1 (the deer hit the boy). Besides, ‘*crash*’ is quite different with the meaning of ‘*ditubruk*’, it will be synonymous by adding ‘*into*’ following ‘*crash*’. The term ‘*crash into*’ will be very easy for the native of English to understand the meaning but it will be difficult for the learner of foreign language. So that the easiest one for stating the condition in the consideration of semantic meaning is ‘*hit*’. Thus, *crash* is resulted by the transfer of the ‘*tubrukan*’ which is directed by the meaning.

The sentence construction of English oral production also reveals that the Javanese language syntax is being the source of the

language transfer. The constituent of the sentence of English for instance.

4a. : *Arek cilik lan kirikengingu kodok.* (JAV)

4b. They have pet frog. (ENG)

The constituent of the sentence can be described in the table as follows:

Table 2. Sentence Constituent Based on First Language

Subject	<i>Arek cilik lan anjinge</i>	They
Predicate	<i>ngingu</i>	have
Object	<i>kodok</i>	frog

‘*Arek cilik lan kirike*’ in 4a is the person or a thing who or which carries out the action of the verb, it is ‘*ngingu*’. So the action which carried out by the subject is ‘*ngingu*’. While ‘*ngingu*’ as a predicate tells about what a person or a thing does or did or what happened to a person or to a thing. Moreover, ‘*kodok*’ is the object which the action of the verb is carried out by ‘*Arek cilik lan anjinge*’. The description of the sentence constituents of 4a is similar to what the 4b has. Considering the similarity of the sentence constituent in both Javanese language and English, the language transfer is bounded to the first language (Javanese language) although there is inappropriate verb of English (*ngingu* become have) is not discussed here.

The English sentence construction carried out by the participant of this study also indicates that their first language (Javanese) is influenced their third language (English). As they are a Javanese people, they are able to produce a compound sentence which has two or more independent clauses. This study examined that the English oral production (here focus on the sentence production) is influenced by the Javanese language. Almost all sentences produced by the participant of this study are based on their first language construction. At the level of clauses it can be seen below.

5a. *Deweke bingung, lan sakwise deweke nyeluk nang hutan deweke nemokake wit gede sing ono bolongan nang tengahe.*

5b. He is very confuse, and after he shouted in the forest than he found a big tree with the

hole in the middle.

6a. *Terus maringunu arek cilike iku mau meneng-meneng ambek kirike ndeloki nang mburine wit, terus nemokake keluargane kodok iku maeng, terus keluargane kodok iku maeng menehno salah sijine anake menyang arek cilik iku, maringunu arek cilik ambek kodoke akhire mulih nang omahe maneh.*

6b. And then they look for behind the tree there was a family of frog behind the tree,

then the boy find the *family* of frog and then the family of frog give one of their child to the boy and then the boy with little frog come back to home.

The number of clause which constructs the English sentence shows that the first language sentence is being the source of its construction.

Table 3. Compound Sentence Construction

Sentence	Clause 1	Clause 2	Clause 3	Clause 4	Clause 5
5a	<i>Deweke bingung</i>	<i>lan sakwise deweke nyeluk nang hutan</i>	<i>deweke nemokake wit gede sing ono bolongan nang tengahe.</i>		
5b	He is very confuse	and after he shouted in the forest	then he found a big tree with the hole in the middle.		
6a	<i>Terus maringunu arek cilike iku mau meneng-meneng ambek kirike ndeloki nang mburine wit</i>	<i>Terus nok kunu maeng ono kealuarane kodok ing mburine wit iku maeng</i>	<i>terus nemokake keluargane kodok iku</i>	<i>terus keluargane kodok iku maeng menehno salah sijine anake menyang arek cilik iku,</i>	<i>maringunu arek cilik ambek kodoke akhire mulih nang omahe maneh.</i>
6b.	And then they look for behind the tree	there was a family of frog behind the tree,	then the boy find the <i>family</i> of frog	and then the family of frog give one of their child to the boy	and then the boy with little frog come back to home.

As it shown in the table 3, the compound sentences (5a, 5b, 6a, 6b) the number of the independent clause is similar in both Javanese language and English. The conjunction markers, are also similar in which they combined each clause. Further, the independent clause have a similar construction which build the meaning of each, although in Javanese language they are some phrases that are more complex because the respondent of this study is the native of Javanese language.

CONCLUSION

The study of cross-linguistic influence become more interesting as it seeks the role of multilingual competence and its influence toward the production of language. This study shows that the first language (Javanese) influence oral production of third language (English) in the case of lexical and syntactical production. Borrowing, uncommon lexicon of English which is L1 based, and also inappropriate of semantic meaning to the use of the lexicon

are being the case in which their occurrence in the oral production of English that creating unnatural usage and meaning of the lexicon especially to the native of English. Moreover, the syntax construction of the English is also influenced by Javanese language as the first language. Sentence constituent for instance,

which indicate subject, predicate, and object are transferred by the first language. Furthermore, the compound sentence, although the face to face analysis of each independent clause is not analyzed, the number of the independent clause which construct the English sentence is bounded on Javanese language.

REFERENCES

- Cenoz, J. (2001). The effect of linguistic distance, L2 status and age on cross-linguistic influence in L3 acquisition. In J. Cenoz, B. Hufeisen & U. Jessner (Eds.), *Cross-linguistic Influence in Third Language Acquisition*. (pp. 8-20). Clevedon: Multilingual Matters.
- Creswell, J.W. (1994). *Research Design: Quantitative and Qualitative Approach*. London: Sage
- De Angelis, G. & Selinker, L. (2001). Interlanguage transfer and competing linguistic systems in the multilingual mind. In J. Cenoz, B. Hufeisen & U. Jessner (Eds.), *Cross-linguistic Influence in Third Language Acquisition*. (pp. 42-58). Clevedon: Multilingual Matters.
- Dewaele, J.M. (1998). Lexical inventions: French interlanguage as L2 versus L3. *Applied Linguistics*, 19, 471-90.
- Ecke, P. (2001). Lexical retrieval in a third language: evidence from errors and tip-of-the-tongue states. In J. Cenoz, B. Hufeisen & U. Jessner (Eds.), *Cross-linguistic Influence in Third Language Acquisition*. (pp. 90-114). Clevedon: Multilingual Matters.
- Hauser-Grüdl, N., Lastenia, A.G., Franziska, W., Estelle, L. & Natascha, M. (2010). Cross-Linguistic Influence in Bilingual Children: Can Input Frequency Account for It?. *Lingua* 120 (10), 2638-2650.
- Jarvis, S. (2003). *Probing the effects of the L2 on the L1: A case Study in Cook. V. Effects of the Second Language on the first* (Multilingual Matter Limited; Clevedon)
- Kellerman, E., & Sharwood, S.M. (1986). *Crosslinguistic Influence in Second Language Acquisition*. Oxford: Pergamon.
- Lammiman, K. (2009). Cross-linguistic influence of an L3 on L1 and L2. *INNERVATE: Leading Undergraduate Work in English Studies*, Volume 2 (2009-2010) 274-283. Nottingham University.
- Palys, T. (2008). *Purposive Sampling*. *The SAGE Encyclopedia of Qualitative Research Methods*. Lisa M. Given. London, SAGE Publications, Inc. 1&2.
- Platt, J. (1992). "Case study" in American methodological thought. *Current Sociology*, 40, 17-48.
- Singh, R. & Carroll, S. (1979). L1, L2 and L3. *Indian Journal of Applied Linguistics*, 5, 51-63.
- Tremblay, M.C. (2006). Cross-Linguistic Influence in Third Language Acquisition: The Role of L2 Proficiency and L2 Exposure. *CLO/OPL Janvier*, 34, 109-119.
- Wei, L. (2006). The multilingual mental lexicon and lemma transfer in third language learning. *International Journal of Multilingualism*, 3 (2), 88-104.
- Yin, R.K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage.
- _____ (2003). The Role of Typology in the Organization of the Multilingual Lexicon. In J. Cenoz, B. Hufeisen & U. Jessner (Eds.), *The Multilingual Lexicon*. Dordrecht: Kluwer Academic.

DOES FOSSILIZATION REALLY HAPPEN TO ENGLISH LANGUAGE LEARNERS?

Iwan Fauzi

Palangka Raya University, Central Kalimantan, Indonesia
iwanfauzi09@yahoo.com

Abstract: In the process of learning English, foreign or second-language learners produce a type of language that is different from both the mother tongue and the target language. The basic assumption in Second Language Acquisition (SLA) research is that the learners create a grammar out of their available linguistic data, a new and unique system, called interlanguage (IL). Interlanguage can be seen as a continuum made up of the first and the second language at either end, and the learners are travelling along this continuum while learning the target language. Tollefson and Firn (1983) hold the view that almost all adult L2 learners fail to achieve native-like competence and will 'fossilize' somewhere along the IL continuum. The issue of fossilization is still debatable among SLA researchers. Some claim that fossilization is inevitable for all learners, but some doubt the existence of fossilization and claim that it is only theoretically possible and empirically impossible. This paper addresses some study findings by raising and discussing three issues of SLA: (1) Is fossilization merely a temporary plateau or is it really a permanent learning-cessation? (2) Does fossilization happen globally or locally? (3) How to differ concept of stabilization in a language learning development as it is opposed to fossilization?

Keywords: *interlanguage, Second Language Acquisition (SLA), fossilization, stabilization*

INTRODUCTION

In the process of learning a language, foreign or second-language learners produce a type of language that is different from both the mother tongue and the target language. More precisely, the learners create a grammar out of their available linguistic data, a new and unique system, called *interlanguage* (IL). Interlanguage has certain features and characteristics which distinguish it from the language spoken by native speakers of a language. The term IL was first introduced by Selinker in 1972. He hypothesizes that IL is a natural language, systematic throughout its development. It reflects learners' attempts at constructing a linguistic system that progressively approaches

the target system. Interlanguage can be seen as a continuum made up of the first and the second language at either end, and the learners are traveling along this continuum while learning the second language (L2). Tollefson and Firn (1983) argue that almost all adult L2 learners fail to achieve native-like competence and will fossilize somewhere along the IL continuum.

Researchers note that fossilization is one of noticeable characteristics of SLA. Towell and Hawkins (in Han 2005, p.13) state that "even after many years of exposure to an L2, in a situation where the speaker might use that L2 everyday for normal language, it is not uncommon to find that the speaker still has a strong foreign accent, uses non-native

grammatical constructions, and has non-native intuitions about the interpretation of certain types of sentences”.

I consider following sentences (in my personal corpus) produced by Indonesian college students which contain of a great number of grammatical errors.

- (1) *My dreams after graduate from the college are be a professional teacher in english education.
- (2) *I am come from Pembuang Hulu, Hanau district.
- (3) *I am just want to mastering English and other languages, not other
- (4) *My father work as employer in the wood factory of Pangkalan Bun

The data above show that the learners are confronted with a lot of grammatical problems in their attempt to express the intended meaning in English. They seem rely on the linguistic knowledge they have known either from their native language (NL) or target language (TL). The above sentence examples indicate that the learners’ IL system clearly contains linguistic elements of both from English as well as Bahasa Indonesia (their native language).

With regard to such deviant English grammar, Mukkatash (1986), Thep-Ackrapong (1990), Schachter (1990), Sorace (1993), and Han (2005) confirm that non-native speakers cannot attain complete TL grammar; the errors will become permanent features of their IL. In other words they are fossilized. Pedagogical intervention to learners’ IL has a very little or no value; learners cannot take benefit from instruction provided by teachers. These researchers believe that the fossilized IL exists no matter what learners do in terms of further exposure to the TL. In contrast with this view, some researchers argue that classroom instruction such as explicit grammatical explanation and corrective feedback are necessary (e.g. Van Patten, 1988; Truscott, 1999). There is also enough evidence to support this idea (e.g. Schmidt & Frota, 1986); and this becomes clear in Lyster, Lightbown & Spada (1999: 457) which also states “that corrective feedback is pragmatically feasible, potentially effective, and, in some cases, necessary”. In regard to this,

corrective feedback lets the learners compare their output with the target language norms. Feedback focuses the learners’ attention on more formal aspects of the language and allows the learners to be aware of the discrepancies between the target language norms and their own language output.

The next headings of this paper review the definition, the causes, and the areas of fossilization. The review also includes arguments on stabilization (a term opposing to fossilization) since some views keep arguing whether fossilization really exists.

FOSSILIZATION

Definition and Its Nature

Fossilization is a concept in SLA research central to interlanguage and it is of such a great importance that Selinker (1972) believes it is a fundamental phenomenon of SLA. A term fossilization in SLA is so well-recognized that it has an entry in the *Random House Dictionary of the English Language* (1987) with a linguistic definition as follows.

“**fossilize** *Ling.* (of a linguistic form, feature, rule, etc.) to become permanently established in the interlanguage of a second-language learner in a form that is deviant from the target-language norm and that continues to appear in performance regardless of further exposure to the target language.” (p.755)

Fossilization was first introduced by Selinker (1972) who believes it is the failure of the learners to achieve a native-like state. It is assumed that fossilized learners have a different grammar from that of the native speakers. They made up in part of deviant forms and rules which are permanently incorporated into their interlanguage despite the fact that they have opportunities to make improvements.

Brown’s definition of fossilization uses the metaphor of “cryogenation”; the process of freezing matter at very low temperatures; to depict the reversibility of fossilization. In addition, Brown holds the view that “... adults who achieve nonlinguistic means of coping in the foreign culture will pass through a phase of

acculturation and into a phase of adaptation/assimilation with an undue number of fossilized forms of language, never achieving mastery.” (Brown, 1994: 180-1). This is in line with Selinker and Lamendella (1978) who point out that fossilization can be found even with learners who have the ability, motivation and opportunity to learn and successfully acculturate into the target-language society.

Vigil and Oller (1976) view account of fossilization as a factor of positive and negative affective and cognitive feedback. This is to say that fossilization may be overcome if the learner is given the necessary positive affective feedback, meant to encourage further attempts at communication, together with neutral or negative cognitive feedback.

Of all explanations above, it is considered that different researchers interpret the term fossilization from different perspectives. Fossilization is interpreted as a process, a cognitive mechanism, or as a result of learning. And it is necessary to find approaches to overcoming fossilization so as to help language learners achieve native-like proficiency in the process of language learning.

Causes of Fossilization

Numerous researchers have tried to explain causes or reasons of a permanent endstate of learners' interlanguage. For example, Schmidt (1983) chose external factors such as insufficient written input or instruction as a main reason for the learning-cessation while Han (2000), Kellerman (1989), or Selinker and Lakshmanan (1992) chose internal factors such as learners' first language (L1) interference to explain the cessation.

To review the causes of fossilization in brief, I refer to Selinker (1972) that hypothesizes five psycholinguistic processes lead to fossilization, namely, “native language transfer, transfer of training, inappropriate strategies of SLA, inappropriate strategies of L2 communication, and the overgeneralization of TL rules” (p. 217).

Language Transfer

Selinker (1972) believed that some language rules in the learner's IL are transferred from his/her L1. The errors in the use of L2 result mainly from L1, and the difference between L1 and the L2 is the reason for the occurrence of errors. That's why the transfer of L1 rules can lead to fossilization. The transfer of L1 can be positive or negative. Positive transfer refers to that the similarities shared by the L1 and L2 help second language acquisition. Likewise, negative transfer refers to the differences between L1 and L2 that interfere second language acquisition. The negative transfer of L1 is what the behaviorists believe to be proactive inhibition; that is to say, the influence of what has been previously learned appears in the context of and interrupts what is learned afterwards.

Then Selinker and Lakshmanan (1992) examined adult and child L2 learners that illustrate aspects of TL that are candidates for fossilization (e.g., clauses with no tenses, IL morphological forms). In all cases, language transfer seems to be either the main factor or a cofactor. Their study clearly shows that there is a link between fossilization and language transfer.

Training Transfer

Graham (1981) suggested that one of the major causes for fossilization of incorrect language forms is the lack of formal instruction in English. This researcher argued that “learning simply by contact has led many students to devise IL or idiosyncratic languages with rules often wildly different from those of Standard English”. A similar position was voiced by Valette who made a distinction between “street” learners and school learners. She claimed that “fossilization often occurs among ‘street’ learners who have had extensive opportunity to communicate successfully albeit with inaccurate lexical and syntactic patterns. As a result, their errors have become systematized and are almost impossible to eradicate” (Valette, 1991). “Street” learners are never corrected, nor do they correct themselves.

Higgs and Clifford argued that “contemporary approaches to second language teaching...place a premium on communication, often at the expense of accuracy; under such methodologies, learners will tend to fossilize at relatively low levels, because systematic errors in their IL will usually go unpremeditated” (Sims, 1989: 65). In conclusion, they argued that in the absence of formal instruction, some areas of L2 learners’ IL appear to be at least stagnant if not necessarily fossilized. Likewise, they claimed that particular L2 structures can be candidates for fossilization, while others are not. Incorrect teaching method can prevent successful second language learning in the sense that the use of inadequate teaching methodologies has also been suggested as an explanation for the occurrence of fossilization.

Learning Strategy

In the process of learning a second language, fossilization caused by the incorrect application of learning strategies is the most common. Sims (1989) suggested that “someplace along the IL continuum, inappropriate or misapplied learning strategies could lead to fossilization of some features (phonological, morphological, syntactic, lexical, psycholinguistic, or socio-cultural).”

The appropriate application of learning strategies helps process the TL input and therefore improves L2 learning quality. Some learners, however, may turn to learning strategies to such an extent as overgeneralization, simplification, incomplete rule application and inadequate declarative knowledge of L2. According to Sims, the repeated use of unsuccessful strategies, i.e., those strategies which do not enable completion of a given language learning task, could impede a learner’s progress. Finally, Sims concluded that the “proposed relationship of fossilization and learning strategies... could be a key to the remediation of systematized errors, as the role of the learner information processing in the second language acquisition process becomes more clearly understood” (Sims, 1989).

Communication Strategies

In real communication, learners may turn to communication strategy, a systematic skill that a speaker resorts to while having difficulties in expression to keep the communication going on. Unfortunately, sometimes such “successful use of communication strategies will prevent acquisition”, Ellis (2002) said, for the learner may become so “skillful” in making up for lack of linguistic knowledge by the use of various communication strategies such as *avoidance* or *paraphrase*.

Also, the learner inclines to simplify the target language, especially to simplify the grammatical rules, for instance, the use of the articles, plural forms and the use of tenses. And this reflects the unsatisfactory effect of communicative teaching methods. If the learner pays too much attention to the fluency but neglects the accuracy, some language errors can be easily fossilized. If the learner only stresses the cultivation of communicative competence but neglects the language competence, his/her language competence can also be easily fossilized.

Overgeneralization

Overgeneralization (Ellis, 2000) involves the use of existing L2 knowledge by extending it to new IL forms. It happens when people apply a grammatical rule across all members of a grammatical class without making the appropriate exceptions. In fact, language overgeneralization always indicates the ignorance of rule restrictions, including semantic restrictions of lexis or other linguistic items. For instance, using the *-ed* suffix to indicate past tense for verbs like “go” and “think.”

The reason for which overgeneralization is important in L2 acquisition is that it leads to failure bears the errors for language learners. The phenomenon always occurs unconsciously. Without timely instruction and correction, the errors will stay for as long as it can do.

Areas of Fossilization

Researchers have not reached an agreement on areas of fossilization either. Selinker (1993), and Tarone, Frauenfelder and Selinker (1976, cited in Han, 2004) claim that fossilization occurred in a whole language system, “globally”, yet Coppieters (1989), Han (2004) and Lardiere (1998) insisted local fossilization which occurred in some areas, “locally”. For example, Lardiere (1998) provided evidence of dissociated acquisition procedures among linguistic features, syntax and morphology. In her study, she analyzed the acquisition of inflectional morphology and the usage of pronominal case of a Chinese participant. The participant’s morphology was fossilized, showing 34% of correct usage while her acquisition of syntax on pronominal case was perfect, 100% of correct usage. Lardiere claims that this result demonstrates syntactic development and morphological development are independent of each other.

Meanwhile, Coppieters’ (1989) study also shows us that fossilization occurs locally. He interviewed both near-native speakers of French and French native speakers in order to examine a hypothesis about whether there were differences among actual language usage, proficiency, and their intuition on grammar. The results indicate that near-native speakers’ intuition is significantly different from French native speakers’, especially about past tense, while their language usage and proficiency levels were similar. It seems that near-native speakers do not have native-like intuition regardless of their proficiency. On the basis of this finding, Coppieters (1989) concludes that fossilization can affect either knowledge or performance which means that fossilization may occur locally.

In addition, Han’s (2004) local fossilization theory sounds persuasive since many learners easily learn one feature such as the third person singular while they have difficulty in using another feature, a perfect tense. They also make fewer errors when they answer grammatical questions about the third person singular while they tend to drop the -s when they speak.

Considering this, fossilization only hits certain linguistic features in certain subsystems of the interlanguage of individual learners, while other linguistic features in the same subsystems are successfully acquired or continue to evolve. More precisely, global fossilization is only assumed rather than established.

FOSSILIZATION OR STABILIZATION?

Some characteristics of fossilization are still controversial, but the key characteristic which researchers who advocate the existence of fossilization agree on, is impossibility of eradication of errors. Even if learners seem to learn a feature, in given certain circumstances such as a high anxiety or exciting situation, they would make errors again on the feature (Selinker, 1972).

A hallmark of fossilization research is that it conflates stabilization and fossilization. Fossilization, a permanent learning-cessation, is different from stabilization which is defined as a temporary learning-cessation. However, there are researchers such as Long (2001) who believe that fossilization does not exist. “While fossilization may yet turn out to exist, there is little evidence that it does thus far, and hence, there is currently little or nothing to explain” (Long, 2001: 37). Washburn (1994) also seems to hold the view that what we are witnessing is not fossilization but plateauing, by which she means that target language development has been inhibited. The plateauing level can be overcome by further instruction and changes in the learners’ attitude or motivation. In line with this, Washburn (1994) also believes that all of definitions of fossilization imply the view that adult learners fail to acquire the second language at least temporarily.

Tarone (1994) claims that fossilization is inevitable for all learners, so their end state of language learning is forever interlanguage and can never be a target language. Han’s (2000, 2004) definition is the same as Selinker’s (1972) except the age-related issue. Han claims that full attainment of L2 acquisition among adult learners is impossible regardless of both internal

reasons such as motivation and external reasons such as quality of input. Therefore, Han (2004) presumes that fossilization is a characteristic among adult language learners not among children.

In contrast, Long (2003) doubts the existence of fossilization and claims that it is only theoretically possible and empirically impossible to differentiate stabilization from fossilization. Some researchers which agree with Long question this issue how to ensure that learners confront permanent fossilization of learning, not temporary long-term stabilization. According to Long (2003), stabilization is a common phenomenon which can occur during a language learning process. Stabilization can be overcome as language developments proceed even though it can take a long time. According to Selinker (1972), stabilization is often a precursor of fossilization; he claims that fossilization is permanent stabilization of learning.

As we have seen, two views exist on the nature of fossilization, one being that it is temporary, the other that is permanent. There are researchers such as Tollefson and Finn (1983) who believe that both temporary and permanent fossilization exist, and that we have to recognize both. However, SLA researchers make a distinction between them by using different terms for each. The first type, of a permanent nature, researchers refer to as *fossilization*, and the second type they call *stabilization*¹. Errors become fossilized when they have become permanently established in the IL of an L2 learner in a form that is deviant from the TL norms and that continues to appear in performance regardless of further exposure to the TL. Meanwhile, stabilized errors are not permanent; they are maintained in the learners' L2 production at a given level of IL development. It is just a momentary halt. Thus, *stabilized errors* are the ones that eventually disappear as the learner makes progress, whereas *fossilized errors* are those which do not disappear entirely regardless of the input and exposure given to the learner.

¹ The term *stabilization* is introduced by Selinker and Lakshamanan (1992). They state that stabilization is the first sign of presumed fossilization.

A study related to this was carried out by Hasbun (2001) in a cross-sectional study to eight groups of EFL students ranging from beginners to advanced learners. In her study, she determined that the use of prepositions and articles as well as the utilization of verb forms seems to be persistent over time, and thus, tend to become fossilized in spite of pedagogic interventions. Hasbun's finding is grounded on the fact that not only are these errors still present in the written work of students in the most advanced composition courses, but they are also the most frequent. This implies that the EFL college students' development is 'inhibited' by a temporary plateau of non-TL grammar of the misuse of preposition, articles, and verb forms. If this condition is let longer, the learners will come to the stage of permanent learning-cessation regardless of the amount of exposure to a target language; high motivation to learn or to correct errors; and many chances of practicing a target language.

In relation to Indonesian learners of English, Fauziati (2011) conducted a study of error fossilization in interlanguage performed by Indonesian students. In her study, she attested 30 secondary school students in learning English whether their errors in interlanguage were just a momentary halt or become permanently established. She collected the data on grammatical errors from learners' free compositions prior and after one semester instruction and two months afterwards.

That some classroom events were believed to have contribution to the error destabilization, since classroom activities could be seen as language learning or language acquisition opportunities. From the activities, the learners got adequate input, feedback, frequent exposure, explicit grammar explanation, and the opportunity to practice the target language. She also argued that these five aspects gave contribution to the error destabilization. Further, in relation to the final students' composition with a new topic, the persistent errors tended to stabilize just temporarily since they would change their nature as a result of the pedagogical intervention.

Fauziati (2011) strongly argued that the learners' grammatical errors are "not fossilized". They may get stuck (stabilized) temporarily due to the learners' individual differences or due to the nature of the grammatical features themselves. From her research findings, Fauziati concluded that grammatical errors are dynamic not static (fossilized). They can be eradicated (de-stabilized) through external pedagogical interventions such as grammar instruction. Grammar instruction contributes to the error destabilization since it provides the learners with input, feedback, grammar explanation, and the opportunity for the learners to practice.

CONCLUSION

Summing up, interlanguage is the result of the learners' attempts to produce the target language norms. This is to say, errors are the product of the cognitive process in second language learning along the interlanguage continuum. Errors in interlanguage tend to fossilize when those nonnative-like forms are persistent over times. Some linguists argue that incorrect TL systems in IL are only a temporary

or are not permanent. Those deviant TL forms can be eradicated through intensive language instruction and they will disappear as the learners make progress. They name this case as stabilized errors. Opposing to this, when the learner creates a cessation of interlanguage learning, thus stopping the interlanguage from developing in a permanent way, or the learner has no input and exposure along the cessation, fossilization is inevitable. More precisely, stabilization is a 'momentary' cessation of learning whereas fossilization is a 'permanent' cessation of learning. Besides, fossilization is a characteristic among adult language learners not among children.

Some researchers have viewed fossilization as occurring globally to the entire interlanguage system; others have maintained that fossilization could only happen locally in parts of the subdomains of the interlanguage system. Han (2004a: 220) uses the term of "fossilized error", on the one hand, to determine *local fossilization*, but the terms of "fossilized competence" and "fossilized learner", on the other hand, are precisely used to refer to *global fossilization*.

REFERENCES

- Brown, H. D. (1994). *Principles of Language Learning and Teaching*. (3rd edition.) Prentice Hall.
- Coppieters, R. (1989). Competence Differences between Native and Near-Native Speakers. *Language*, 63 (3), 544-573.
- Ellis, R. (2000). *Form-Focussed Instruction and Second Language Learning* (ed.), Special issue of *Language Learning*. Oxford: Blackwell.
- Fauziati, E. (2011). Interlanguage and error fossilization: a study of Indonesian students learning English as a foreign language. *Conaplin Journal: Indonesian Journal of Applied Linguistics*, 1 (1).
- Graham, J.F. (1981). *Theory for translation*. In Rose 1981, (pp. 23-30).
- Han, Z-H. (1998). "Fossilization: An Investigation into Advanced L2 Learning of a Typologically Distant Language". Unpublished Ph.D. dissertation, University of London.
- _____ (2000). Persistence of the implicit influence of NL: The case of the pseudo-passive. *Applied Linguistics*, 21(1), 78-105.
- _____ (2004). *Fossilization in Adult Second Language Acquisition*. Tonawanda, NY: Multilingual Matters Ltd.
- _____ (2004a). Fossilization: Five Central Issues. *International Journal of Applied Linguistics*, 14 (2).
- _____ (2005). *Fossilization in Adult Second Language Acquisition*. Toronto: Multilingual Matters.

- Kellerman, E. (1989). The imperfect conditional: fossilization, cross-linguistic influence and natural tendencies in a foreign language setting. In K. Hyltenstam and L. Obler (eds.), *Bilingualism across the life span*, (pp. 87-115). Cambridge: Cambridge University Press.
- Lardiere, D. (1998). Case and Tense in the 'Fossilized' Steady State. *Second Language Research*, 14(1), 1-26.
- Long, M.H. (2001). *Stabilization and Fossilization in Interlanguage Development*. Unpublished Manuscript. University of Hawaii.
- _____ (2003). Stabilization and Fossilization. In Doughty, C. & Long, M. (ed.), *The Handbook of Second Language Acquisition* (pp. 487-535). Malden, MA: Blackwell.
- Lyster, R., Lightbown, P.M. & Spada, N. (1999). A Response to Truscott's 'What's Wrong with Oral Grammar Correction'. *The Canadian Modern Language Review*, 55 (4), 457-467.
- Mukattash, L. (1986). Persistence of fossilization. *International Review of Applied Linguistics*, 14 (3), 187-203.
- Schachter, J. (1990). On the Issue of Completeness in Second Language Acquisition. *Second Language Research*, 6, 93-124.
- Schmidt, R. & Frota, S. (1986). Developing Basic Conversational Ability in a Second Language: A Case Study of an Adult Learner of Portuguese. In Day, R. (Ed.). *Talking to Learn: Conversation in Second Language Acquisition*, (pp. 237-326). Newbury House, Rowley, Mass.
- Schmidt, R. (1983). Interaction, Acculturation, and the Acquisition of Communicative Competence: A Case Study of an Adult. In N. Wolfson & E. Judd. (Eds). *Sociolinguistics and Language Acquisition* (pp. 137-174). Rowley, MA: Newbury House.
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics*, 10 (3), 209-231.
- _____ (1993). Fossilization as simplification? In M. Tickoo. (Ed). *Simplification: Theory and Application, Anthology series 32* (pp. 14-28). Singapore: Southeast Asian Ministries of Education Organization.
- Selinker, L. & Lakshmanan, U. (1992). Language Transfer and Fossilization: The multiple Effects Principle". In S. Gass & L. Selinker. (Eds). *Language Transfer in Language Learning* (pp. 197-216). Amsterdam: John Benjamins.
- Selinker, L., & Lamendella, J.T. (1978). Two Perspectives on Fossilization in Interlanguage Learning. *Interlanguage Studies Bulletin*, 3 (2), 143-191.
- Sims, W.R. (1989). Fossilization and Learning Strategies in Second Language Acquisition. *MinneTESOL Journal*, 7, 55-73.
- Sorace, A. (1993). Incomplete vs. Divergent Representations of Unaccusativity in Non-native Grammars of Italian. *Second Language Research*, 9 (1), 22-47.
- Tarone, E. (1994). Interlanguage. In R.E. Asher (Ed). *The Encyclopedia of Language and Linguistics 4* (pp. 1715-1719). Elmsford, New York: Pergamon Press Inc.
- Thep-Ackrapong, T. (1990). Fossilization: A Case Study of Practical and Theoretical Parameters" (Unpublished PhD Dissertation, Illinois State University) in Han, ZhaoHong. (2004). *Fossilization in Adult Second Language Acquisition*. Clevedon: Multilingual Matters Ltd.
- Tollefson, J. W. & Firn, J.T. (1983). Fossilization in Second Language Acquisition: An Inter-Model View. *RELC Journal*, 14 (2), 19-34.
- Truscott, J. (1999). What's Wrong with Oral Grammar Correction. *The Canadian Modern Language Review*, 55 (4), 437-455.
- Valette, R. (1991). Proficiency and the Prevention of Fossilization-An Editorial. *The Modern Language Journal*, 75 (3), 325-328.
- VanPatten, B. (1988). How Juries Get Hung: Problems with the Evidence for a Focus on Form in Teaching. *Language*

Learning, 38, 243-60.

Vigil, N.A. & Oller, J.W. (1976). Rule Fossilization: A Tentative Model. *Language Learning*, 26 (2), 281-295.

Washburn, G. (1994). Working in the ZPD: "Fossilized and nonfossilized nonnative

speakers". In J.P. Lantolf and G. Appel (Eds). *Vygotskian Approaches to Second Language Research* (pp. 69-81). Norwood: NJL Ablex.

ENGLISH CONSONANTS LEARNING PROCESS OF CHILDREN BY THE AGE OF 4: A CASE STUDY OF INDONESIAN KINDERGARTEN STUDENTS IN CITA BUNDA SCHOOL

Dellis Pratika

Palangka Raya University, Central Kalimantan, Indonesia
dplizzie@gmail.com

Abstract: Children who live in urban area in Indonesia must have quite much exposure to English nowadays beside their Indonesian and ethnic languages, even when they still cannot talk properly. Steinberg et al. (2001) mentions that by the age of 4 (four), it is the time when all humans learn the basic of their language, specifically concerning sounds. English that is taught as foreign language in kindergarten. This research was aimed to describe how the children of 4 (four) years old in kindergarten learned English by pronouncing the sounds. Consonant had always been difficult matter. Therefore, this research was only limited to the consonants which the children tried to pronounce by recording and taking notes technique to collect the data in the field. The result of the research was both the place of articulation and the manner of articulation had not developed perfectly. It caused sound changing process. The proper consonants were replaced by the sounds which the children heard and tried to produce. This research needs to be discussed further, especially on the learning of vowels. Every child has each way to pronounce what they hear and to imitate the sounds. It is important to know the difficulties of phonemes production since the early age, so that the teacher could anticipate it earlier to make a successful English pronunciation learning process.

Keywords: *children, English, consonants, sound changing process*

INTRODUCTION

English nowadays has much influence all over the world. Every person with different ages indirectly feels the influence whether it is from formal or informal sources. It is also considered as important since the use of English is widespread and English is used as a *lingua franca* internationally. It is one of the reasons why English is taught at school as a mandatory subject which every student needs to learn, even it is in preschool.

There is a kindergarten in Palangka Raya, Central Kalimantan which name is Cita Bunda

School. There are 3 classes with different range of age. The first class has children with 3 to 4 year-old range. In the second class, the children's age range is between 4 to 5 years old. The last class has the highest range of age which is 5 to 6 years old children. Cita Bunda School is a bilingual kindergarten that the teachers teach both Indonesian and English lesson. The children are taught about alphabets, numbers, colors, and many basic vocabularies in English.

The children's first language is not English, so their first language much or less influences the target language. Steinberg et al. (2001: 3)

mentions that by the age of 4, it is the time when all humans learn the basic of their language. In this research, problems are specifically concerning sounds. As English and Indonesian are from different family language, they must have different numbers in phonemes. The problems mostly occur in consonant pronunciation. English has various kinds of consonants comparing to its vowel. There are 24 consonants that children need to acquire, not to mention the number of clusters that can be formed from those consonants. It is a challenge for teachers to successfully teach the children how to pronounce English vocabulary's phonemes.

As it is said that consonants can make some problems occur, there are 2 things that will be proved in this research. The first assumption is that the pronunciation of the children in Cita Bunda School causes some sound changing processes. Their speech organs are still developing, so that they still learn how to say phonemes properly. It is interesting to describe the changes, such as fronting and backing phonemes, consonant's sound changing on voiced to voiceless, final consonant deletion on cluster, and vowel addition on cluster. The gender of children can also affect the pronunciation that it becomes the second assumption of this research. Development of boy and girl is different; usually girls learn faster than boys. The findings in this research will be used to contrast the phonemes' acquisition between boy and girl in Cita Bunda School.

Data sources were divided into 2, which were oral sources and written sources. Oral sources in this research were taken by collecting data from 2 informants who are students in Cita Bunda School, a boy and a girl. Those students are the same age, which is 4 years old. They were taken from the second class which has age range between 4 to 5 years old. Furthermore, the pronunciation of the children was recorded and noted into phonetic transcription. As for written sources, this research also used the writings of other researchers' previous findings to support oral sources and English dictionary which used *Received Pronunciation* (RP).

This research used 2 informants which were given code P1 for the first informant and P2 for the second informant, which were followed by data number, transcription, native speakers' pronunciations, and orthography, as for example P1 (58) /kæt/ /ket/ *cat*. This coding was meant to make clear the similarity and difference of pronunciation of each informant since in a pronouncing process it was not all the informant pronounced the whole sound similarly.

RESULTS AND DISCUSSION

The children in Cita Bunda School have been already taught many English basic vocabularies, such as alphabets, numbers, colors, and animals. In this research, the children were asked to pronounce vocabularies they have already known. The researcher tried to pronounce the standard pronunciation of RP, and then the children were asked to pronounce them once again. However, as it was assumed, their place of articulation and manner of articulation have not developed perfectly, so that consonants which had been expected were not pronounced properly. They still need to discover the right place of articulation and manner of articulation to produce the right sound. These were the findings of the research.

Sounds that Have No Changes

Parker (1986: 152) mentions that place of articulation tend to be acquired from front to back and manner of articulation tends to be acquired from most consonant-like to least consonant-like. Therefore, the order generally begins from stops, nasals, fricatives, affricates, and liquids. Steinberg et al. (2001: 5) also explains that consonants are acquired in front-to-back order, where 'front' and 'back' refer to origin of the articulation of the sound. Both of them agree on bilabial sounds, like /p/, /b/, and /m/. In this research, those three sounds were pronounced properly by the children. It could be seen in these examples:

P1, P2 (47) /pɪŋk/ /piŋ/ /piŋ/ *pink*

P1, P2 (2) /bi:/ /bi/ /bi/ *b*

P1, P2 (13) /em/ /em/ /em/ *m*

However, Steinberg believes that children acquired voiced alveolar /d/ too in early stages. The data also showed that the children had no difficulty in pronouncing /d/ as well as voiceless /s/, for example:

P1, P2 (64) /dʌk/ /dak/ /dak/ *duck*

P1, P2 (33) /sevn/ /sebən/ /sebən/ *seven*

Sounds That Have Changes

It seemed that the difficulties were found in these 8 sounds, which were /t/, /f/, /v/, /dʒ/, /g/, /θ/, /ʃ/, and /z/. The children replaced /t/ with /c/, /t/, or /k/. They also met difficulties in pronouncing voiceless labiodental /f/ as they replace it with /p/ or /k/ and voiced /v/ with /f/, /k/, or /b/. It could be seen that there was an inconsistent sound in /f/. This sound could be placed as initial and final consonant. The children had difficulties in /f/ as final consonant, whereas for initial consonant it was successful. This could happen since initial needed to pair whether it was with vowel or other consonants. The examples could be seen below.

P1, P2 (28) /tu:/ /cu/ /cu:/ *two*

P1, P2 (41) /fifti:n/ /fiktin/ /fiptin/ *fifteen*

P1, P2 (38) /twelve/ /tuweləp/ /tuwelp/ *twelve*

Other sounds only have one sound changing. /g/ changed into /k/, /θ/ into /t/, /ʃ/ into /s/, and /z/ and /dʒ/ into /j/. In English, semi-vowel /j/ could be found as in /jeləʊ/ 'yellow'. Bickford and Floyd (2006: 101) mention that /j/ could have alternative, which is /y/. In this research, the symbol /y/ was used to alternate /j/ in order to distinguish between semi-vowel /j/ in English and stop /j/ in Indonesian. These were the examples that could be found in the data.

P1, P2 (66) /pɪg/ /pik/ /pik/ *pig*

P1, P2 (29) /θri:/ /tri:/ /tri:/ *three*

P1, P2 (72) /fɪʃ/ /pis/ /fis/ *fish*

P1, P2 (26) /zed/ /jet/ /jet/ *z*

P1, P2 (7) /dʒi:/ /ji:/ /ji:/ *g*

Final Consonant Deletion on Cluster

Brickman and Floyd (2006: 169) say that the term cluster refers to a sequence of adjacent segments of the same category. This process happened when there were 2 or 3 consonants which were pronounced in one breath. The children needed to learn how to pronounce consonants in succession. Adults whose first language does not have clusters also experience this process. However, it was obvious that the children whose speech organs had not developed properly could have bigger chance to pronounce it better as they grew. In this research, the process mostly occurred on clusters that functioned as final consonant in a syllable. There were 6 consonant deletions, which were deletion of /s/ on cluster /ks/, deletion of /dʒ/ and /t/ on cluster /ndʒ/ and /nt/, and /k/ on /ŋk/. Here were the examples.

P1, P2 (42) /sɪkstɪ:n/ /siktin/ /siktin/ *sixteen*

P1, P2 (49) /ɔrɪndʒ/ /oren/ /oren/ *orange*

P1, P2 (61) /elɪfənt/ /eləpən/ /elepən/ *elephant*

P1, P2 (47) /pɪŋk/ /piŋ/ /piŋ/ *pink*

Vowel Addition on Cluster

In order to simplify sound pronunciation, there were many ways that a speaker could do. An example could be found in previous explanation that was consonant deletion on cluster. There was also another way; it was inserting a sound in the middle of cluster instead of deleting a sound. The children added two vowels in the middle of clusters /tw/, /bl/, and /vn/ which were /u/ and /ə/. The examples could be found in these data.

P1, P2 (46) /twenti/ /tuwenti/ /tuwenti/ *twenty*

P1, P2 (33) /sevn/ /sebən/ /sebən/ *seven*

P1, P2 (48) /pɜ:pl/ /pərpəl/ /pərpəl/ *purple*

It appeared that in this early stage of pronouncing, they needed to pronounce every word with a syllable; that was the reason they need to put vowels in clusters to make the pronunciation easier.

Gender Influence

The changing which occurred in pronunciation of English sounds by the children was not only influenced by intralinguistics. It was also influenced by the extralinguistic feature, for instance social factor. Labov (1969) says that social factors influence language activity which in the end they give language variation to the speakers. Those factors could be from social class, education, social status, age, and gender. However, the researcher only focused on 1 factor, gender, since from the data, it was obvious that the difference of gender could influence the pronunciation. P1's gender is female, and P2 is a male. Examples from the data could be seen below.

P1, P2 (38) /twelv/ /tuweləp/ /tuwelp/
twelve

P1, P2 (58) /kæt/ /kek/ /ket/ *cat*

P1, P2 (41) /fifti:n/ /fiktin/ /fiptin/ *fifteen*

As it was seen from the first example, P1 inserted vowel /ə/ into cluster /lv/, whereas P2 still maintained the cluster even though the second consonant /v/ changed into /p/. On second example, the word 'cat' was pronounced as /kek/ by P1 and /ket/ by P2. P1 tended to end the final consonant with /k/ like in other examples /faiv/ became /faik/ *five* or /dɒg/ became /dok/ *dog*. This process was done by gliding it to other manner of articulation. P2 also had his unique way to pronounce consonants; mostly he did consonants gliding as P1 and also changed the consonants from voiced to voiceless, for instance /fiptin/ *fifteen* or /ilefən/ *eleven*.

REFERENCES

- Bickford, A.C. & Rick, F. (2006). *Articulatory Phonetics: Tools for Analyzing the World's Language* (Fourth ed.). Dallas: SIL International.
- Els, T.V., Theo, B., Guus, E., Charles, V.O, & Anne-Mieke, J.D. (1984). *Applied Linguistics and the Learning and Teaching of Foreign Languages*. New York: Routledge, Chapman and Hall, Inc.
- Fromkin, V. & Robert, R. (1993). *An Introduction to Language* (International Student ed.). New York: Harcourt Brace College Publishers.
- Hornby, A.S. (2005). *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.
- Kesuma, T.M.J. (2007). *Pengantar (Metode) Penelitian Bahasa*. Yogyakarta: Carasvatibooks.

CONCLUSION

The research of vowel contrast that had been conducted was led into conclusion that there were some sound changing processes occurred on the pronunciation of the children. Some sounds which had been in their first language could be pronounced properly, but it was with a note that those sounds were front consonants, such as /p/, /b/, or /m/. More could be found on changing process, like gliding those sounds into other place of articulation or manner of articulation, final consonant deletion on a cluster, or vowel adding on cluster, and gender influence on pronunciation.

As it is known that children in preschool still develop their speech organs, it is impossible for them to acquire all of the sounds instantly after they hear them. They need to process the phonemes in their brain and sometimes what they think and what they pronounce are not same. Therefore, they need continual exposure to fix the wrong sounds and maintain the rights. However, it is not an easy matter for the children and the teacher. The teachers need to learn how to pronounce the phonemes well before they teach whereas the children try to pronounce it based on what they hear. It usually does not run well in the beginning of the process, but it is worth of trying to create a good learning process.

This research could be developed further since it was only discussed about the consonant. Therefore, it needs to be elaborated on the learning of vowel.

- Labov, W. (1969). Contraction, Deletion, and Inherent Variability of the English Copula. *Language*, 45 (4), 715-762.
- Muslich, M. (2012). *Fonologi Bahasa Indonesia: Tinjauan Deskriptif Sistem Bunyi Bahasa Indonesia*. Jakarta: Bumi Aksara.
- O'Grady, W. & Michael, D. (1993). *Contemporary Linguistic Analysis: An Introduction*. Ontario: Copp Clark Pitman Ltd.
- Parker, F. (1986). *Linguistics for Non-Linguist*. London: Taylor and Francis Ltd.
- Steinberg, D.D., Nagata, H., & David, P.A. (n.d.). *Psycholinguistics: Language, Mind, and World* (Second ed.). Essex: Pearson Education Limited.
- Sudaryanto. (1993). *Metode dan Aneka Teknik Analisis Bahasa*. Yogyakarta: Duta Wacana University Press.
- Verhaar, J.W.M. (2012). *Asas-Asas Linguistik Umum*. Yogyakarta: Gadjah Mada University Press.

INTERPERSONAL FUNCTIONS IN TV PROGRAM OF MARIO TEGUH'S GOLDEN WAYS

Yuliana Ningsih

State Polytechnic of Tanah Laut, Pelaihari, South Kalimantan, Indonesia
yuliea@gmail.com

Abstract: The study dealing with interpersonal functions in TV program of Mario Teguh's Golden Ways is based on SFL approach. The objectives of the study are to describe the types of speech functions used by Mario Teguh and to describe the types of modality dominantly used in Mario Teguh's Golden Ways. The data were analyzed by descriptive qualitative design. The research findings show that the dominant type of speech functions existing in TV program of Mario Teguh's Golden Ways is statement (166 clauses = 77.21%) that realized in congruent declarative mood (163 clauses = 80.69%), it means that as the role speaker, Mario Teguh used statement to express his ideas directly (gave information or deliver messages to the audiences). And the last, modality which used by Mario Teguh refers to the usage of congruent usuality (42 clauses = 71.19%), used to express the speaker's certainty of his arguments in TV program.

Keywords: *interpersonal functions, Mario Teguh's TV program, speech functions, modality*

INTRODUCTION

Communication and language are important in a wide variety of work contexts. A language basically functions to convey utterances meaning of person to another one. It can convey his feeling, opinion towards something logically and systematically either in a written or spoken language. So, the information can be received by readers or listeners effectively. This is in line with what Stoner in Widjaja (2000: 13) explains that communication is the process of exchanging information means that there is transferring knowledge, fact or news by the speaker as the doers the listener as the receivers. It is also the process of exchanging involves encoding, transmitting, and decoding intended messages.

Systemic Functional Linguistics (SFL) is functional in three distinct although closely related senses: in its interpretation of text, of

the system, and of the elements of linguistic structures. From SFL, people know how use language, meaning that they want to convey and element of linguistic structures that refer to in a certain context (Halliday, 1985: xiv).

It means that it is through functional grammar that any language can be interpreted through its text, systems and elements of linguistic structures used. In this research, the writer wants to try to look at one of the components of metafunctions proposed by Halliday; interpersonal components existing in utterances of Mario Teguh's Golden Ways. When the language users use language, whether spoken or written, there are some ideas in their mind that they are going to share or transfer. Sharing or transferring their messages. The language users need to do the job clearly the speakers or the writer's idea. Both of them are used in daily communication.

To understand discourse of Mario Teguh, it is very important to know how experience is organized by using speech functions, and modality. TV programs are oriented to provide information, entertain, and motivate the viewers. One of the popular and well-known programs of the Metro TV is Mario Teguh's Golden Ways. The reason for choosing TV Program of Mario Teguh's Golden Ways, especially utterances of Mario Teguh is because the program which won MURI (Museum Rekor Indonesia) on Metro TV at March 14th 2010, 7 pm is very popular, and it is also very educated program, it is also very useful for the viewer of Mario Teguh because the program motivates them, the language is very important role in the society, and also it can be impacted with viewers' behavior that can give them new knowledge to face life. MURI (Museum Rekor Indonesia) has given achievement to Mario Teguh as a motivator who has the greatest number of Facebook's fans more than one million. Under 24 years old about 46% fans and above 30 years old about 83% fans. And the program of Mario Teguh is the second best TV program in the world (on Metro TV at March 14th 2010, 7 pm). It means that utterances which conveyed by Mario Teguh are very popular, because it is so many listeners in the world. Besides that there have been several investigations about interpersonal function in the previous study.

This study is focused on the function of language used in sentences uttered by Mario Teguh, which especially centered on the interpersonal functions. The reason for choosing this topic to be discussed is because the writer is wanted to know how a clause relates to another in a clause complex, and to know how change information especially in context of Mario Teguh' Golden Ways. Besides that this phenomenon is more tend to use interpersonal function than other functions. The analysis will be seen through the interpersonal functions, one of the components of Metafunctions found in Functional Grammar. In addition, the study focus on the interpersonal functions in which language is used to enable us to participate in

communicative function with other people, to take roles and to express and understand feelings, attitudes, and judgments. Analyzing TV program of Mario Teguh's Golden Ways is meant to find out the types of speech functions dominantly used, the speech function realized in moods and the types of modality applied.

The problems of the study are (1) what types of speech functions are dominantly used in Mario Teguh's Golden Ways? (2) how are the types of speech functions realized in Mario Teguh's Golden Ways?, and (3) what types of modality are dominantly used in Mario teguh's Golden Way? Meanwhile, the objectives of the study are (1) to describe the types of speech functions dominantly used in Mario Teguh's Golden Ways, (2) to investigate how the types of speech functions realized in linguistic forms in Mario Teguh's Golden Ways, and (3) to describe the types of modality dominantly used in Mario Teguh's golden Ways.

Interpersonal functions in this study are based on the theory of Systemic Functional Linguistics (SFL) as developed by Halliday, Martin and other systemisticts. The study concerns with in interpersonal functions of language in which a language is used to interact with other people, to influence their behavior whereby a speaker participates in the speech situation. The analysis is aimed to observe the speaker's role in the speech situation, the personal commitment and interactions with others. These are seen in element of interpersonal functions, they are the dominant types of speech functions which are realized in congruent and metaphorical moods, and the last is modality applied in Mario Teguh's Golden Ways.

The findings of this study are expected to be useful for those who are interested in analyzing sentences uttered in Mario Teguh's Golden Ways on interpersonal functions especially speech function, and modality. The findings of this study will also help to increase the development of SFL (Systemic Functional Linguistics) theory and the findings are useful for the next researchers to investigate the other phenomena related to SFL.

REVIEW OF LITERATURE

Metafunctions

Ideational

It is concerned with the communication and interlinking of ideas and it may itself be broken down into the experiential and logical functions. Experiential has to understand the process being referred to, the participants in these processes, and the circumstances-time, cause, etc – associated with them. Morley (2000: 11) says that it is the one whereby a speaker expresses the propositional content elements of her/his utterance, in other words communicates her/his ideas. Logical function has to understand the relationship between one process and another, or one participant and another, that share the same position in the text. Morley (2000: 12) says that it relates the propositional ideas and elements of these ideas to each other on an equal or subordinate basis.

Interpersonal

In terms of social interaction, language serves to establish and maintain social relations, as is found in greetings and various forms of phatic communion. Thus, in everyday conversation *Good morning, Hello* are typically examples of greetings, contact on a very superficial level, and reference to the weather or to a person's health is purely a way of achieving the initial acquaintance.

Textual

It has to grasp the news value and topicality of the message, and the coherence between one part of the text and every other part. Halliday in Morley (2000: 14) says that it is the function which organizes the language in a textual corpus in such a way as to give it narrative coherence (in which the ideas are presented in an acceptably logical sequence) and message cohesion (in which the wording of a sentence in a discourse takes account of and is linked

to that of previous sentences), to arrange it as units of information, and to avoid unwanted redundancy.

The basic theory used in this study is the Systemic Functional Linguistics (SFL). It is a functional-semantic approach to language in a social context, in order one can begin to analyze and explain how meanings are made in everyday linguistic interaction.

Interpersonal Function

Language is simultaneously used as representation, exchange and organization of experience (Halliday, 1994: 68). As social beings, human kinds can not live isolated; they need to interact with others in order to fulfill their needs. The use of language to interact is said to perform interpersonal functions (Saragih, 2002: 9). It indicates action that is done by speakers to change experience in social interaction in order to they can fulfill their needs.

The previous segments suggest that interpersonal function is needed because human being can't live alone and provide their needs by themselves. It is due to some reasons; first human being is a social product or socially produced. Second, human being can't fulfill his/her own needs by him/herself. Third, only human beings are born with the competence to transmit and store information when human beings interact in community, they perform interpersonal of language.

In addition, Butt, Fahey, Spinks and Yallop (2000: 87) explain that demanding and giving information are meanings as the semantic level which is most often realized at the lexico-grammatical level by asking questions or making statements. In contrast to the exchange of information, the exchange of goods and services involves using language to get things done, either by offering to do them ourselves or ordering someone else to do them. Demanding goods and services are meanings at the semantic level which are most often realized at the lexico-grammatical level by giving orders or instructions.

Speech Functions

Halliday (1994: 30) states that speech function is as a performance done by Halliday users such as; asking, commanding, and answering. It's used as the medium exchange the experiences among speakers and listeners in order to fulfill their needs. The term speech function is used traditionally is speech act in the format interpretation, specifically systemic functional. It is also more oriented to functional interpretation, specifically system functional one. This means that all the utterances are uttered through types of speech functions.

Mood is an interpersonal realization at the clause rank. It covers the elements of subject and finite by which a clause is coded as either declarative code the speech functions of statement, question and command. In addition, Martin (1992: 36) also states that speech function is a semantic aspect of meaning is realized by word at the level of lexico-grammar. In this case, all the speech functions should be coded by moods in declarative, interrogative and imperative. All are the representation of human beings utterances in their experiences through language function by using interpersonal meaning and coded by mood. The types of speech functions can be summarized in the following table.

Table 1. Types of Speech Functions (Saragih, 2000: 9)

COMMODITY		
ROLES	INFORMATION	GOODS &
GIVING	Statement	SERVICES
DEMANDING	Question	Offer
		Command

The representation of speech function 'statement' is realized by 'declarative', 'question' by 'interrogative' and 'command' by 'imperative'. However the speech function 'offer' does not have an unmarked representation of mood. They can be summarized in the following figure.

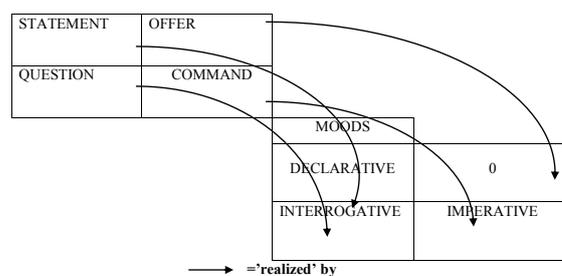


Figure 1: Realization of Speech Functions in Mood (Saragih, 2003: 15)

As an exchange of expression, a clause divides into five structural elements namely: subject, finite, predicator, complement and adjunct.

Subject

The definition of the subject offered by Halliday (1985a: 76) is that it realizes the thing by reference to which the proposition can be affirmed or denied. It provides the person or thing in whom is vested the success or failure of the proposition, what is "held responsible". For example: *The man* buys a new book. (Subject: 'the man')

Finite

It is defined as verbal operator that is an aspect of verbal phrase which, together with subject, make something arguable. Halliday (1985a: 75) defines that the finite in terms of its function in the clause to make the proposition definite, to anchor the proposition in a way that we can argue about it. Halliday noted it as finite verbal operators. For example: The teacher goes to the office. *The children* (Subject) *could* (Finite: modal) write.

Predicator

It is the verb phrase mines finite. Eggins (1994: 161) says that the predicator is the lexical or content part of the verbal group. For example: I am reading "The Bostonians". From the example, the verbal group contains two elements: *am reading*. The first part of the verbal group, *am*, is the finite as it carries the selections for tense, polarity, etc. The second verbal element, *reading*, tells us what process was actually going on. This element is the predicator. The definition

of the predicator then, is that it fills the role of specifying the actual event, action, process being discussed. The predicator is identified as being all the verbal elements of the clause after the single finite element.

Complement

It is an element of clause which is potential to become the subject. The notion of complement is equivalent to the term. For example: The man buys the book. (Complement: 'the book')

Adjunct

It is an element of the clause which is not potential to the promoted to be the Subject. For example: He came to my house yesterday.

(Adjunct: 'to my house' and 'yesterday'). The following mood and residue elements

Table 2. Mood and Residue Elements (Saragih, 2002: 13)

Subject	MOOD
Finite	
Predicator	RESIDUE
Complement	
Adjunct	

Illustrations and examples clarify the uses the mood and its congruent and metaphorical realization can be seen in the following figure.

MOOD			
<i>Proposition:</i>	Statement	Declarative (S^F)	<u>Hypnotizeis notcrime</u> S F C Mood Residuee
<i>Congruent</i>	Questions	Interrogative (F^S)	<u>Willtheyimitatethis?</u> F S P C Mood Residue
<i>Metaphorical</i>	Statement	Declarative (S^F)	<u>They will</u> think how to avoid it.
	Question	Interrogative (S^F)	<u>Youthink</u> it is not a crime?
<i>Proposal:</i>	Command	Imperative (F)	<u>Look atthe condition</u> F Complement Mood Resi iii
<i>Congruent</i>			<u>In Indonesia right now</u> Adjunct due
<i>Metaphorical</i>	Offer	Shall/Can I...	
	Command	Obligation/Projection (S^F)	<u>Government should</u> censor crime show series.
	Offer	Inclination/Modulated reaction (S^F)	<u>I'd like to</u> state the motion again.

Figure 2. Congruent and Metaphorical Realization of Moods (Martin, 1992: 413)

In *Bahasa Indonesia*, mood is determined by different ways with mood in English. Subject + predicator, it can be called as declarative mood. For example; in clause "*Dia motivator*", it means that there is predicate "*adalah*" from the clause but predicate is implicit or latent. Interrogative mood is realized with word "*adakah*" in the beginning of declarative clause, e.g. "*Adakah dia motivator?*" Actually, there are similarity between interrogative mood in Bahasa Indonesia and English. In the word, "*ada*", it's same with finite in English. The different of them are only addition of particle "*kah*" in Bahasa Indonesia, and in English, there is no particle. The main point of similarity of them is word "*ada*" and finite in front of subject. It can be seen from the clause "*Dia datang kesini?*"::"*Adakah dia datang kesini?*", "*He did come here?*". The form of imperative mood is as predicator in front of the clause with or without subject, it is same between English and Bahasa Indonesia, e.g. (*you*) *open the door!* And (*engkau*) *buka pintu itu!*

Saragih (2001: 41) states that in modification of fifth of moods in English, the actions are emerged to analyze clause, they are subject, predicator, and complement and adverb. Subject indicates to argument, predicator indicates to verb (such as; "*adalah*"), potential complement to be subject and adverb is same with adjunct in English. Actually, there is no finite in Bahasa Indonesia. Using speech functions which realized in moods can be identified by punctuation of realization. Such as; declarative is identified by period (.), interrogative is identified by question mark (?), imperative is identified by exclamation mark (!), and offer is coded as statement.

Modality

It is defined as a personal judgment on opinion 'flavor' or 'seasoning' to an experiential content or a speech functions by the addresser (Saragih, 2005: 21). Modality is also common used in spoken and written texts. But without doing research, we do not know how the modality used in texts, as well as the values of modality, especially the use of modality in utterances of Mario Teguh.

As mentioned above that the grammar of propositions are used to exchange information. Something 'is' or 'is not' are two poles of polarity that usually used when we exchange information. Information is something that can be affirmed, or denied. But besides that these two polarities there are a number of choices of degree certainty or usuality: something is *perhaps*, something is not *for sure*. Something is *sometimes* or something is not *always*. These intermediate positions are referred as modalization.

As Halliday presents it (1985a: 85 and 332), modalization involves the expression of two kinds of meanings: Probability, where the speaker expresses judgments as to the likelihood or probability of something happening or being, and usuality, where the speaker expresses judgments as to the frequency with which something happens or is.

Modality can be analyzed both in congruent and metaphorical forms. The use of modal finite in a clause is known as congruent modality, where modal finite such as, *as*, *may*, *must*, and *is* used to express the real opinion of a speaker. The uses of adjunct and grammatical metaphors such as, *I think...* meaning probably, or *I believe ...* meaning almost certainly; or *don't you think* meaning definitely are use as metaphorical modality. The table below shows the illustration of congruent and metaphorical realization of modality.

Table 3. Congruent and Metaphorical Realization of Modality (Halliday, 1985a: 332)

Modalization		Probability	Usuality/certainly
<i>Propositions:</i> <i>Congruent</i>	Modal verb	May Can	Will
	Modal adjunct	Possibly	Usually
<i>Metaphorical</i>	Ephitet	Possible	Usual
	Thing	Possibility	Tendency
	Relational Process	(suggest)	(predict)
	Projecting process	(I) Reckon	(I) Predict
Conjunction		(II) If	Provided that
Modulation		Inclination	Obligation
<i>Proposals:</i> <i>Congruent</i>	Modal verb	May	Must
	Verb complex	Be allowed to	Be obliged to
<i>Metaphorical</i>	Causative process	Allow (X) to	Oblige (X) to
	Epithet	Permissible	Necessary
	Thing	(I)Recommend	Necessity
	Projecting process	In case	(I)Insist
Conjunction			So

Discourse

Saragih (2003) states that discourse is defined as a meaning that is realized in text. The term text itself means any unit of language or linguistic form that is functional in context. In linguistics, discourse is a unit of language longer than a single sentence. More broadly, the use of spoken or written language in a social context. (<http://grammar.about.com/od/c/g/conversationterm.htm>)

Discourse means either written or spoken language, especially when it is studied in order to understand how people use language. A conversation is the act or result of making a formal written or spoken presentation on a subject; in linguistics, any form of oral or written communication more extensive than a sentence.

Utterance

Utterance is the product of speech acts performed by a speaker to a hearer in a given context: it has a physical form and exists at some location in space and time (Allan, 1986: 55). One important characteristic of the linguistic approach to word the study of language is that it's not concern merely with the written language,

but also and usually greater emphasis with the spoken called utterance (Palmer, 1971: 45).

From a speech acts point of view, this is the act of saying something, what one does in saying it. An utterance is any stretch of talk by one person before and after, which there is silent on the part of that person. An utterance is the use by a particular speaker on a particular occasion, a piece of language, such a sequence of sentences of a single phrase, or even a single word, such as 'hello' and 'hi'.

Communication

Communication is an active process which involves activities namely decoding message. This is in line with what stoner in Widjaja (2000: 13) explains that communication is the process of exchanging information means that there is transferring knowledge, fact or news by the speaker as the doers the listener as the receivers. It is also the process of exchanging involves encoding, transmitting, and decoding intended messages. Categorized from many aspects, the term communication can be defined in many ways. Lustig and Koester (1996: 29) define communication as "a symbolic process in which people creates shared meanings". A

symbol refers to a word, action or object that can represent a meaning. Meaning, itself can be defined as the perception, thought or feeling that experienced and communicated by person. Communication involved shared not only form but also meanings. This means that as people experience the world and everyday activities, they create and share meanings with other people and groups.

Television Program

One of the transmitting media of communication which uses both spoken and written communication at the same time is television. Information published on television is divided into four segments called program. The contents of television program maybe factual, as in documentaries, news, talk show, and reality television, or fictional as in comedy and drama. TV programs are oriented to provide information, entertain, and motivate the viewers. Just mention several of them are film program, news program, music program and talk show program. The most important advantage of television is that it is a huge source of information, knowledge and entertainment.

Television Program of Mario Teguh's Golden Ways

Television program of Mario Teguh's Golden Ways contains of utterances which have rich values in wisdom expressions, it has also good language and up to date. The languages of Mario are also full of motivation that can help and give us spirit in our life. For example: *"Anda yang baik hidupnya, adalah pribadi-pribadi yang menggunakan sikap dan pemikiran yang baik, sehingga baik juga keputusan-keputusannya"*.

In addition, the program which won MURI (Museum Rekor Indonesia) on Metro TV at March 14th 2010, 7 p.m is very popular, and it is also very educated program, it is also very useful for the viewer of Mario Teguh because the program motivates them, the language is very important role in the society, and also it can be impacted with viewers' behavior that can give them new knowledge to face life.

MURI (Museum Rekor Indonesia) has given achievement to Mario Teguh as a motivator who has the greatest number of facebook's fans more than one million. Under 24 years old about 46% fans and above 30 years old about 83% fans. And the program of Mario Teguh is the second best TV program in the world (on Metro TV at March 14th 2010, 7 pm). It means that utterances which conveyed by Mario Teguh are very popular, because it is so many listeners in the world.

METHOD

This research was conducted with descriptive qualitative method. This analysis based on SFL theory and the study is concerned with the application of SFL theory on Interpersonal Functions. Bogdan and Biklen (1982: 50) say that qualitative research is flexible, that is why the final result of a descriptive explanative was to support or weaken the existing theory by using the theory itself in new phenomena.

The subjects of the study in this case were taken from the differences of discourses of Mario Teguh in TV Program of Mario Teguh's Golden Ways. The data/subjects for this study were utterances which are conveyed by Mario Teguh. In this case, the researcher chose Mario Teguh's Golden Ways in TV program.

The researcher used a tape recorder and cassette to record utterances from discourses of Mario Teguh in TV program of Mario Teguh's Golden Ways. The data were collected by recording the program. The TV program that were observed in this case was Mario Teguh Golden ways, there are four differences discourses of Mario Teguh used which was displayed on January 24th 2010 (Title *"Penjara Bintang Lima"*), March 14th 2010 (Title *"WanitaKu Pemuliaku"*), April 25th 2010 (Title *"Thank You for Your Heart"*), and May 16th 2010 (Title *"Nanti!"*).

Every discourse uttered by Mario Teguh was recorded from television. And then the recorded data were transcribed into a note. The sentences that were types of speech functions, modality, and epithet underlined, and then noted again to make it easier to analyze. Finally, the data

displayed in tables in order to present the facts of the analyzed data.

In analyzing the data, Miles and Huberman's technique will be used. Miles and Huberman elaborate some steps of analyzing data, they are; 1) data collection, 2) data reduction (the process of classifying, arranging or organizing the data), 3) data display (the steps to show/make the visual of the data in the form of chart, diagram, matrix, or graphic), and 4) data verification/conclusion (the last step to draw conclusion from the data shown in the data display).

The data were collected by underlining the utterances contain speech functions, and modality. Then the data were classified by giving codes. The coding category strategy refers to the elements of interpersonal function. After that, the classified data were displayed in a matrix form. From the displayed data, some conclusions were taken as the findings of this study.

The triangulation techniques applied in this research are theory triangulation and data triangulation. To validate the data, some experts involved in this investigation in order to create overlapping and therefore cross-validating

in this study of elements of interpersonal functions which used in TV program of Mari teguh's Golden Ways. Triangulation is typically perceived to be a strategy for improving the validity of research or evaluation finding. Miles & Huberman (1984: 234) say that triangulation is supposed a finding by showing that independent measures of it agree with it or, at least, do not contradict it.

Denzin (1994: 513) identifies four basic types of triangulation. Firstly, data triangulation involves time, space, and persons. Secondly, investigator triangulation involves multiple researchers in an investigation. Thirdly, theory triangulation involves using more than one theoretical scheme in the interpretation of the phenomenon. Fourthly, methodological triangulation involves using more than one method to gather data such as observations, recording, and documents.

FINDINGS

There were 509 clauses coded in interpersonal functions. The description are elaborated the following sections.

Types of Speech Functions Used in TV Program of Mario Teguh's Golden Ways

Table 1. Types of Speech Functions used in TV Program of Mario Teguh's GoldenWays

No	Speech Functions	D I		D II		D III		D IV		Total	
		N	%	N	%	N	%	N	%	N	%
1	Statement	62	87.57	45	78.95	34	68	25	86.21	166	77,21
2	Question	3	4.29	2	3.51	8	16	4	13.79	17	7.91
3	Command	5	7.15	10	17.54	8	16	-	-	23	10.69
Total: $\frac{206}{509} \times 100$ = 40.47 %		70	100	57	100	50	100	29	100	206	100

Note:

D I = Discourse I: Title "*PenjaraBintang Lima*"

D II = Discourse II: Title "*WanitaKuPemuliaku*"

D III = Discourse III: Title "*Thank You for Your Heart*"

D IV =Discourse IV: Title "*Nanti!*"

N = Number of speech functions

(-) = to symbolize the absence of each speech function

From the table 1 above, statement is the dominant types of speech function used by Mario Teguh in all. There are 62 clauses statement in Discourse I. The example is shown below:

D I : *“Ini adalah penjara bagi kebebasan hidup anda.”*

This is statement that tells something, it can be identified from the punctuation. It ends with a period (.). And using statement in Discourse

I has the biggest numbers of all discourses. It means that in the Discourse I, speaker uses in great numbers of statement in conveying his program that refers to express speaker’s ideas, that giving information or delivering messages that’s stated or declared in communication to the audiences.

The following table presents the realization of speech functions in mood.

Table 2. Realization of Speech Functions in Moods Used by Mario Teguh

No	Mood	D I		D II		D III		D IV		Total	
		Clauses		Clauses		Clauses		Clauses		Clauses	
		C (%)	M (%)	C (%)	M (%)	C (%)	M (%)	C (%)	M (%)	C (%)	M (%)
1	Declarative	60 (88.24)	-	45 (78.95)	-	33 (68.75)	1 (50)	25 (86.21)	-	163 (80.69)	1 (50)
2	Interrogative	3 (4.41)	-	2 (3.51)	-	7 (14.58)	1 (50)	4 (13.79)	-	16 (7.92)	1 (50)
3	Imperative	5 (7.35)	2 (100)	10 (17.54)	-	8 (16.67)	-	-	-	23 (11.39)	2
Total: 202 + 4 = 206. $\frac{206}{509} \times 100 = 40.47\%$		68 (100)	2 (100)	57 (100)	-	48 (100)	2 (100)	29 (100)	-	202 (100)	4 (100)

Note:

D I = Discourse I: Title *“Penjara Bintang Lima”*

D II = Discourse II: Title *“Wanitaaku Pemuliaku”*

D III = Discourse III: Title *“Thank You for Your Heart”*

D IV = Discourse IV: Title *“Nanti!”*

(-) = to symbolize the absence of each speech function

N = Number of realization speech functions in mood which realized in moods

Table 2 previously presented shows that, congruent declarative is the biggest numbers of realization of speech functions in mood which used by Mario Teguh in all of discourses. It means that it dominates in realization of speech functions in mood. There are 60 clauses congruent declarative in Discourse I. The example is shown below:

D I : *“Mungkin mereka tidak pernah mendengar.”*

Here, the example is congruent declarative that express statements directly or congruently and also stated an idea. Actually, there is no using finite in Bahasa Indonesia. So, the examples are only show the realization of speech functions

in mood, this is declarative. These examples can be identified from the punctuation. It ends with a period (.) These examples are presented as usual way of stating information.

Types of Modality Used in TV Program of Mario Teguh’s Golden Ways

In this study, the focus is on analyzing the use of modality in congruent and metaphorical especially used in different discourses of Mario Teguh. They are Discourse I (*Penjara Bintang Lima*), Discourse II (*Wanitaaku pemuliaku*), Discourse III (*Thank You for Your Heart*), and Discourse IV (*Nanti!*) The following table is frequency of modality.

Table 3. Types of Modality Used in TV Program of Mario Teguh's Golden Ways

No	Modality	D I		D II		D III		D IV		Total	
		Clauses		Clauses		Clauses		Clauses		Clauses	
		C (%)	M (%)	C (%)	M (%)	C (%)	M (%)	C (%)	M (%)	C (%)	M (%)
1	Probability	4 (12.12)	15 (93.75)	- (-)	5 (100)	- (-)	12 (100)	- (-)	3 (75)	4 (6.78)	35 (94.59)
2	Usuality	22 (66.67)	1 (6.25)	5 (83.33)	- (-)	8 (72.72)	- (-)	7 (77.78)	1 (25)	42 (71.19)	2 (5.41)
3	Obligation	7 (21.21)	- (-)	1 (16.67)	- (-)	3 (27.28)	- (-)	2 (22.22)	- (-)	13 (22.03)	- (-)
Total: 59 + 37= 96.		33	16	6	5	11	12	9	4	59	37
$\frac{9}{509} \times 100 = 18.86\%$		(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)

Note:

D I = Discourse I: Title "PenjaraBintang Lima"

D II = Discourse II: Title "WanitaakuPemuliaku"

D III = Discourse III: Title "Thank You for Your Heart"

(N) = Number of Modality

D IV =Discourse IV: Title "Nanti!"

(-) = to symbolize the absence of each types of modality

From the previous table 3, the dominant type of modality used is congruent usuality. Auxiliary verbs of modal can be found here. Using modality in Discourse I dominates in discourses of Mario Teguh, there are 22 clauses. The following is the example of congruent usuality:

D I : "Yang mudadan yang agresifsepertiinilah yang akanmenjadipembukti yang sebenarnya."

It show congruent usuality that it is used to express the speaker's certainty of his arguments in TV program and also the speaker also expresses his argument in a direct way. Most of them are generally expressed by using modal verbs such as; "akan (will)" it used to express the future tense.

Based on the data analysis, findings are classified into the following points, they are:

1. Statement is the type of speech function that is dominantly used in TV program of Mario Teguh's Golden Ways. In discourse I, it is more dominant than other discourses.

2. Linguistically, congruent declarative is the types of speech function which realized in mood at the lexicogrammar level. It is dominantly used in Discourse I.

3. In discourseI, congruent usuality is the dominant modality used in TV program of Mario Teguh's Golden Ways.

DISCUSSION

From the explanation of data analysis previously shows that the dominantly types of speech functions found in TV program of Mario Teguh's Golden Ways is 'statement which realized in congruent declarative'. And the dominantly modality used is 'congruent usuality'.

Speech function is used as the medium exchange the experiences among speakers and listeners in order to fulfill their needs. There are three types of speech functions used by speaker, they are statement, question, and command. The dominant type of speech functions is 'statement'. It can be found in different discourses, and

there are four discourses of Mario Teguh. The speaker applies statement in Discourse I (*Penjara Bintang Lima*) in great numbers which is the biggest numbers of all discourses. It means that in this discussion, the writer not only find the dominant types of speech functions, but also the writer finds the dominantly type from the four discourses of Mario Teguh. So, it can be said that 'statement' is more dominant used than other speech functions, and from the different discourses, it can be found in great numbers in Discourse I. The reason is the purpose of Mario Teguh is to give detail information to the audiences. Besides that it happens because the role of Mario Teguh is as the speaker of the program.

As a speaker, Mario Teguh used statement to express his ideas in a direct way to give information or deliver messages to the audiences. It is due to the most effective speech function used when delivering information done by giving statement (giving information). As stated by Saragih (2009:9) that statement is to give information. It means that the speaker states a fact or argument, states an idea, without requiring is either an answer or action from the listener, it does not give a command or request, nor does it ask a question.

Linguistically, Mario Teguh as a speaker used speech functions are realized into the form of congruent and metaphorical moods; they are declarative, interrogative, and imperative. And the biggest numbers is congruent declarative, and it is also found in Discourse I. It happens because the dominant speech function is statement, and congruent declarative is coded by statement. In other words, speaker applies congruent declarative to express statements directly or congruently and also stated an idea. As stated by Saragih (2003:15) that statement is to give information which is realized by declarative mood.

Modality covers expressions of how the world might be and should be. In linguistic, modality is what allows speakers to evaluate a

proposition relative to a set of other propositions (commonly used to refer an expression of statement in speech function with declarative). There are three types of modality which is used, they are probability, usuality, and obligation. All of them can be realized in congruently and metaphorically. The dominant type of modality used is congruent usuality. Auxiliary verbs of modal can be found here such as; "*akan (will)*" it used to show the planned or expected things in the future. As Halliday (1985a: 332) shows that modal verb which used in congruent usuality is "will". In this way the speaker's objectives are shown and at the same time, the audiences' confidence is built by the prospect to face future life. Using modality in Discourse I (*Penjara Bintang Lima*) dominates from four discourses of Mario Teguh. It used because speaker expresses certainty of his arguments in TV program and also the speaker expresses his argument in a direct way. It indicates that the speaker react directly which give some logical and real prediction in expressing the arguments.

Purba (2006) also supports it that the dominant modality used by the speakers in the radio dialogue refers to the usage of congruent usuality. They are dominantly to express the speaker's certainty to their strong arguments in the dialogue.

CONCLUSIONS

The problems are addressed in this study, namely to describe the elements of interpersonal functions is used in Mario Teguh's Golden Ways, to investigate how the elements of interpersonal functions realized linguistically in Mario Teguh's Golden Ways, and to reason for the occurrence of the dominant elements in Mario Teguh's Golden Ways. After presenting the research findings in previous chapter, conclusions are drawn as follows.

1. The type of speech function which is dominantly used in TV program of Mario Teguh's Golden Ways is in the form of "statement"

2. The types of speech function realized by mood is dominantly expressed in “congruent declarative” linguistically
3. The dominant modality used in TV program of Mario Teguh’s Golden Ways is “congruent usuality”

REFERENCES

- Allan, K. (1986). *Linguistic Meaning*. London & New York: Routledge&Kegan Paul
- Bakhtin, M. M. (1986). *Theory of the Utterance*. http://pubpages.unh.edu/~jds/Bakhtin20%_utterance.htm. Accessed on July 18th, 2010.
- Bell, A. (1995). *Language and the Media: Annual Review of Applied Linguistics*, 15, 23-41
- Bloor, T & M, Bloor. (1995). *The Functional Analysis of English*. New York: Oxford University Press.
- Bogdan, C. R. & Biklen, S. K. (1982). *Qualitative Research for Education*. United State of America: Allyn and Bacon.
- Butt, D., Fahey, R., Spinks, S., & Yallop, C. (1995). *Using Functional Grammar; An Explorer’s Guide*. Sydney: Macquire University
- Collerson, J. (1994). *English Grammar: A functional Approach*. Sydney: Primary English Teaching Association.
- Crystal, D. (1997). *A Dictionary of Linguistics and Phonetics*. USA: Blackwell Publishers.
- Denzin, N.K. & Lincoln, Y.S. (1994). *Handbook of Qualitative Research*. Thousand Oaks: Sage Publication.
- Eggins, S. (1994). *An Introduction of Systemic Functional Linguistics*. London: Pinter.
- Halliday, M. A. K & C. M. I. M Matthiessen. (2001). *Construing Experience Through Meaning: A Language-Based Approach to Cognition*. London: Continuum.
- Halliday, M. A. K & J. R. Martin. (1993). *Writing Science: Literary and Discursive Power*. London: Palmer Press.
- Halliday, M. A. K & Hasan, R. (1985). *Language, Context, and Text: Aspect of Language in A School-Semiotic Perspective*. Melbourne: Deakin University Press.
- Halliday, M. A. K. (1976). *Language, Context, and Text: Aspect of Language in a Social-Semiotic Perspective*. Melbourne: Deakin University Press.
- Halliday, M.A.K. (1985). Systemic Background. In Denson, 3.D & W. S. Greaves. *Systemic Perspective on Discourse*, Vol 1, Norwood: Ablex Publishing.
- Halliday, M.A. (1994). *An Introduction of Systemic Functional Linguistics*. London: Pinter
- Higgins, J. (1982). *Human Relations Concepts & Skills*. New York: Random House Business Division.
- Huberman, M. & Miles, M.B. (1984). *Qualitative Data Analysis: A Sourcebook of New Methods*. Beverly Hills: Sage Publication.
- Lustig, M. & Koester, J. (1996). *Intercultural Competence: Interpersonal Communication Across Cultures*. New York: Random House Business Division.
- Martin, J. (1992). *English Text: System and Structure*. Amsterdam: John Benjamin Publishing Company.
- Martin, J., Matthiessen, C. & Painter C. (1997). *Working with Functional Grammar*. Sydney: Sydney University Press.
- Maslow, A. (1954). *Motivation and Personality*. New York: Harper.
- Morley, G. (2000). *Syntax in Functional Grammar: An Introduction to Lexicogrammar in Systemic Linguistics*. New York: Pre Press.
- Palmer, F.R. (1971). *Semantics*. Cambridge: Cambridge University.
- Purba, W. (2006). *Thesis: Interpersonal Meanings in Radio Debates*. Medan: Pascasarjana UNIMED.
- Robert, J. (2002). *Mass Media*. The Gale Group.
- Saragih, A. (2000). *Bahasa Dalam Konteks Sosial*. Medan: Program Pasca Sarjana Universitas Negeri Medan.

- Saragih, A. (2001). *Bahasa Dalam Konteks Sosial: Pendekatan Linguistik Fungsional Sistemik*. Medan: FBS-UNIMED.
- Saragih, A. (2002). *Deploying Functional Grammar*. Medan: UNIMED.
- Saragih, A. (2003). *Bahasa dalam Context Sosial Pendekatan Linguistik Fungsional Sistemik terhadap Bahasa dan Wacana*. Medan: FBS-UNIMED.
- Saragih, A. (2005). *Introduction Functional Grammar*. Medan: PascaSarjana UNIMED
- Teich, E. (1999). *Systemic Functional Grammar in Natural Language Generation*. New York: Random House Business Division
- The Encyclopedia Americana International Edition*. (1996). Grolier Incorporated. Danbury, Connecticut. Vol. 19 & 21.
- Thompson, G. (1996). *Introducing Functional Grammar*. London: Edward Arnold.
- Tucker, G.H. (1998). *The Lexicogrammar of Adjectives: A systemic Functional Approach to Lexis*. London: York House Typographic.
- Wang, J. (2010). *A Critical Discourse Analysis of Barack Obama's Speeches*. The Journal of specialized Interpersonal Function February 28th, 2011.
- Widjaja, H.A.W. (2000). *Ilmu Komunikasi Pengantar Studi*. Jakarta: Rineka Cipta.
- [Http://www.thefreedictionary.com/modal](http://www.thefreedictionary.com/modal). Accessed on February 18th, 2011.
- [Http://en.wikipedia.org/wiki/Television](http://en.wikipedia.org/wiki/Television). Accessed on June 12th, 2010.
- [Http://en.wikipedia.org/wiki/Discourse_analysis](http://en.wikipedia.org/wiki/Discourse_analysis). Accessed on February 18th, 2011.
- [Http://en.wikipedia.org/wiki/Television_program](http://en.wikipedia.org/wiki/Television_program). Accessed on June 12th, 2010.
- [Http://www.brainyquote.com/words/el/element158935.html](http://www.brainyquote.com/words/el/element158935.html). Accessed on September 27th, 2010.
- [Http://www.dictionary.reference.com/browse/element](http://www.dictionary.reference.com/browse/element). Accessed on September 27th, 2010.
- [Http://www.grammar.about.com/od/c/g/conversationterm.html](http://www.grammar.about.com/od/c/g/conversationterm.html). Accessed on February 18th, 2011.
- [Http://www.portal.bibliotekivest.no/terminology.htm](http://www.portal.bibliotekivest.no/terminology.htm). Accessed on February 18th, 2011.
- [Http://www.spaceflight.nasa.gov/history/shuttle/mir/references/glossaries/science/sc-gloss-gm.htm](http://www.spaceflight.nasa.gov/history/shuttle/mir/references/glossaries/science/sc-gloss-gm.htm). Accessed on February 18th, 2011.

JAVANESE ADDRESS FORM IN WAYANG SCRIPT PRABU GAMBIR ANOM

Rochmat Budi Santosa

State Islamic Institute of Surakarta, Central Java, Indonesia
santosabudi21@gmail.com

Abstract: The purpose of this research is to to classify the kinds of addresses used in *wayang* script *Prabu Gambir Anom*, to know the relation between power, solidarity and address terms in *wayang* script *Prabu Gambir Anom*, to describe power and solidarity affect the use of address term in *wayang* script *Prabu Gambir Anom*. This research belongs to descriptive qualitative research. The data source of this research is *wayang* script entitled *Prabu Gambir Anom*. The data are the dialogues containing address form employed by the characters in *Prabu Gambir Anom*. This research is analyzed using sociolinguistics approach. The trustworthiness of data analysis was carried out through triangulation. The results show three important points. First, there are eighteen kinds of Javanese address form in *wayang Prabu Gambir Anom*. Those address forms are Pn, N, K, T, Nn, KT, KNn, TN, TK, TT, TKT, PKT, KTNn, TNnN, TNnTN, NnTN, PKN, TTKT. Pronoun, kinship, and title type are the most frequently used by the characters because those types often indicate the degree of their status. Second is the relation between power, solidarity, and address form. Those are closely connected. The relation can be seen through the status among the participants, the formality when the conversation occurs, and the language level which is used by the participants. Power relation dominates the relation in the use of address form in Javanese Palace. It is because power relation shows the character of Javanese Palace language. However, solidarity also appears in kinship term. Third is power and solidarity affect the use of address form is clearly seen in their social status and the Javanese language level. This means that social status of each character is the most influence thing in determining the address form in the Javanese Palace life.

Keywords: *Sociolinguistics, wayang, Prabu Gambir Anom, Javanese, address form*

INTRODUCTION

The relation between language and society is studied in sociolinguistics. According to Wardaugh (1993: 13), sociolinguistics is concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how languages function in communication. This means sociolinguistics is study about how language used by society in communication.

The relationship between language and society are seen through the Javanese language. It is because Javanese is stratified society that the way people view other can be expressed in and through the language.

The use of Javanese language level expresses social relationship very explicitly because Javanese has the rule of language. It is called *unggah-ungguh basa Jawa*. In *unggah-ungguh basa*, there are rules of Javanese language use

that must be applied by the participants. From the use of Javanese language, it will express the relationship among the participants. This relationship means the relation among the participants based on status and familiarity in communication.

Status is related to power, age, sex, family relationship, and educational background. Familiarity is the relationship based on the degree of closeness and intimacy. Thus, the use of Javanese language takes account of social status and familiarity.

One of the most elaborate features of language reflecting social relationship of the use of language is address form. "Address forms are the words speakers use to designate the person they are talking to while they are talking to them." (Fasold, 1990:1). Address forms are designed by language user in accordance with power, solidarity, and intimacy in society. In addition, Chaika says that "the form of address in itself is a powerful controller" (1982:45). They are used to regulate social condition. People must pay close attention to choose the appropriate address depended on social relationship or status. They also have to understand the context when the speech occurs. "The study of address terms investigates social attitudes, social structures and group ideology" (Lee-Wong cited by Aghagolzadeh and Asadpour, 2010:136). From the statement above, it can be known that the use of Javanese address form can express social relationship.

Wayang is one of the most representatives of Javanese lives in the form of mythological story that includes the use of address form. *Wayang* is created as means of communication between puppeteer and audiences. For the Javanese, *wayang* is become as life guidance. It involves how they act with other in suitable way and how they realize that they are as human beings (Sukirno, 2009:24).

Nowadays, *wayang* have been internationally recognized. *Wayang kulit* originally come from Indonesia, which has been recognized by UNESCO as Masterpiece of Oral and Intangible Heritage of Humanity since November 7,

2013. The *wayang* performance employs with light and shadow that is combined by musical devices, gamelan. ([http://aroenjava.wordpress.com/Wayang Kulit](http://aroenjava.wordpress.com/WayangKulit), Masterpiece of Oral and Intangible Heritage of Humanity _ AroenJava Adventure.htm, accessed on 03 January 2013. 6:02:46 AM)

Wayang Prabu Gambir Anom is the representative story of the use address form. It is because the character expresses various relationships. It will influence the use of address form among the characters. There is also consideration that this script has many variations of address forms which come from several point of view, context situation, social relationship, position or social status.

Based on background above, the researchers raise the problem statements:

1. What are kinds of addresses used by the character in *wayang* script *Prabu Gambir Anom*?
2. What is the relation between power, solidarity and address terms in *wayang* script *Prabu Gambir Anom*?
3. How does power and solidarity affect the use of address term in *wayang* script *Prabu Gambir Anom*?

LITERATURE REVIEW

General Theory of Address Form

People may name or address people by Title (T), by first name (FN), by last name (LN), nick name (NN), by some combination of them, or by nothing at all (Wardhaugh, 1992: 265).

The study about address form also associates to Brown and Gilman theory. The theory is called by power and solidarity theory. They found two kinds of address form in French. The two address forms are Tu and Vous. Grammatically, Tu is for singular 'you' that also has abbreviation in the form of letter T. Vous, then, is for plural 'you' that also has abbreviation in the form of letter V. The second singular pronoun or T is used to address one person in familiar, informal, and intimate. However, the V form is used to address one person in polite, formal, and distance. According to Brown and Gilman

the use of form T/V form relates to power and solidarity.

Power is something that can make an individual has control to other individual. Power relations are asymmetrical relation. Fasold (1990: 4) states that it is because two people cannot have power over each other in the same area. It means when a person has superior power toward inferior person will be addressed by V, because V form is polite address form. Then, when a person has inferior power toward other superior person will be addressed by T, because T form is familiar address form. This non-equal power of address form will be good applied in a society that has stratification. Thus, it will be fit for Javanese society that has different stratification in its individual. However, if the two persons have symmetric relations, it will use the same form of address. For example, higher class uses reciprocal V, and the common class uses T form.

Thus, in power theory of address form, there are two rules. First rule is non-equal power and the second rule is power equal. Solidarity is also established in address form. Solidarity implied a sharing between people, a degree of closeness, and intimacy, (Fasold, 1990:4). It means solidarity relates to what kind of relationship between two people in social order whether it is close, intimate, or private. Then, solidarity is called reciprocal relation. If two people were equally powerful, but not 'solidary', they would exchange V. if power equal were solidary they would exchange mutual T.

Holmes also explains that there is non-equal power between two people. For non-equal power, there are two patterns. First pattern uses TLN (Title Last Name). It is used by lower people to higher people. Second pattern uses FN (First Name). It is used by higher to lower people. Meanwhile, if there is solidarity between two people, there is also different pattern. First, if they are friend or close, they will exchange FN. Second, if they are not friend or close, they will exchange TLN.

Javanese Address Form

In Javanese, the address system is very complex. According to Yustanto (2007:2), in his study entitled "*Nilai Sosial dan Perilaku Tutur (Studi Kasus Kata Sapaan dalam Masyarakat Jawa)*" states that there are several address forms that are often used by the Javanese society. They are pronoun, proper name, kinship term, and title.

The position of someone in a Javanese family determines types of address form. Geertz in Yustanto added that there are still two aspect in determine address form. They are age and seniority (2007:1). For example, the relation between older brother and his younger sister, the sister must address her brother by the word *mas* and the older brother addresses his younger sister by the word *dik*. It is also possible to address by those word plus name.

However, the use of name also has rule. According to Yustanto, all of the use of proper name in Javanese can be grouped into two. First, speaker addresses by using name only because of his/her power. Second, the speaker addresses by using name only because of solidarity (2007:2). Power and solidarity also can be seen in Javanese related the use of address form.

Power and solidarity is also reflected in the use of title in Javanese. As stated by Wolf and Soepomo in Sulistyowati (2008:169), they explains that title and certain address form which can show the status of addressed people is lower than the speaker, the intimacy level is connected with *ngoko* speech level. Title and address form which reflected high status, the level is connected with honorific. It means that speech level can show the status between speaker and hearer.

The use of Javanese address form is also applied in *wayang* show. Every character uses different address form which depends on situation, social status, and relative system between them (Asmoro, 2010:82). Address form of *wayang* is activity of addresses between the *wayang* characters. This address involves first

person pronoun, second person pronoun, and third person pronoun.

Javanese Language

Poejosoedarmo has classified the language level of Javanese. There are *krama Inggil*, *krama madya*, and *ngoko*. Each of level is divided into three sublevels. *Krama* is divided into *mudha Krama*, *kramantoro*, and *wredo krama*. *Madya* is divided into *madyo krama*, *madyantoro*, and *madya ngoko*. *Ngoko* is divided into *boso antyo*, *antyo boso*, and *ngoko lugu*.

Here is a detailed description of the Javanese language level (1968:59):

Mudha Krama

Mudha krama is the most formal and polite level. It is used by an inferior to superior. It also can be used by the member of *priyayi* between young to old people.

Kramantoro

Kramantoro is used by a stranger or someone whom speaker does not know well. However, *kramantoro* is not used in addressing someone of very low social status such as a beggar.

Wredo Krama

Wreda krama is the polite form used by the old to the young among the *priyayi*. It can be used by superior to inferior.

Madyo Krama

Madyo krama is *semi-krama*. It is usually used by the young to the old or by inferior to the speaker outside the family among *wong cilik*. It is also used occasionally among *priyayi* where some feeling of intimacy.

Madyantoro

Madyantoro is used in addressing *wong cilik* who is neither of extremely low rank nor on intimate terms with the speaker, for example farmer-neighbor.

Madyo Ngoko

This may be used in addressing someone of very low social status such as servant who is much older than the speaker.

Boso Antyo

This is used in addressing someone who is very high social status but closely relation to the speaker, for example wife talks with her husband.

Antyo Boso

Antyo boso does not contain any *krama* words. It is used in addressing someone with whom the speaker has close relationship and has high social status.

Ngoko Lugu

Ngoko lugu expresses neither formality nor respect toward the addressee. It is used by many superiors to their inferiors, by senior to junior, between close friends, and relatives at the same generation.

METHODOLOGY

The research belongs to descriptive qualitative research method. It means the design of the research uses descriptive and qualitative method of analysis. The data source of the research is *wayang* script of *Prabu Gambir Anom* written by Soenarno, S.Pd. Soenarno is a puppeteer who lives in Semanggi, Pasar Kliwon, Surakarta. He joins in PPS (Pawiyatan Pedhalangan Surakarta). This is an organization which studies about world of *wayang*. Then, the data of this research is in the form of written language, the dialogue of the character. The dialog of *wayang* script *Prabu Gambir Anom* which contains all addresses forms used by the character.

Technique of collecting data in this research is using document method. Payne and Payne, cited by D. Myers in his slide entitled Using Documents states "Documentary techniques are used 'to categorize, investigate, interpret and identify the limitations of physical sources, most commonly written documents, whether in the private or public domain (personal papers, commercial records, or state archives, communications or legislation)." (http://www.uk.sagepub.com/myers/Edited%20material/Chapter_12_Using_documents.ppt, cited on Wednesday, 20 February 2013 at 7:10:40 PM)

To get the trustworthiness of data, the researcher uses triangulation technique to avoid bias data. Triangulation is a method used by qualitative researchers to check and establish validity in their studies by analyzing a research question from multiple perspectives.

(<https://edis.ifas.ufl.edu/pdffiles/FY/FY39400.pdf>. cited on Wednesday, 20 February 2013, 8:56:22 PM).

There are four types of triangulation. They are researcher triangulation, method triangulation, theory triangulation, and source triangulation. The researcher applies source triangulation. "Source triangulation involves using different sources of information in order to increase the validity of a study." (A. Guion, L et al :2011). It means that to achieve the validity of data, the researcher use many different information from the expert or qualified person. Those experts have capability in the Javanese culture, especially wayang. It is because Sukino is a puppeteer of wayang. He has often performed wayang kulit. He is also joined in organization of wayang in Kraton Surakarta (Palace of Surakarta). Moreover, Parino is Javanese human puppeteer character. He acts as the heroic character in several titles. Thus, the researcher chooses them as the experts for cross-checking information.

FINDINGS

Types of Javanese address form used by the character in *wayang* script *Prabu Gambir Anom*

The researcher has classifies the collected data. The collected data is classified based on kind of address forms, adapted from the result of research conducted by Henry Yustanto (2007).

After conducting classification of data, it was found that there are several forms of address from the collected data; the researcher finds that there are eighteen of address forms. Those address forms are:

Pn	: Pronoun
N	: Name
K	: Kinship
T	: Title
Nn	: Nickname
KT	: Combination of Kinship and Title
KNn	: Combination of Kinship and Nickname
TN	: Combination of Title and Name
TK	: Combination of Title and Kinship
TT	: Combination of Title and Title
TKT	: Combination of Title, Kinship, and Title
PKT	: Combination of Pronoun, Kinship, and Title
KTNn	: Combination of Kinship, Title, and Nickname
TNnN	: Combination of Title, Nickname, and Name
TNnTN	: Combination of Title, Nickname, Title, and Name
NnTN	: Combination of Nickname, Title, and Name
PKN	: Combination of Pronoun, Kinship, and Name
TTKT	: Combination of Title, Title, Kinship, and Title

Pronoun, kinship, and title type is the most frequently used by the character. It is because those types often indicate the degree of their status. The pronouns often indicate the degree of power because the use of pronoun is conformed to the Javanese language level. The kinships often indicate the degree of solidarity but this solidarity tends to show politeness because the context is often formal. The titles often indicate power because title cannot be separated with Palace. Palace is full of authority. Status social is clearly seen in Palace. It means that title indicates their status. Therefore the use of title in the Palace is the obligatory. This is seen in the combination of types of address form on wayang. The title also always attaches in the combination of Javanese address forms.

DISCUSSION

The Relation between Power, Solidarity, and Javanese Address Form

The research findings above results three classification of address system. This table will

support the next analysis and make the reader easier in reading the data. The following tables will show the relation between Javanese address form and power and solidarity.

Table 1. First Person Address Form

No	Address Term	Type	Speech Level	Relationship	Situation	Pattern	Power & Solidarity	Addressee
1	-ku (Suffix)	Pn	Madyo	Intimate	Formal	T-V	Power	Samba
			Ngoko	Distant	Formal	T-V	Power	Jual Gita
2	Kula	Pn	Mudha	Intimate/ Distant	Formal	V-V/ T-V	Solidarity/ Power	Kresna/ Jual Gita
			Krama					
3	Ingsun	Pn	Ngoko	Distant	Formal	T-V	Power	Jual Gita
4	-ingsun (suffix)	Pn	Ngoko	Distant	Formal	T-V	Power	
5	-kula	Pn	Mudha	Intimate/ Distant	Formal	T-V	Power	Baladewa/ Kresna
6	Aku	Pn	Ngoko	Distant	Formal/ Informal	T-V	Power	Jual Gita
7	Baladewa	N	Ngoko\	Distant	Informal	T-V	Power	Jual Gita
8	Rayi	K	Mudha	Intimate	Formal	V-V	Solidarity	Baladewa
9	Kakang	K	Wreda	Intimate	Formal	V-V	Solidarity	Kresna
10	Putra Paduka Ing Parang Garuda	Nn	Mudha Krama	Intimate	Formal	V-T	Power	Baladewa
11	Ratu Mandura	Nn	Ngoko Lugu	Intimate	Informal (emotional)	T-V	Power	Kresna
12	Putra Nata Dwara- wati	Nn	Ngoko Lugu	Distant	Formal	V-T	Power	Jual Gita
13	Ri Paduka	KT	Mudha Krama	Intimate	Formal (emotional)	V-T	Power	Baladewa
14	Patih Jual Gita	TN	Mudha Krama	Distant	Formal	V-T	Power	Kresna & Samba
15	Raden Samba	TN	Ngoko Lugu	Distant	Formal	T-V	Power	Jual Gita

Table 2. Second Person Address Form

No	Address Term	Type	Speech Level	Relationship	Situation	Pattern	Power & Solidarity	Addressee
1	<i>-mu</i> (suffix)	Pn	<i>Ngoko</i>	Distant	Formal	T-V	Power	Jual Gita
2.	<i>Sira</i>	Pn	<i>Ngoko</i>	Intimate/ Distant	Formal	T-V/ V-V	Power/ Solidarity	Samba/ Jual Gita
3.	<i>Kowe</i>	Pn	<i>Ngoko</i> <i>Lugu</i>	Distant	Formal	T-V	Power	Jual Gita
4.	<i>Jual Gita</i>	N	<i>Ngoko</i>	Distant	Informal	T-V	Power	Jual Gita
5.	<i>Yayi</i>	K	<i>Wreda</i> <i>Krama</i>	Intimate	Formal	V-V	Solidarity	Kresna
6.	<i>Kulup</i>	K	<i>Madyo</i> <i>Ngoko</i>	Intimate	Formal	T-V	Power	Samba
7.	<i>Dewaji</i>	K	<i>Mudha</i> <i>Krama</i>	Intimate	Formal	V-T	Power	Kresna
8.	<i>Paduka</i>	T	<i>Mudha</i> <i>Krama</i>	Intimate/ Distant	Formal	V-T	Power	Baladewa
9.	<i>Sinuwun</i>	T	<i>Mudha</i> <i>Krama</i>	Distant	Formal	V-T	Power	Baladewa
10	<i>Raden</i>	T	<i>Mudha</i> <i>Krama</i>	Distant	Formal	V-T	Power	Samba
11	<i>Nalendra</i> <i>Gung</i> <i>Bina-thara</i>	Nn	<i>Wreda</i> <i>Krama</i>	Intimate	Formal	V-V	Solidarity	Kresna
12	<i>Kaka</i> <i>Prabu</i>	KT	<i>Mudha</i> <i>Krama</i>	Intimate	Formal	V-T	Power	Baladewa
13	<i>Yayi Prabu</i>	KT	<i>Wreda</i> <i>Krama</i>	Intimate	Formal	T-V	Power	Kresna
14	<i>Yayi</i> <i>Yuyudan</i>	KNn	<i>Madyo</i> <i>Ngoko</i>	Intimate	Formal	T-V	Power	Setyaki
15	<i>Patih Jual</i> <i>Gita</i>	TN	<i>Ngoko</i> <i>Lugu</i>	Distant	Formal	V-V	Solidarity	Jual Gita
17	<i>Paduka</i> <i>Sinuwun</i>	TT	<i>Mudha</i> <i>Krama</i>	Distant	Formal	V-T	Power	Kresna
18	<i>Prabu</i> <i>Kaka</i> <i>Prabu</i>	TKT	<i>Mudha</i> <i>Krama</i>	Intimate	Formal	V-V	Solidarity	Baladewa
19	<i>Paduka</i> <i>Uwa</i> <i>Prabu</i>	TKT	<i>Mudha</i> <i>Krama</i>	Intimate	Formal	V-T	Power	Baladewa
20	<i>Kanjeng</i> <i>Kaka</i> <i>Prabu</i>	TKT	<i>Mudha</i> <i>Krama</i>	Intimate	Formal	V-T	Power	Baladewa
21	<i>Pan-</i> <i>jenengan</i> <i>Yayi Prabu</i>	PKT	<i>Wreda</i> <i>Krama</i>	Intimate	Formal	V-V	Solidarity	Kresna

22	<i>Prabu Bathara Kresna</i>	TNnN	<i>Mudha Krama</i>	Distant	Formal	V-T	Power	Kresna
23	<i>Paduka Kanjeng Uwa Prabu</i>	TKKT	<i>Mudha Krama</i>	Intimate	Formal	V-T	Power	Baladewa

Table 3. Third Person Address Form

No	Address Term	Type	Speech Level	Relation-ship	Situation	Pattern	Power & Solidarity	Addressee
1	<i>Siti Sendari</i>	N	<i>Wreda Krama/Mudha Krama</i>	Intimate	Formal	T-T	Solidarity	Kresna/ Baladewa
2	<i>Nata Ngrancang Kencana</i>	Nn	<i>Mudha Krama</i>	Distant	Formal	V-T	Power	Kresna
3	<i>Prabu Gambir Anom</i>	TN	<i>Ngoko</i>	Intimate/ Distant	Formal	V-T	Power	Baladewa/ Jual Gita
4	<i>Prabu Kresna</i>	TN	<i>Mudha Krama</i>	Distant	Formal	V-T	Power	Samba
5	<i>Dewi Siti Sendari</i>	TN	<i>Mudha Krama</i>	Distant	Formal	V-T	Power	Samba
6	<i>Kanjeng Rama</i>	TK	<i>Ngoko/Mudha Krama</i>	Distant	Formal	V-T	Power	Jual Gita
7	<i>Yayi Prabu Puntadewa</i>	KT Nn	<i>Wreda Krama</i>	Intimate	Formal	V-V	Solidarity	Kresna
8	<i>Yayi Prabu Tandha dwijakangko</i>	KT Nn	<i>Wreda Krama</i>	Intimate	Formal	V-V	Solidarity	Kresna
9	<i>Sekar Kedathon Retna Ning Ayu Sang Dyah Dewi Siti Sendari</i>	TNnTN	<i>Mudha Krama</i>	Distant	Formal	V-T	Power	Kresna
10	<i>Putra Ing Mandukara</i>	NnTN	<i>Ngoko Lugu</i>	Distant	Formal	T-V	Power	Jual Gita
11	<i>Adhiku Yayi Siti Sendari</i>	PKN	<i>Ngoko Lugu</i>	Distant	Formal	T-V	Power	Jual Gita

From the tables above, there are three system in Javanese address form. They are first person, second person, and third person. These three systems are always used by Javanese society in their daily talking. Each system has its own type of address form. The types of address form have the rule in its use. The rule of using address form can express social relationship among the participants, especially power and solidarity.

As Fasold says that “address forms are the words speakers use to designate the person they are talking to while they are talking to them (1990:1).” This means address form is specific language feature which is in the form of word used by someone to designate other in communication. The point is the uses of Javanese address form in society. The use of Javanese address form can indicates social factor and social relationship among the participants. It is because Javanese has a complex system in the use of language. There are many considerations, the rule of language, which must be applied during process of communication. The use of Javanese addresses form must be conformed to the use of Javanese language level. The use of Javanese language level also shows the relationship among the participants. This relationship indicates social distance and social status. The social distance is the condition in which two participants has relationship in society in order to know how well they connect each other. This can be high or low solidarity, familiarity, closeness, intimacy. The social status is also the condition related to power, rank, age, and position of someone in society.

The Power is something that can make an individual has control to other individual. Power relations are asymmetrical relation. Fasold (1990: 4) states that it is because two people cannot have power over each other in the same area. This relation only exists between superior and inferior. In society, like Javanese in which stratified society, the power is clearly and strongly seen in the way they talk and the use of language. As the point, the use of language here refers to the use of Javanese address form.

It means when a person has superior power toward inferior person will be addressed by V, because V form is polite address form. Then, when a person has inferior power toward other superior person will be addressed by T, because T form is familiar address form. This non-equal power of address form will be good applied in a society that has stratification. Thus, it will be fit for Javanese society that has different stratification in its individual. However, if the two persons have symmetric relations, it will use the same form of address. For example, higher class uses reciprocal V, and the common class uses T form.

Thus, in power theory of address form, there are two rules. First rule is non-equal power and the second rule is power equal. Solidarity is also established in address form. Solidarity implied a sharing between people, a degree of closeness, and intimacy, (Fasold, 1990:4). It means solidarity relates to what kind of relationship between two people in social order whether it is close, intimate, or private. Then, solidarity is called reciprocal relation. If two people were equally powerful, but not ‘solidary’, they would exchange V. if power equal were solidary they would exchange mutual T.

Power is often seen in the use of address form by the character of wayang Prabu Gambir Anom. It is often seen through the difference of family and hierarchical position. For example is the form of kulup. There is conversation between Baladewa and Samba. Baladewa says “Kulup wus dak tampa, pangestuku tampanana.” This means that Baladewa accepts Samba’s greeting.

The setting takes place in Great Pendopo, Dwarawati Palace. Participants are between Baladewa and Samba, Baladewa as addresser and Samba as addressee. They are in family relationship. Baladewa is Samba’s uncle. He is also King of Mandura. This position influences the use of address form. It is because Samba’s position, both family and hierarchical position, is lower than Baladewa.

End of this act is for responding and accepting Samba’s greeting. Act sequence is referred as

accepting regards from Samba accompanied by Baladewa good wishes. This is clearly seen that Baladewa act the old people who gives good wishes to Samba.

The key is kind respond but serious. This event is conveyed using *madya ngoko* used by Baladewa and *mudha krama* used by Samba. Baladewa gives *madyo ngoko* because he deserves to use it. Baladewa is the old one. This means Baladewa has power over Samba.

The norm of interaction is the necessary to respond the greeting which is conveyed kindly by Baladewa. The genre is conversation.

Baladewa chooses *kulup* to address Samba. Actually, Baladewa has the other choice when he addresses Samba, name only and nickname. However, he prefers to address using *kulup* in order to show closeness and intimacy. *Kulup* means thole, son. As described in Kompasiana (2013) that there are Thole, Gus, Nang, Ngger, *Kulup*, or Nduk, and Wuk for addressing children. *Kulup* is intimate address form in kinship category for addressing a son. An appropriate address form used by Baladewa shows T term which means intimacy, close, and familiar. When Baladewa gives T to a person who is in the age and family position is lower than him, he will get the V form. The T form, however, is only intended to Samba or a son. Samba is a son of Kresna. It means that Samba is Baladewa's niece. Hierarchically, Baladewa is old parent that have family relation with Samba. Therefore, this tends to power relation.

The power pattern of address form in this event is T-V. The pattern means asymmetrical relation which is Baladewa addresses Samba with T form, *kulup*, and he will receive V form from Samba. V form is polite term such as, *pakdhe* at this situation. This is called non-reciprocal usage of address form.

Solidarity is rarely used by the character of *wayang Prabu Gambir Anom*. The next is the example of solidarity relation in *wayang Prabu Gambir Anom*. The conversation is between Baladewa and Kresna family. He reveals his happiness and pride by saying "*Ya jagad dewa*

bathara, mangkene suwargane wong tuwa kang darbe kadang Nalendra Gung Binathara..."

The setting above is in Great Pendopo, Dwarawati Palace. The participants are between Baladewa and Kresna. Kresna is King of Dwarawati. Kresna always wants to reconcile disputing parties. Therefore, Vishnu chooses him in order to be his incarnation. Vishnu God is believed by Javanese as the Great God and so does Kresna as the Great King. Then, Kresna has known as the deputy of God in world. The end is to reveal Baladewa's pride and happiness because he has brother like Kresna. The act sequence is expressing happiness. The manner of expressing is by calling the name of God gratefully. The norm is polite norm. The genre is conversation.

This form tends to solidarity relation. Baladewa uses *nalendra gung binathara* to address Kresna because he knows that Kresna deserves to get this nickname. As everyone known that he includes Great King who has huge authority. Therefore he is called *Nalendra Gung Binathara*. *Nalendra* means King. It has same meaning with *Raja*. It is also explained by Khakim in Ribut Basuki that *Raja gung binathara* is Great King likes God. That is a King who has impressive, masterful, wise, and fair personality. He has also grandeur personality and keeping the law. Thus he is considered as God's hand in the earth. (2010:149)

This means Kresna and Baladewa has same position although they are brothers. It brings out V-V pattern. This pattern indicates mutual use of address form which shows respect each other. On the other word, the power is equal between them.

In brief, there is a strong relationship between power and solidarity and Javanese address form because the use of Javanese address form is based on the rule or *tata krama* which has been govern in many years ago by the leader of Mataram Kuno, Sultan Agung, which can express power and solidarity relation through the relationship among the participants in speech community.

CONCLUSION

Based on the research findings, there are eighteen kinds of Javanese address form in wayang Prabu Gambir Anom. Those address forms are Pn, N, K, T, Nn, KT, KNn, TN, TK, TT, TKT, PKT, KTNn, TNnN, TNnTN, NnTN, PKN, TTKT. Pronoun, kinship, and title type is the most frequently used by the character. It is because those types often indicate the degree of their status. The pronouns often indicate the degree of power because the use of pronoun is conformed to the Javanese language level. The kinships often indicate the degree of solidarity but this solidarity tends to show politeness because the context is often formal. The titles often indicate power because title cannot be separated with Palace. Palace is full of authority. Status social is clearly seen in Palace. It means that title indicates their status. Therefore the use of title in the Palace is the obligatory. This is seen in the combination of types of address form on wayang. The title also always attaches in

the combination of Javanese address forms.

The result of the discussion about the relation between power, solidarity and address form is closely related in the power relation. Power relation is non-reciprocal use of address form. It means that the participants cannot use the same address form because of unequal power between them. Power relation is marked by T-V and V-T pattern. T-V pattern is used by inferior to superior. V-T is used by superior to inferior. This relation can be seen known from the status difference among the participants, the situation when the conversation occurs, and the relationship among the participants. Power and solidarity affect the use of address form is clearly seen in their status and the Javanese language level. This means that social status of each character is the most influence thing in determining the address form in the Royal Palace life. Power strongly influences in the use of Javanese address Form.

REFERENCES

- Asmoro, P. (2010). Bahasa Wayang dalam Pertunjukan Wayang Kulit Purwa Gaya Surakarta. *Gelar: Jurnal Seni Budaya*, (Online),8 (1).
- Fasold, R. (1990). *The Sociolinguistics of Language*. Massachusetts: Blackwell Publisher
- Poedjosoedarmo, S. (1968). *Javanese Speech Levels*. (Online), No. 6, pp. 54-81, Southeast Asia Program Publications at Cornell University
- Sukirno. (2009). Hubungan Wayang Kulit dan Kehidupan Sosial Masyarakat Jawa. *Brikolase*, (Online), 1 (1).
- Wardhaugh, R. (1992). *An Introduction to Sociolinguistics* (2nd Edition). New York: Blackwell Publisher.
- Yustanto, H. (2007). Nilai Sosial dan Perilaku Tutar (Studi Kasus Kata Sapaan dalam Masyarakat Jawa). *Jurnal Ilmiah*, (Online), (<http://>), Accessed on 16 November 2012, 10:17:13 AM

SYSTEMIC FUNCTIONAL LINGUISTICS IN CURRICULUM 2013

Tien Rafida

State Institute for Islamic Studies, North Sumatera, Indonesia

Abstract: This article entitled systemic functional linguistics in curriculum 2013. This paper describes about how to guide scientific approach through the systemic functional linguistics in Curriculum 2013. This curriculum is a form of integrated work between reconstruction of passing grade competence, suitability and adequacy, expansion, advancement of the materials, learning revolution and evaluation reform. Instructional activities of all subjects have the same approach, that is scientific through observing, questioning, associating, experimenting, and networking. By understanding those scientific approaches and know how to apply it in the classroom, the teachers can play their roles during teaching and learning process. Because curriculum 2013 is based on process oriented, not product oriented. The nature of language as a social semiotic system; that is, as a resource for meaning across the many and constantly changing contexts of human interaction needed in order to develop meaningful learning. Now, we look at the whole thing simultaneously from a number of Systemic Functional Linguistics was perspective contributing towards the total interpretation of scientific approaches in curriculum 2013. SLF describes language in terms of set of choices of meaning, thus SLF is an approach to linguistics that considers language as a social semiotic system. Whereas considered systems to refer to possibilities subordinated to structure, Systemic functional linguistics is also functional" because it considers language to have evolved under the pressure of the particular functions that the language system has to serve.

Keywords: *systemic functional linguistics scientific approaches, curriculum 2013*

INTRODUCTION

The use of curriculum 2013 is the dilemma that so influence in education. It is caused due to not finding the appropriate teaching methodology with the 2013 curriculum. However, it has not become problems by some teachers and should also not be disputed. Halliday has given a way out to facilitate learning by using the text in the learning methodology. Theory in the context of the LSF can not be separated from the text, discourse, and context itself. According to Halliday (1974) in Sudaryat (2009: 143), "... a text is an operational unit of language" that the making can not be separated from the

content of speech, narrative style, and narrative context.

The terms used in the text tend to talk about things oriented language, form and structure of language. In contrast, the term tends to be used in the discourse discuss things oriented to social factors. Thus, the text is included in the category or arising from linguistic domain while the domain of social discourse that gets expression in the text.

Theory in the context of the LSF can not be separated from the text, discourse, and context itself. According to Halliday (1974) in Sudaryat (2009: 143), "... a text is an operational unit of language" that the making can not be separated

from the content of speech, narrative style, and narrative context. More fully, Halliday (1985: 11) explains the meaning of the text as follows:

A text is a form of exchange, and the fundamental form of the text is dialogue of interaction between speakers. It means that every text is meaningful because it can be related to interaction among speakers, and ultimate to normal everyday spontaneous dialogue. In view of that, the text is a product of environment, a product of a continuous process of choices in meaning that can be represented in language.

Halliday and Hasan (1985: 10) which defines the text as a functional language, "language that is functional". Functional intent here means the language that do the same work in a context and not words or isolated sentences which may be written one on top of the board. Thus, the use of language in communication has a relationship with the social context and the target of LSF theory in relation to the context of the situation.

SCIENTIFIC APPROACH

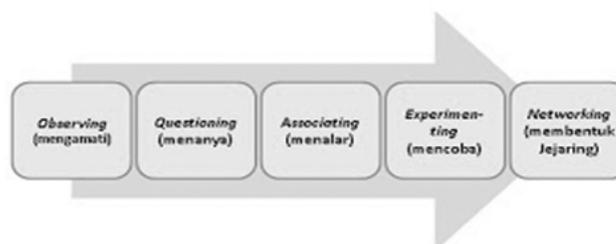
Understanding Scientific Approach

Curriculum 2013 emphasizes on modern pedagogical dimension in learning, using a scientific approach. Scientific derived English scientific meaning, which is science, the science or based on science. (Team Prima Pen, t.th: 339). While the approach is the approach which means that embodies the basic concepts, inspire, strengthen, and underlying thinking about something. Thus, the scientific approach (Scientific Approach) in the study in question here is how the applied learning method based on a particular scientific theory. Scientific approach means that the basic concepts underlying the formulation inspiring or teaching method by applying scientific characteristics. Scientific learning approach (scientific teaching) is part of the pedagogical approach to learning in the classroom implementation that underlies the application of the scientific method.

Understanding the application of a scientific approach to learning does not only focus on how

to develop student competence in observation or experiment, but how to develop the knowledge and thinking skills that can support creative activity in innovating or work. Through : Observing [mengamati], Questioning [menanya], Experimenting [mencoba], Associating [menalar], Networking [Membentuk networks].

View of the above, be adopted scientific learning steps involved five steps as shown below:



Operational measures of scientific learning are as follows.

Observing

Method of prioritizing meaningfulness observe the learning process (learning meaningful). This method has certain advantages, such as the media presents a real object, learners happy and challenged, and easy implementation. With the observation method learners found that there is a relationship between the object being analyzed with the learning materials used by the teacher.

Inquire

Effective teachers can inspire students to improve and develop the realm of attitudes, skills, and knowledge. By the time the teacher asked, at the same time he guided or guide the learners to learn well. When the teacher to answer questions learners, when it was anyway she pushed her care was to be penyimak and a good learner.

Reasoning

The term "reasoning" within the framework of the learning process with the scientific approach adopted in the curriculum in 2013 to illustrate that teachers and learners are active participants. Compressive point certainly in

many ways and situations to be more active learners rather than teachers. Reasoning is the process of thinking logically and systematically over-the empirical facts that can be observed to obtain a conclusion in the form of knowledge. The term refers to the association in learning kemampuan associate classify diverse ideas and diverse events to then put it into a fragment of memory. During special events transfer to the brain, stored in a reference to the experience of other events

Trying

To obtain a real or authentic learning, learners have to try or experiment, especially for materials or substances that are compatible. Application of the experimental method or try intended to develop various domains of learning objectives, the attitudes, skills, and knowledge. Real learning activities for this are: (1) determine the theme or topic in accordance with the basic competencies according to the demands of the curriculum; (2) study the ways the use of tools and materials are available and must be provided; (3) study the relevant theoretical basis and the results of

previous experiments; (4) perform and observe the experiment; (5) noted that the phenomenon occurs, analyze, and present data; (6) draw conclusions on the results of the experiment; and (7) make reports and communicate the results of the experiment.

Network Learning/Collaborative

What is collaborative learning.? Collaborative learning is a personal philosophy, is more than just learning techniques in school classes. Collaboration is the essence of the interactions of philosophy and lifestyle that puts humans and memaknaikerjasama as interaction structures, well-designed and deliberate as to facilitate collective efforts in order to achieve a common goal. Internet use is highly recommended in learning or collaborative classroom. Due to it, the internet is one of the learning network with access to and availability of extensive information and easy.

By using a scientific study, the five-step learning can be implemented several learning activities of students, as in the diagram below:

KEGIATAN	AKTIVITAS BELAJAR
MENGAMATI (<i>OBSERVING</i>)	MELIHAT, MENGAMATI, MEMBACA, MENDENGAR, MENYIMAK (TANPA DAN DENGAN ALAT)
MENANYA (<i>QUESTIONING</i>)	<ul style="list-style-type: none"> • MENGAJUKAN PERTANYAAN DARI YANG FAKTUAL SAMPAI KE YANG BERSIFAT HIPOTESIS • DIAWALI DENGAN BIMBINGAN GURU SAMPAI DENGAN MANDIRI (MENJADI SUATU KEBIASAAN)
PENGUMPULAN DATA (<i>EXPLORING</i>)	<ul style="list-style-type: none"> • MENENTUKAN DATA YANG DIPERLUKAN DARI PERTANYAAN YANG DIAJUKAN • MENENTUKAN SUMBER DATA (BENDA, DOKUMEN, BUKU, EKPERIMEN) • MENGUMPULKAN DATA
MENGASOSIASI (<i>ASSOCIATING</i>)	<ul style="list-style-type: none"> • MENGANALISIS DATA DALAM BENTUK MEMBUAT KATEGORI, MENENTUKAN HUBUNGAN DATA/KATEGORI • MENYIMPULKAN DARI HASIL ANALISIS DATA •
MENKOMUNIKASIKAN (<i>COMMUNICATING</i>)	<ul style="list-style-type: none"> • MENYAMPAIKAN HASIL KONSEPTUALISASI • DALAM BENTUK LISAN, TULISAN, DIAGRAM, BAGAN, GAMBAR ATAU MEDIA LAINNYA

In the implementation of the 2013 Indonesian curriculum into science tractor (the carrier of knowledge). In this function be towing accelerate language development of students' mastery of science. The development of knowledge of students in line and in tune with the development of language skills. Proficiency mastered the meaning and structure of Indonesian as well as a wealth of knowledge.

Students took a language proficiency skills in mengiteraksikan the ideas of both written and verbal on social interaction in mind mendukung disclosure in education, economics, politics, law, and industry. Role memediakan thoughts in writing is now more important in life in line with the growth of knowledge and information and communication technology is increasingly rapidly.

Term-Based Text

The term text, also often called the genre is a unit of language in written or oral dimediakan with certain organizational system to express meaning in a particular context as well. Riyadi states that the text is the language that is being used in a particular context. This view states that the text can appear in the form of oral and written language can not be separated from the system context.

The term is often akin to text genre terms because language is a social process activities that proceed in stages to achieve a certain goal as stated Wiratno which refers to Martin and Rose (2003).

Genres related to cultural and social backgrounds that underlie created a text. Therefore, recognize the text in depth would not be separated from the cultural values and social goals underlying. Further analysis through specific text can be recognized also spiritual values or moral purpose underlying the growth of social and cultural values. Analysis like this can bring an understanding of the dimensions of the genre widely alongside narrowly introduction of text types perusal.

Text or genre can be as discourse (discourse). The term discourse according to a large dictionary

(1) verbal communication; conversation; (2) says that the overall environment is a unity; (3) complete the environmental unit of language is realized in the form of an essay or report intact, such as novels, books, articles, speeches or sermons; (4) the environment or to think in a systematic procedure; capability or process gives consideration based on common sense; (5) the exchange of ideas verbally. Distinguishing text, genre, and discourse is a product of a different perspective on the reality of language in context. Language may appear in the form of struktur, as a medium of social interaction to achieve certain goals, or as a whole said that based on the systematic and logical way of thinking.

The text clearly seen from the physical dimensions can its existence, its structure can be analyzed, and its elements can be identified. Viewed from an abstract dimension, text is a unit of meaning inherent in its use of language in a particular context. Judging from the dimensions of the social process bermanka text aligned with the genre. When viewed from the communication process in the narrative as a whole or pemediaan mind, the text is the same as meaningful discourse.

The results of the analysis of various dimensions, the text has the following characteristics:

1. Having a cohesive organization system
2. Express the meaning.
3. Structured in context
4. Media can be in the form of written and spoken
5. Step Development Text

Step in the development of learning Indonesian text using the following four steps:

1. Building a Context (MK)
2. Forming models of text (Modeling)
3. Build text together (MTB)
4. Build text independently (MTM)

Text-based English language learning has implications for the implementation of learning can not be separated from the text in oral and written form. Integrative scientific learning process into four steps by observing activities, inquire, try, reasoning, menyaji, and create.

Typical integration in learning Indonesian will result in the following models:

1. **Build context** through the activity observed in the context of text and inquire about the various issues related to the observed text. In the context of the build steps students can be encouraged to understand the spiritual values, cultural values, goals that underlie the text wake. In this process students explore the content of the text and the values implicit in it. Here students can uncover observation report for follow-up material in learning activities.
2. **Forming models** through to try and make sense to formulate a model structure of phonological, grammatical, lexical, and meaning of the text read. In this step students are encouraged to raise curiosity by taking into account (1) symbol, (2) sound (3) grammar and (4) the meaning. Through the analysis of facts and data on text that students acquire the model learned affixes, imkata structure, phrases, clauses, sentences, or paragraphs. All of these students have learned in the context of its use. At this stage students can explore text types studied, and identify their characteristics. Activity recognition process not as the ultimate goal of learning, but as the initial activity for mengembangkandaya copyright.
3. **Build together** a text with the text still in activity try, reasoning, and creating a collaborative manner, followed by menyaji. Students use models to explore the results of text to build a text by collaborating in the group. Through these activities is expected of all students can gain experience to create the text as a basis for developing individual competencies.
4. **Develop independently** text with pressure points on the student can demonstrate competence in creating individually. Therefore, the dimensions of Indonesian language learning activities must fulfill four basic steps, six steps to develop skills in scientific

activity, two models of collaborative and individual activities, and berdimesi move and work.

What Products Are Expected to Learn?

The most important thing is to determine the competence of teachers consider to be achieved that is tailored to the needs of life in the context of the present and the future. Target achievement of excellence competence needs to be adjusted with potential students, social context, environment, and the carrying capacity of the school. Advantages that teachers need to pay attention to is the advantage in the process of text that can move and realize students through the learning process.

Prior to determining competency indicators that can reach students, teachers need to pay attention to core competencies, Basic Competence, Indicators of the achievement of competence and attention, teacher book and student books as the basis for the preparation of lesson plans.

Indicators of competence include;

1. Development of attitudes, knowledge and skills in a balanced way.
2. Skills to organize data, facts, or information obtained from the activities of seeing, hearing, feeling, and by empowering knowledge that has been previously occupied.
3. Mastery of linguistic concepts
4. Skilled high thinking
5. Developing collaborative activity.
6. Develop Produce work experience students need work in a real turn on.
7. Variations of the model works can be seen that all types of products with industry usage guidelines or manuals, for all the work guidelines require, require formatting, even dropping death is still required text description of death. Diperkukan text anywhere.

Reflected in indicators of spiritual values, cultural values, and social values that can be the basis of the development of the moral, linguistic knowledge, factual information or data that students can use to develop the

skills of logical and systematic high, the use of language in the collaboration, and the work in the form of text.

CONCLUSION

Systemic functional linguistics theory is helpful curriculum-based learning system 2013, the methodology is a methodology text very

REFERENCES

- Egins, S. (2004). *An Introduction to Systemic Functional Linguistics. Second Edition.* London-New York: Continuum.
- Halliday, M.A.K. (1985). Systemics Background. In Benson, J. D. & W.S. Greaves (Eds). *Systemic Perspectives on Discourse* (pp. 1-15). Norwood: Ablex Publishing.
- Halliday, M.A.K. (1994). *An Introduction to Functional Grammar. Second Edition.* London: Edward Arnold.
- Halliday, M.A.K. (2002). *Linguistic Studies of Text and Discourse.* London-New York: Continuum.
- Halliday, M.A.K. & Christian, M.I.M.M. (2006). *Construing Experience Through Meaning: A Language-based Approach to Cognition.* London-New York: Continuum.
- Halliday, M.A.K. & J.R. Martin. (1993). *Writing Science: Literacy and Discursive Power.* Edisi Taylor and Francis Group. London-New York: Routledge.
- Halliday, M.A.K. & Ruqaiya, H. (1989). *Language, Context, and Text: Aspects of Language in a Social-semiotic Perspective.* Oxford: Oxford University Press.
- Martin, J.R. (1992). *English Text: System and Structure.* Amsterdam: John Benjamins.
- Martin, J.R. (2013). Embedded Literacy: Knowledge as Meaning. In *Linguistics and Education*, 24, 23-37.
- Saragih, A. (2006). *Bahasa dalam Konteks Sosial.* Medan: Pascasarjana Unimed.
- Sinar, S. (2002). *Phasal and Experiential Realisations in Lecture Discourse: A Systemic Functional Analysis.* Disertasi pada Faculty of Languages and Linguistics University of Malaya.
- Sinar, S. (2003). Konteks Situasi Wacana dalam Teks. *Studi Kultura*, 2 (3), 229-241.
- Sinar, S. (2008). *Teori dan Analisis Wacana: Pendekatan Sistemik-Fungsional.* Medan: Pustaka Bangsa Press.

THE CORRELATION BETWEEN DISCOURSE QUALITY AND READABILITY OF THE ENGLISH READING TEXTS USED IN THE STATE ISLAMIC SENIOR HIGH SCHOOLS (MANS) JOMBANG

Hari Prastyo

STIT Uluwiyah Mojokerto, East Java, Indonesia

harrylinguist@yahoo.com

Abstract: This research aims to investigate the discourse quality of English reading texts and readability used in the state Islamic senior high schools. Besides that, the purpose of this research is also to investigate the correlation between discourse quality and readability of the English reading texts used in the state Islamic senior high schools Jombang. The hypothesis of this research is (1) if the English reading texts have good quality, the readability of the texts will be good too and (2) if the English reading texts do not have good quality, the readability of the texts will not be good too. The data sources of this research are English texts which are taken from some books used in the state Islamic senior high schools at Jombang. There are ten state Islamic senior high schools in Jombang, while the researcher takes only five schools as sample. In determining the sample, he uses cluster sampling. The sample covers five areas, they are MAN Rejoso Peterongan Jombang which represents schools in east area, MAN Denanyar Jombang which represents schools in west area, MAN Tambak Beras Jombang which represents schools in north area, MAN 5 Jombang which represents schools in south area and MAN Jombang which represents schools in center area. The researcher uses 4 books from those schools and 12 texts from those books. Furthermore, the data of this research are sentences which are taken from the data sources. The result of this research is as follows: the average score of discourse quality is 87.2. It means that the discourse quality of the texts is in *good* level. Then, the average score of readability is 54.16. It means that the readability is in *fairly difficult* level. The last is H₀ is received and H₁ is refused. It means that there is no significant correlation between discourse quality and readability of the English Reading texts used in the state Islamic senior high schools Jombang. For the next researchers who concern to the readability, it is suggested that they investigate other factors which have correlation with readability of the text. The factors which can be investigated are diction or word choice, grammar and word formation by using different method and in different area or even in the larger area in order to have better result. It is also suggested for the materials developers in order that they consider both discourse quality and readability of the text in developing the materials of the English.

Keywords: *discourse quality, readability, reading ease formula, Spearman rank*

INTRODUCTION

The expression of “the basic unit of language is sentence, not words” was true in Boaz’s period because a word can establish a meaning without others (Boaz in Samsuri, 1988: 52). However, nowadays a bigger unit of language than sentence is called discourse.

According to Cook (in Rani, 2004: 5), discourse is the usage of language in communication, both oral and written. Due to the fact that discourse is as the usage of language in communication, so it is important to pay attention to the meaning of language as the message in that communication. However, people often misunderstand in catching a message of the communication because of ignoring the context which establishes the discourse.

Therefore, it is very important to take notice the position of discourse in language. Otherwise, we often misinterpret the language usage in communication. Consequently, it will appear new problem in communication, both in oral and written.

However, in this research, the researcher focuses his research on the written language than oral language because the usage of language in written is more effective than in oral. Written language can be read by more people in different periods. Therefore, it is important to do research in written language.

Written language (text) always has message in it. Finding the message does not only need the ability to read and catch the meaning of each word, but also understand the context which establishes the text. It is named as readable text or readability of the text.

Readability of the text can be supported by some factors, they are quality of discourse, word choice, punctuation, grammar correctness, and so forth. In this research, the researcher focuses on the discourse quality, especially in cohesion and coherence because both of them can be measured easily because the researcher does not need the presence of the readers or the writers. While, others, like intentionality, acceptability, informativeness, situationality,

intertextuality, are difficult to be measured because they need presence of the readers or the writers. Therefore, the researcher only uses cohesion and coherence in conducting this research to find out how the correlation between discourse quality and readability of the text is.

It is important to focus on the discourse quality because the position of discourse establishes the meaning of text, it is like what the researcher has stated above. In other words, readability of the text relates to the discourse quality. In this research, the researcher studies English reading texts used in the learning process as the object of the research. The researcher gets the texts from some books used by some senior high schools in the English learning process.

It is very important to study about English reading texts used in the learning process because recently there are many English reading texts used in the learning process. However, some students still have problems to understand the meaning of a text although they have understood the meaning of each word.

Therefore, this research is more useful when it focuses on English reading texts used in the learning process than other texts. However, the researcher does not take all of the texts used in the learning process of English. In this research, the researcher focus on English reading texts used in the learning process at the state Islamic senior high schools (MANs) Jombang. The researcher divides the books used in the learning process into two kinds, they are primary materials and supplementary materials. Primary materials are the books which are used as the primary source in the learning process. While supplementary materials are the books which are used as the additional source in the learning process.

MANs are chosen in this research because the researcher would like to help the teachers in the state Islamic senior high schools in selecting a good text in order that the students can understand the texts easily. Finally, the quality of students’ understanding of the state Islamic senior high schools to the English texts

will be able to compete with the students of public senior high schools. Furthermore, the state Islamic senior high schools are expected to be able to compete with other senior high schools in globalization era because those schools can graduate many students who have good quality as human resources.

In the previous study, Roifah (2008) ever did research about discourse quality by the title "Quality of Discourse Developed by the Participants of Java Overland English Debate 2007". However, in her research, she focused only on the oral language. While in this research the researcher focuses on the written language that is English reading texts used in the English learning process.

Finally, based on the previous description, the researcher would like to investigate the correlation between discourse quality and readability of the text.

METHOD

In conducting this research, the researcher uses mix method, qualitative and quantitative, with correlational research. It is a research which is used to know the correlation between a variable to another variable. In this research, the researcher has two variables, they are discourse quality

and readability. Therefore, it is suitable that the researcher uses this correlational research. In this case, the researcher tries to investigate the correlation between first variable and second variable.

The population of this research is English reading texts used in learning process in state Islamic senior high schools (MANs) Jombang. There are 10 state Islamic senior high schools (MANs) in Jombang. In this research, he takes sample of the schools based on the area. Therefore, The researcher takes 5 schools as representative schools. The schools are MAN Rejoso Peterongan which represents schools in east area, MAN Denanyar which represents schools in west area, MAN Tambak Beras which represents schools in north area, MAN 5 which represents schools in south area and MAN Jombang which represents schools in center area.

After observing those schools, the researcher finds 4 books which are used by those schools. In other words, the schools chosen use one or more of those books in English learning process. The following table is the list of the books and the number of the texts in each books as the population of this research:

Table 1. The List of the Books and the Number of the Texts in each Books

No	Title	Writer (s)	Year	City and Publisher	Number of text
1	English 3 Grade XII Science and sosial Programme	1. Desmal Dardjis 2. Sophian Fanany 3. Aisyah Anwar	2005	Jakarta: PT Bumi Aksara	18
2	Look A Head Bool 3 An English Course for Senior High School Students Year XII (SMA&MA) Language Science and Sosial	1. Th.M.Sudarwati 2. Eudia Grace	2005	Jakarta:Erlangga	14
3	Aspirasi, Bahasa Inggris (LKS)	Suwati, S.Pd		Pustaka Manggala	40
4	Brilliant Bahasa Inggris SMA XII (LKS)	1. Rockie Farizqi, SS 2. Dudi Sudiana, S.Pd.		PT Temprina Media Grafika (Jawa Pos Group)	7
The Amount					79

The sample of this research is taken by using Cluster Sampling, it is used because the population is different among the others. Cluster sampling is the technique of sample withdrawal which is done by taking the representative of population member of each area (Riduwan, 2004:60).

Since the population of this research is texts from some books, so the representative of population is taken from each book. Then, the samples got from each book are combined to be cluster sampling.

In order to make the sample taken can be representative, the researcher uses a formula from

Yamana (in Riduwan, 2004:65) in withdrawing the sample. The formula can be stated as follows:

$$n = \frac{N}{N.d^2 + 1}$$

Where:

n = Sample Sum

N = The Population Sum

D² = Determined *Presisi*

Because the population is less than 100, so the *presisi* is 50%. The following is the sample of each book:

1. The first book entitles: *English 3 Grade XII Science And Sosial Programme*:

$$n = \frac{N}{N.d^2 + 1} = \frac{18}{(18).(0,5)^2 + 1} = \frac{18}{(18).(0,25) + 1} = \frac{18}{5,5} = 3,27 = 3 \text{ texts}$$

2. The second book entitles *Look A Head Bool 3 An English Course for Senior High School Students Year XII (SMA&MA) Language Science and Social*:

$$n = \frac{N}{N.d^2 + 1} = \frac{14}{(14).(0,5)^2 + 1} = \frac{14}{(14).(0,25) + 1} = \frac{14}{4,5} = 3,11 = 3 \text{ Texts}$$

3. The third book entitles: *Aspirasi, Bahasa Inggris (LKS)*:

$$n = \frac{N}{N.d^2 + 1} = \frac{40}{(40).(0,5)^2 + 1} = \frac{40}{(40).(0,25) + 1} = \frac{40}{1} = 3,63 = 4 \text{ Texts}$$

4. The fourth book entitles: *Brilliant Bahasa Inggris SMA XII (LKS)*:

$$n = \frac{N}{N.d^2 + 1} = \frac{7}{(7).(0,5)^2 + 1} = \frac{7}{(7).(0,25) + 1} = \frac{7}{2,75} = 2,54 = 2 \text{ Texts}$$

So the cluster sampel is 3 + 3 + 4 + 2 =12. Based on the formula, the representative sample of this research is 12. So, the texts taken as sample are 12 texts.

In collecting the data of Discourse Quality, the researcher uses standard in discourse by Renkema (1993:35-37). In this research, the researcher investigated each sentence of the texts by using standard in discourse. Then he gave check of each sentence whether or not the sentence swits with the standard in discourse proposed by Renkema. If the sentence swits with the standard in discourse, it means that the sentence is good. On the contrary, if the sentence does not swit with the standard discourse, it means the sentence is not good.

After investigating all of the sentences in the texts, the researcher classified the sentence based on the result of the investigating. After finding the result of the investigating, he counted the percentage of the good sentences. The result of the percentage shows the discourse quality of a text. This steps are applied on each texts investigated. Then, to interpret the percentage of discourse quality, the following table can be used:

Table 2. Standard of Discourse Quality

Percentage	Numeral	Quality
0 % - 29 %	0 - 29	Very Bad
30 % - 49 %	29 - 49	Bad
50 % - 59 %	50 - 59	Fairly Bad
60 % - 69 %	60 - 69	Standard
70 % - 79 %	70 - 79	Fairly Good
80 % - 89 %	80 - 89	Good
90 % -100%	90 - 100	Very Good

While, in collecting the data of readability, the researcher uses Reading Ease Formula. In using this formula, the researcher does some steps (Hill, 1979:193), they are: (1) Count each word in the text up to 100. After 100th word, put a mark. Count as one word letters, number, symbols, contraction, hyphenated word, abbreviations, figures and their combination that are surrounded by white space; (2) Count the number of syllables as they are pronounced.

If a word has two accepted pronunciation, use the one with fever syllables. Count the number of syllables in symbols and figures according to the way they are normally read aloud; (3) Count each sentence which has full unit of speech marked off by a period, colon, semicolon, dash, question mark or exclamation point. In a 100-word sample, the 100-word mark will usually fall in the middle of the sentence. Count such a sentence as one of those in the sample, if the 100-word mark falls after more than half of the words in it; otherwise disregard it; (4) Figure the average number of word per sentence. Divide the number of words (100) by the number of sentences; (5) Find the average sentence length and word length of the text on th readability chart. Take a ruler and connect the two figures. The intersection of the ruler with the center column shows the readability score of the text. The following figure can make understand easier:

After obtaining the data from the two variables, the next step that the researcher did was analyzing the data. In analyzing the data, the researcher used Spearman Rank Correlation Method by Carl Spearman. This method was used to measure the degree of relationship between two variables; those are dependent and independent variable.

The formula used is as follows:

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

r_s = **Correlation** Score of Spearman Rank
 d^2 = Different between the ranking in each part

n = the A mount of rank pair for spearman (spearman (5>n>30) 5>n>30)

The formula above is used to analyze the data of discourse quality and readability of the text to find the relation between them. However, before using the formula, researcher made a table to help him in clasifying the data. After getting all the data, the researcher applied the formula to find the correlation between the discourse quality and readability of the English reading texts.

FINDINGS

As the researcher stated above, in investigating the data, he uses standard in discourse by Renkema (1993:35-37). There are 12 texts in this research as the sample and the sentences in those texts are analyzed sentence by sentence

by using the standard in discourse by Renkema. The sentences are analyzed to know whether or not they are cohesive or coherent. The following are the findings of the research referring to cohesion and coherence.

Table 3. The Findings of the Research Referring to Cohesion and Coherence

Text Number	Cohesion	Coherence	Discourse Quality	FIX SCORE	Meaning
1	100%	69,2%	84,6%	85	Good
2	100%	80%	90%	90	Very Good
3	100%	63,6%	81,8%	82	Good
4	100%	100%	100%	100	Very Good
5	91,3%	56,5%	73,9%	74	Fairly Good
6	91,7%	83,3%	87,5%	87	Good
7	86,4%	81,8%	84,1%	84	Good
8	75%	75%	75%	75	Fairly Good
9	86,7%	86,7%	86,7%	87	Good
10	84,6%	100%	92,3%	92	Very Good
11	80%	100%	90%	90	Very Good
12	100%	100%	100%	100	Very Good
AVERAGE			87,1%	87,2	Good

As researcher stated above that he uses Reading Ease (RE) Formula to find the data of readability. The following is the findings:

Table 4. The Finding of the Data of Readability

Text Number	wl	sl	Score		Level	Style
			CS	FS		
1	151	25	57	52, 99	10 th to 12 th Grade	Fairly Difficult
2	178	33, 3	26	21, 57	College Grade	Very Difficult
3	178	25	32	30, 04	College	Difficult
4	125	25	78	75, 09	7 th Grade	Fairly Easy
5	155	12, 5	63	62, 34	8 th to 9 th Grade	Standard
6	169	16, 7	47	46, 16	College	Difficult
7	130	20	79	75, 94	7 th Grade	Fairly Easy
8	143	14, 3	72	70, 7	7 th Grade	Fairly Easy
9	160	12, 5	59	58, 09	10 th to 12 th Grade	Fairly Difficult
10	140	11, 1	77	76, 52	7 th Grade	Fairly Easy
11	165	12, 5	56	53, 84	10 th to 12 th Grade	Fairly Difficult
12			27	26, 61	College Graduate	Very Difficult
192						
16, 7						
Total			674	649, 89		
Average			53, 91	54, 16	10 th to 12 th Grade	Fairly Difficult

FS: Formula Score

CS: Chart Score

Then the researcher discusses the relation between Discourse Quality and Readability. In this research, he has 12 texts as sample with 5% significant level. Then, the data of discourse quality in this research is symbolized with (X). Furthermore, the data of readability is symbolized with (Y).

In this case, the research does some steps to answer the research problem number 3.

1st Step: to make H_1 and H_0 in sentence form:

H_1 : There is significant relationship between discourse quality and readability of the English reading text.

H_0 : There is no significant relationship between discourse quality and readability of English reading text.

2nd Step: to make H_a and H_o in statistic form:

$H_1: r_s \neq 0$

$H_0: r_s = 0$

3rd Step: to make a help table to count the rank:

Table 5. The Rank

No	Text Number	X	Y	R_x	R_y	D	d^2
1	1	85	53	8	8	0	0
2	2	90	22	4, 5	12	-7, 5	56, 25
3	3	82	30	10	10	0	0
4	4	100	75	1, 5	3	-1, 5	2, 25
5	5	74	62	12	5	7	49
6	6	87	46	6, 5	9	-2, 5	6, 25
7	7	84	76	9	1, 5	7, 5	56, 25
8	8	75	71	11	4	7	49
9	9	87	58	6, 5	6	0, 5	0, 25
10	10	92	76	3	1, 5	1, 5	2, 25
11	11	90	54	4, 5	7	-2, 5	6, 25
12	12	100	27	1, 5	11	-9, 5	90, 25
Total							$\sum d^2=318$

Note:

X = Discourse Quality Score

Y = Readability Score

R_x = Rank of Discourse Quality

(See Appendix 1)

R_y = Rank of Readability (See Appendix 1)

$D = R_x - R_y$

4th Step: finding count r_s by the formula as follows:

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

$$r_s = 1 - \frac{(6).(318)}{12(144 - 1)}$$

$$r_s = 1 - \frac{1908}{1716}$$

$$r_s = -0,1$$

5th Step: finding score of r_s - table of Spearman:

By $\alpha = 5\%$ (0,05) and $n = 12$, so r_s - table is 0, 591 (See Appendix 2)

Then the researcher compares between r_s - count and r_s - table. If r_s - count is smaller than r_s - table, H_0 is received and H_1 is refused. On the contrary, if r_s - count is bigger than r_s - table, H_0 is refused and H_1 is received. While, in this research, r_s - count is -0, 11 and r_s - table is 0, 591. therefore, r_s - count is smaller than r_s - table or -0, 11 < 0, 591, so, H_0 is received and H_1 is refused.

DISCUSSION

There are 12 texts in this research and two of them have *fairly good* level. They are text number 5 and 8. Text number 5 has score 74 and text number 8 has score 75. these kind of texts are somewhat suitable applied in English learning process because it is still in the level of *fairly good*, in other words, these kind of texts are not too bad.

Then there are five texts which have *good* level. They are text number 1, 3, 6, 7 and 9. Text number 1 has score 85, text number 3 has score 82, text number 6 has score 87, text number 7 has score 84, and text number 9 has score 87. Most of the score got in each group of the texts are more than 80. it means that the level of discourse quality of this group is good. The qualities of these texts are better than the texts before. It can be seen through the result of the score.

The last has five texts which have *very good* level. They are text number 2, 4, 10, 11 and 12. Text number 2 has score 90, text number 4 has score 100, text number 10 has score 92, text number 11 has score 90, and text number 12 has score 100. These kinds of texts are the best quality, so that the level of those texts have *very good* level.

Based on the investigating, most of the texts are in *good* and *very good* level, while there are only two text which have *fairly good* level. It means that most of the text used in learning process at the state Islamic senior high schools have good quality. It justified with the average score got from the discourse quality. The score got is 87, 2 (See Appendix 3). This score means that most of the texts used in English learning process at the state Islamic senior high schools in Jombang are in *good* level.

This sub-topic discusses about the readability. It is like in discourse quality, in investigation of readability, the researcher has 12 texts. There are five groups of the text in readability based on the findings of this research. The first is *fairly easy* text. This group has four texts. They are text number 4, text number 7, text number 8,

and text number 10. Text number 4 has score 75, 09, text number 7 has score 75, 94, text number 8 has score 70, 7 and text number 10 has score 76, 52. Those texts are somewhat easy to be understood because the score is among 70-79.

The next group is *very difficult* text. It has two texts, they are text number 2 which has score 21, 57 and text number 12 which has score 26, 61. Those texts are very difficult to be understood because the score is among 0-29.

The third group is *fairly difficult* texts. In this group, there are three texts. They are text number 1, text number 9 and text number 11. text number 1 has score 52, 99, text number 9 has score 58, 09 and text 11 has score 53, 84. those texts are somewhat difficult to be understood because the score is among 50-59.

The fourth group is *difficult* text. this group of the text has two texts, they are text number 3, and text number 6. Text number 3 has score 30, 04 and text number 6 has score 46, 16. then, the last group is *standard* text. It has only one text, that is text number 5 which has score 62, 34.

Based on the findings above, the researcher takes the average of the readability score, that is 54, 16 (See Appendix 4). This score means that the level of readability of English reading texts used in English learning process at state Islamic senior high schools (MANs) Jombang is *fairly difficult* and it is suitable for the students at the grade of 10th to 12th.

Based on the analysis by using Spearman rank Correlation, the researcher found the score of r_s - count that is -0, 11 and the score of r_s - table which has $\alpha = 0, 05$ (5%) and $N = 12$ is 0, 591. it can be seen that r_s - count is smaller than r_s - table or $-0, 11 < 0, 591$.

CONCLUSION

Based on the data sources which consist of 12 texts, the discourse quality of the text used in the English learning at state Islamic senior high schools (MANs) Jombang is good and the score is 87, 2 (See Appendix 3).

Furthermore, readability of the text which is found in this research is on the level of

10th to 12th grade. The score got is 54, 16 (See Appendix 4). It means that the readability of the text used in English learning at state Islamic senior high schools is fairly difficult and those texts are suitable for the students in the 10th to 12th grade.

While, the correlation between discourse quality and readability can be seen through the comparison between $r_s - count$ and $r_s - table$. Furthermore, the score of $r_s - count$ is -0, 11 and $r_s - table$ is 0, 591, it means that $r_s - count$ is smaller than $r_s - table$ or $-0, 11 < 0, 591$. It shows that H_0 is received and H_1 is refused. In other words, the result of this research is there is no significant correlation between discourse quality and readability of the English reading text.

After conducting this research, the researcher found that there is no significant relation between Discourse Quality and readability of the text used in English learning at state Islamic senior high schools Jombang.

For the government who is taking the policy in determining English text used in state Islamic

senior high schools or who permits for the publisher to sell their book publication, the researcher suggests in order that the government does not only select the books based on the discourse quality, but also the readability because the two things, discourse quality and readability, have no significant relationship.

For the teachers who teach reading class, it is suggested that they find a text which has a good readability and also good discourse quality in order that the text can be understood easily by the students.

For the next researcher who concerns to the readability, it is suggested that they investigate other factors which may have relation with the readability. The factors are such as diction or word choice, grammar and word formation by using different method and in different area or even in a larger area in order to have better result. It is also suggested for the materials developers in order that they consider both discourse quality and readability of the text in developing the materials of the English.

REFERENCES

- Hafni. (1981). *Pemilihan dan Pengembangan Bahan Pengajaran Membaca*. Paper Presentation Lokakarya Tahap II. Jakarta: Proyek Pengembangan Pendidikan Guru (P3G).
- Heiman, G.W. (1992). *Basic Statistics for the Behavioral Sciences*. New York: State University of New York.
- Hill, W.R. (1979). *Secondary School Reading Process, Program, Procedure*. Boston: Allyn And Bacon, Inc.
- Rani, et al. (2004). *Analisis Wacana Sebuah Kajian Bahasa dalam Pemakaian*. Malang: Bayumedia.
- Renkema, J. (1993). *Discourse Studies: An Introductory text book*. Amsterdam: John Benjamin Publisher.
- Riduwan. (2004). *Belajar Mudah Penelitian untuk Guru, Karyawan dan Peneliti Pemula*. Bandung: Alfabeta.
- Samsuri. (1988). *Berbagai Aliran Linguistik Abad XIX*. Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jendral Kebudayaan Tinggi.

APPENDIX 1: DETERMINING THE RANK OF DISCOURSE QUALITY AND READABILITY SCORE

Discourse Quality			
No	Score of Discourse Quality	Ranking Process	Ranking
1	100		1, 5
2	100	(1+2):2 = 1, 5	1, 5
3	92	-	3
4	90		4, 5
5	90	(4+5):2 = 4, 5	4, 5
6	87		6, 5
7	87	(6+7):2 = 6, 5	6, 5
8	85	-	8
9	84	-	9
10	82	-	10
11	75	-	11
12	74	-	12

Readability

No	Score of Readability	Ranking Process	Ranking
1	76		1, 5
2	76	(1+2):2 = 1, 5	1, 5
3	75	-	3
4	71	-	4
5	62	-	5
6	58	-	6
7	54	-	7
8	53	-	8
9	46	-	9
10	30	-	10
11	27	-	11
12	22	-	12

APPENDIX 2: THE *R_s*-TABLE

N	A = 0, 05	A = 0, 01
5	1, 000	-
6	0, 886	1, 000
7	0, 786	0, 929
8	0, 738	0, 881
9	0, 685	0, 833
10	0, 648	0, 794
12	0, 591	0, 777
14	0, 544	0, 715
16	0, 506	0, 665
18	0, 475	0, 625

20	0, 450	0, 591
22	0, 425	0, 562
24	0, 409	0, 537
26	0, 392	0, 515
28	0, 377	0, 496
30	0, 364	0, 478

Taken from: Gary W. Heiman. 1992. Basic Statistics for the Behavioral Sciences. USA: State University of New York Page:519.

APPENDIX 3: RESULT FINDINGS OF DISCOURSE QUALITY

1. COHESION

Text 1:			Text 2:		
Sentence Number	Cohesion		Sentence Number	Cohesion	
	Yes	No		Yes	No
1	√		1	√	
2	√		2	√	
3	√		3	√	
4	√		4	√	
5	√		5	√	
6	√		Percentage 100% 0%		
7	√				
8	√				
9	√				
10	√				
11	√				
12	√				
13	√				
Percentage 100% 0%					

Text 3:			Text 4:		
Sentence Number	Cohesion		Sentence Number	Cohesion	
	Yes	No		Yes	No
1	√		1	√	
2	√		2	√	
3	√		3	√	
4	√		4	√	
5	√		5	√	
6	√		6	√	
7	√		7	√	
8	√		Percentage 100% 0%		
9	√				
10	√				
11	√				
Percentage 100% 0%					

Text 5:			Text 6:		
Sentence Number	Cohesion		Sentence Number	Cohesion	
	Yes	No		Yes	No
1	√		1	√	
2	√		2	√	
3	√		3	√	
4	√		4	√	
5	√		5		√
6		√	6	√	
7	√		7	√	
8	√		8	√	
9	√		9	√	
10	√		10	√	
11		√	11	√	
12	√		12	√	
13	√		Percentage	91,7%	8,3%
14	√				
15	√				
16	√				
17	√				
18	√				
19	√				
20	√				
21	√				
22	√				
23	√				
Percentage	91,3%	8,7%			

Text 7:			Text 8:		
Sentence Number	Cohesion		Sentence Number	Cohesion	
	Yes	No		Yes	No
1	√		1		√
2	√		2	√	
3	√		3	√	
4	√		4	√	
5	√		5	√	
6	√		6	√	
7	√		7		√
8		√	8	√	
9	√		9	√	
10	√		10	√	
11	√		11	√	
12	√		12		√
13		√	Percentage	75%	25%
14	√				
15	√				
16	√				
17	√				
18	√				

19	√	
20		√
21	√	
22	√	
Percentage	86,4%	13,6%

Text 9:			Text 10:		
Sentence Number	Cohesion		Sentence Number	Cohesion	
	Yes	No		Yes	No
1	√		1	√	
2		√	2	√	
3	√		3		√
4		√	4	√	
5	√		5	√	
6	√		6	√	
7	√		7	√	
8	√		8	√	
9	√		9	√	
10	√		10	√	
11	√		11	√	
12	√		12	√	
13	√		13		√
14	√		Percentage	84,6%	15,4%
15	√				
Percentage	86,7%	13,3%			

Text 11:			Text 12:		
Sentence Number	Cohesion		Sentence Number	Cohesion	
	Yes	No		Yes	No
1	√		1	√	
2		√	2	√	
3		√	3	√	
4	√		4	√	
5	√		5	√	
6	√		6	√	
7	√		7	√	
8	√		8	√	
9	√		9	√	
10	√		10	√	
Percentage	80%	20%	11	√	
			Percentage	100%	0%

2. COHERENCE

Text 1:			Text 2:		
Sentence Number	Coherence		Sentence Number	Coherence	
	Yes	No		Yes	No
1	√		1	√	
2	√		2	√	
3		√	3	√	
4		√	4	√	
5	√		5		√

6	√	Percentage 80%	20%
7		√	
8		√	
9	√		
10	√		
11	√		
12	√		
13	√		
Percentage	69,2%	30,8%	

Text 3:			Text 4:		
Sentence Number	Coherence		Sentence Number	Coherence	
	Yes	No		Yes	No
1	√		1	√	
2		√	2	√	
3		√	3	√	
4		√	4	√	
5	√		5	√	
6	√		6	√	
7		√	7	√	
8	√		Percentage	100%	0%
9	√				
10	√				
11	√				
Percentage	63,6%	36,4%			

Text 5:			Text 6:		
Sentence Number	Coherence		Sentence Number	Coherence	
	Yes	No		Yes	No
1	√		1	√	
2	√		2	√	
3		√	3	√	
4		√	4	√	
5		√	5	√	
6		√	6		√
7		√	7	√	
8	√		8		√
9	√		9	√	
10	√		10	√	
11	√		11	√	
12	√		12	√	
13	√		Percentage	83,3%	16,7%
14	√				
15	√				
16		√			
17	√				
18	√				
19		√			
20	√				
21		√			
22		√			
23		√			
Percentage	56,5%				

Text 7:			Text 8:		
Sentence Number	Coherence		Sentence Number	Coherence	
	Yes	No		Yes	No
1	√		1	√	
2	√		2	√	
3	√		3		√
4	√		4		√
5	√		5	√	
6	√		6		√
7	√		7	√	
8	√		8	√	
9	√		9	√	
10		√	10	√	
11	√		11	√	
12	√		12	√	
13		√	Percentage	75%	25%
14	√				
15	√				
16	√				
17	√				
18		√			
19	√				
20	√				
21		√			
22	√				
Percentage	81,8%	18,1%			

Text 9:			Text 10:		
Sentence Number	Coherence		Sentence Number	Coherence	
	Yes	No		Yes	No
1	√		1	√	
2		√	2	√	
3	√		3	√	
4	√		4	√	
5	√		5	√	
6	√		6	√	
7	√		7	√	
8	√		8	√	
9	√		9	√	
10	√		10	√	
11		√	11	√	
12	√		12	√	
13	√		Percentage	100%	0%
14	√				
15	√				
Percentage	86,7%	13,3%			

Text 11:			Text 12:		
Sentence Number	Coherence		Sentence Number	Coherence	
	Yes	No		Yes	No
1	√		1	√	
2	√		2	√	
3	√		3	√	
4	√		4	√	
5	√		5	√	
6	√		6	√	
7	√		7	√	
8	√		8	√	
9	√		9	√	
10	√		10	√	
Percentage	100%	0%	11	√	
			Percentage	100%	0%

3. DISCOURSE QUALITY OF THE TEXTS

Text Number	Cohesion	Coherence	Discourse Quality	FIX SCORE	Meaning
1	100%	69,2%	84,6%	85	Good
2	100%	80%	90%	90	Very Good
3	100%	63.6%	81,8%	82	Good
4	100%	100%	100%	100	Very Good
5	91,3%	56,5%	73,9%	74	Fairly Good
6	91,7%	83,3%	87,5%	87	Good
7	86,4%	81,8%	84,1%	84	Good
8	75%	75%	75%	75	Fairly Good
9	86,7%	86,7%	86,7%	87	Good
10	84,6%	100%	92,3%	92	Very Good
11	80%	100%	90%	90	Very Good
12	100%	100%	100%	100	Very Good
AVERAGE			87,1%	87,2	Good

APPENDIX 4: RESULT FINDINGS OF READABILITY

READABILITY SCORE OF THE TEXTS

Text Number	wl	sl	Score		Level	Style
			CS	FS		
1	151	25	57	52, 99	10 th to 12 th Grade	Fairly Difficult
2	178	33, 3	26	21, 57	College Graduate	Very Difficult
3	178	25	32	30, 04	College	Difficult
4	125	25	78	75, 09	7 th Grade	Fairly Easy
5	155	12, 5	63	62, 34	8 th to 9 th Grade	Standard
6	169	16, 7	47	46, 16	College	Difficult
7	130	20	79	75, 94	7 th Grade	Fairly Easy
8	143	14, 3	72	70, 7	7 th Grade	Fairly Easy
9	160	12, 5	59	58, 09	10 th to 12 th Grade	Fairly Difficult
10	140	11, 1	77	76, 52	7 th Grade	Fairly Easy
11	165	12, 5	56	53, 84	10 th to 12 th Grade	Fairly Difficult
12			27	26, 61	College Graduate	Very Difficult
192						
16, 7						
Total			674	649, 89		
Average			53, 91	54, 16	10 th to 12 th Grade	Fairly Difficult

WETLAND AND ECOLOGICAL EDUCATION IN ENGLISH TEACHING

Moh. Yamin, Atiek Winarti, and Sarbaini

Lambung Mangkurat University, Banjarmasin, South Kalimantan, Indonesia
yaminmoh@yahoo.com

Abstract: English so far becomes the main instrument in communication. It also delivers other things relating to ecological ones. Ecological education recently becomes the main issue because of rubbish and flood. Teaching ecological education in English teaching should be made as one of manifestation that language does not only talk about the language itself. It means that language actually attends to communicate anything new relating to life. Here it is about ecology. The reality so far illustrates that not many teachers in school teach ecological education. That thing is separated from language teaching, including English. Based on the assumption, it is important and necessary to teach ecological education based on English teaching. There are several main points that should be paid attention. Those are the teachers' capacity in using all phonemena relating to ecology to be inserted in language teaching. Teachers are required to ascertain what phonemena are. Banjarmasin as one of wetland city in South Kalimantan Province can be taken as material in language teaching. All things relating Banjarmasin as wetland city can and should be considered. Banjarmasin surrounded by many rivers is one of the uniqueness itself. Using English to all components in wetland is the richness itself. When the language teaching is full and rich of new vocabularies, it can be new challenge for teaching, teacher, and the learner. Usually, the interestedness will appear when there is the new nuance. The learners are interested and curious in that. The approach and method in teaching certainly must be created in an interesting manner and creatively so that the learners are involved actively in that activity.

Keywords: *teaching, English, ecological education, Wetland*

INTRODUCTION

Education is to build the prophetic and critical self-awareness relating to issues in the life around us and this is called the substantive meaning of character education (Amin, 2005: 107-108, Hamzah B. Uno, 2007, and Doni Koesoema A, 2007). Education aims to create a new consciousness of the importance to make glue the familiarity the environment. Banjarmasin as the area known as wetland because of being surrounded by the river would need to get a very high attention and concern of

us all. That is referred to the city of a thousand rivers because everywhere Banjarmasin is filled with river flow. The house where the people of Banjarmasin stay are above water stream.

According to the data, the number of rivers that crisscross Banjarmasin is around 400 and now is only 108 rivers. That number will certainly continue to be reduced if the government is not serious about saving the river. Some authoritative sources say that the level of environmental degradation of the river in Banjarmasin is classified very serious and

this happens because of silting and the great narrowing of the river so that the body is like the ditch or gutter. It turns out that another factor is that many rivers have been turned into land and on it there are shop buildings. In Banjarmasin, there is also a medium-sized river (the width is over 25 m to 500 m), such as Sungai Andai, Sungai Duyung, Sungai Kuin, and Sungai Awang. The small river (the width is less than 25 m) is around 77 rivers and among them is Sungai Guring, Sungai Keramat, Sungai Kuripan, dan Sungai Tatas.

Based on the data in which many rivers are in the worst condition, it becomes important to keep them. Education is one of the way. It means that any students who learn in any level of education from elementary school, junior high school, and senior high school should get the subject ecological education. Banjarmasin as the wetland area should be introduced to students. When talking about Banjarmasin as the wetland, it also relates to Banjarmasin as the city of one thousand rivers. That is why, wetland and ecological education are the two things that are important for the students to learn. Discussing wetland and ecological education in English teaching is the continuation of keeping Banjarmasin as the city of one thousand rivers. This article discusses the English teaching for wetland and ecological education in Banjarmasin. The subject is the students in junior high school near the river. This is the report of research that is done in SMPN 4, SMPN 5, dan SMPN 17 Banjarmasin in which the school positions are near the river. The research problem here is the model of teaching English to create the students' awareness in wetland area.

LITERATURE REVIEW

Teaching English

What is teaching? That is the first question that should be discussed before further talking about teaching English. Teaching is a means to an end – a complex of activities, strategies, mechanism, invitations, stimuli, and rhetorical ploys designed to help students learn and to

become better learners (Chambers & Gregory, 2006: 40). It indicates that the teachers should do that in order to make the students understand and achieve what the goal of teaching should be based on. Teaching means that the process of trasfering the knowledge from the teacher to students is the thing that should be happening. Teaching, of course, will happen when there is teacher and student. There is no teaching if there is no teacher and students. In odd perspective, teaching is the activity in which the teacher dilivers material for the students. What will be taught by teacher in the classroom is the other thing that the teacher pays attention very much. English here is the material the teacher should prepare.

Therefore, teaching English to the students, especially for foreign students is to be designed in good manner. What material, strategy, method, and evaluation should be used here become the important ones. Teaching language, especially English is different from teaching Sociology, and so forth. Teaching English language needs the specific skill how to make the students active and take part actively in learning. That should be well considered. Teaching English should take the students in the real activities in which they learn to use language as the way of communication. By partaking actively, it makes the students understand how to use English. It means that language is not only the one that should be learnt, but how it is used. The other thing is that learning language can be done when the students use it in talking about anything. This is called Experiential Language Teaching (ELT).

ELT means a subject is learned best if students are involved in concrete, hands-on experiences with the subject. The American educator John Dewey said that students will learn better if they use the language as opposed to being passive receptors of artificial language. The students will be able to analyze and discover their own information about the topic and language use as they are involved with tasks or projects (Norland and Pruettt-Said, 2006: 25). Here are the strategies used in ELT:

1. The teacher identifies a task or activity that will help students learn the language needed in their particular context.
2. The teacher plans how the task should be implemented including any necessary language items that may need to be introduced or reviewed for the students to perform the task or activity.
3. The teacher explains the task to the students.
4. The students discuss the task and identify their roles.
5. The students do their task or activity.
6. The students perform or demonstrate what they have learned or accomplished.

Wetland

Supriatna (2008: 333) says that wetland is marshy, brackish, peat or natural or artificial waters, which covers stagnant or flowing water permanently or temporarily by freshwater or salty water, including areas of marine water with the depth of which includes fringe streams or parts of the deep ocean waters more than six meters at low tide and that is in wetland area. Campbell and Jane (2004: 283) also say that wetland stores water, which can reduce the flooding in the lands around, filter pollutants, and sustain the life of various organisms. In wetland International (2003), wetland is a transition area between the terrestrial environment with aquatic environments where flooded or saturated soil water led to the development of a typical vegetation. In coastal wetlands, mangrove forest area is a factor that determines the existence and function of wetlands. Wetland ecosystem changes with human activities and natural processes. In addition, wetland is also a vital habitat for water invertebrates, fish, and birds. Wetland is also useful for flood control, drinking water, and power source. Although many wetland species are widespread, some water systems are known to have high endemism.

Ecological Education

Education means to educate. To educate here is the activity what the teacher does to his students. What the students do is usually called learning.

Mezirow in Peter Jarvis (2004: 134) states that learning should be in transformative manner. In transformative condition, everyone has the constructions of reality which are dependent on reinforcement from various sources in the socio-cultural world. He calls these constructions of reality 'perspectives' and notes that they are transformed when individuals' perspectives are not in harmony with their experience. Here are the phases how an individual learns to achieve the goal:

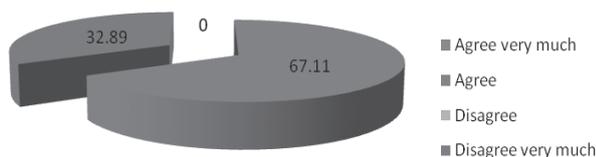
1. Reflectivity: awareness of specific perception, meaning, behaviour.
2. Affective reflectivity: awareness of how the individual feels about what is being perceived, thought or acted upon.
3. Discriminant reflectivity: assessing the efficacy of perception, etc.
4. Judgemental reflectivity: making and becoming aware of the value of judgements made.
5. Conceptual reflectivity: assessing the extent to which the concepts employed are adequate for the judgement.
6. Psychic reflectivity: recognition of the habit of making percipient judgements on the basis of limited information.
7. Theoretical reflectivity: awareness of why one set of perspectives is more or less adequate to explain personal experience.

Based on the the concept of learning what Mezirow said, it is important to correlate education with the environment that talks about ecology. Environmentalism is emerging as the organizing principle of societies and it comes out in the twenty-first century. The premise is that the integrity of the natural environment is not one issue among many, but as noted earlier, the comprehensive frame for all other issues. The societies are to be organized on the principle of Earth wellbeing because all life, including human life, depending upon the maintenance and restoration of the Earth's life-support processes and services. Humans are to be living within the opportunities and limits of their local biophysical region, that is, the region that is typically determined by its watershed (Verhagen, 2004: 58).

METHOD

This research is qualitative approach with descriptive method aiming to obtain data relating to the students' knowledge about wetland and ecological education using English as the medium (Fraenkel & Wallen, 2006). This research tried to describe how the students think and act in wetland area using English as the medium of instruction and learning to create the ecological awareness in Banjarmasin as wetland area. The technique used for collecting the data is questionnaire and interview. SMPN 4, SMPN 5, and SMPN 17 near the river became the subject of research. The technique of analysis is based on the content analysis.

To love the river means to keep the river



FINDINGS AND DISCUSSIONS

Figure 1. To Love River Means to Keep the River

River for the students is the place in which the majority people live. Giving the protection and keeping it from the rubbish and the like is the necessity. River means the life water in which the people in Banjarmasin should survive. It means that Banjarmasin as the wetland area and river is one of the identity should be well maintained. Therefore, keeping the river is the same as loving the river or to love the river means to keep the river. Loving relating to river is the expression how to care for it. To love means people in Banjarmasin should be able to partake in keeping the river. By keeping the river, people in Banjarmasin have the high caring to their nature. In the students' perception, river is the identity for Banjarmasin so that maintaining the existence of river is the must. The other important of keeping river is for the

ecosystem. The data from the students' respond state that 67.11 per cent of the students agree very much for loving river by keeping it, and 32.89 percent is agree. It means that the students actually have the positive point of view about the importance of keeping the river.

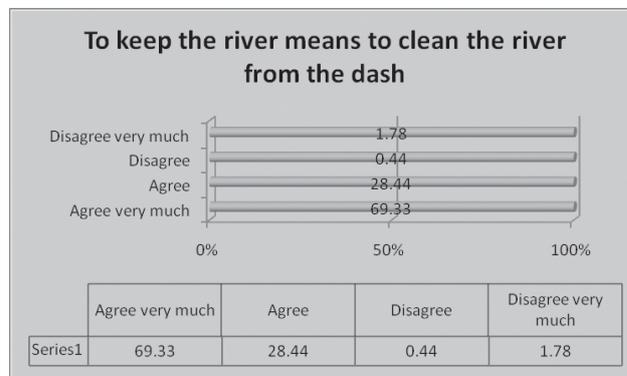


Figure 2. To Keep the River Means to Clean the River fFrom the Dash

In keeping the river, the students have their own way relating to how to keep the river. Coming to the river by cleaning it is the best way because the students will have the new paradigm what river and clean river are. The importance of keeping the river means that it is necessary for the students to get the meaningful about the importance of clean river. The respondents of 69.33 per cent tell agreeing very much for keeping the river by cleaning it from the dash. 28.44 percent agree to keep the river by cleaning the river from the dash, and 0.44 says disagrees; 1.78 disagree very much. Surely, what has been described from the figure 2 illustrates that majority of the student agree that keeping the river is the same as cleaning the river from the dash.

Ecological education integrated in subject to maintain Banjarmasin as the city of one thousand rivers

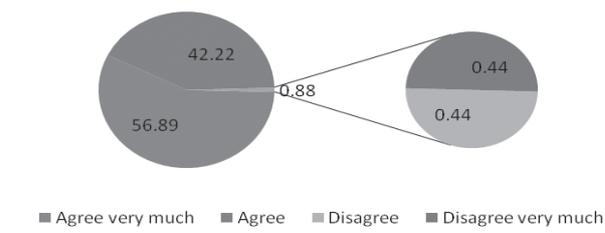


Figure 3. Ecological Education Integrated in Subject to Maintain Banjarmasin as the City of One Thousand Rivers

It is important to insert the ecological education in the definite subject in order to introduce Banjarmasin as the city of one thousand rivers to the students. Although in the first time, the students do not get the key word about Banjarmasin as the city of thousand river, minimally they have known that Banjarmasin is surrounded by many rivers. That is the first step that should be done in promoting Banjarmasin as the city of one thousand rivers. Admittedly or not, not many students know that Banjarmasin is well-known as the the city of one thousand rivers. Based on the consideration, the respondents of 56.89 per cent agree that ecological education should be integrated in subject to maintain Banjarmasin as the city of one thousand rivers, and 42.22 per cent say agree about ecological education integrated in subject.

The importance for the students to come to river full of dash to create ecological love and awareness

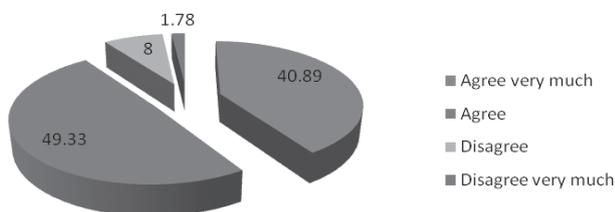


Figure 4. The Importance for the Students to Come to River Full of Dash to Create Ecological Love and Awareness

Those who come to the river full of dash usually will have the new awareness about the importance of clean environment. The bad environment will give the new thing about how to keep the environment clean when the students can obtain the meaningful learning after visiting the river. Principally, there will be the new different view what the students have psychologically. Therefore, the respondents of 40.48 per cent agree very much when the students visit the river full of dash for creating the ecological lover and awareness, and 49.33

per cent agree. The rest is disagree (8 per cent) and disagree very much (1.78 per cent). Shortly, the students actually consider that visiting the river full of dash induces ecological love and awareness.

The Strategy in Teaching English in Wetland

The objective of teaching English in wetland is for ecological education. It is necessary to involve the students in learning activity for wetland. Involving the students means that they learn anything from the real life. They can feel and undergo what happen in the life and surrounding. Involving the students in the real life will induce anything new. Relating to river as the material that will be learned, it is very necessary when the students discuss and learn the river and what makes the river dirty also full of dash. There will be two things that can be material, namely text about river and how to keep it clean, also visiting the river in Banjarmasin. By doing the two things, it will create the double result from the theory to reality. For strategy that should be used in this teaching as Norland and Pruett-Said said (2006: 25), here the steps are:

1. The teacher identifies a task or activity that will help students learn the language needed in their particular context.
2. The teacher plans how the task should be implemented, including any necessary language items that may need to be introduced or reviewed for the students to perform the task or activity.
3. The teacher explains the task to the students.
4. The students discuss the task and identify their roles.
5. The students do their task or activity.
6. The students perform or demonstrate what they have learned or accomplished.

CONCLUSION

Teaching English in wetland area such as Banjarmasin is something unique. The goal of teaching English in wetland area does not only

relate to how the students learn, but also deals with the goal of creating ecological awareness. The final ending of such teaching is for ecological education. Therefore, experiential teaching language is the right strategy that should be used for the region and school near the river. There are two points that can be taken, namely English teaching goal and ecological education. In experiential teaching language, the students are involved to understand what the river is, discuss the function of river for the interest of ecosystem, and how to keep clean the river.

REFERENCES

- Campbell, N.A & Jane, B.R. (2004). *Biologi*. Jakarta: Erlangga.
- Chambers, E. & Marshall, G. (2006). *Teaching & Learning English Literature*. London: SAGE Publication.
- Deborah, L.N. & Terry, P.S. (2006). *A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages*. USA: Teacher Ideas Press.
- Fraenkel, J.R., & Norman, E.W. (2006). *How to Design and Evaluate Research in Education*. Cet. Ke-6. New York: McGraw-Hill.
- Jarvis, P. (2004). *Adult Education and Lifelong Learning: Theory and Practice*. Third Edition. London: RoutledgeFalmer.
- Supriatna. (2008). *Melestarikan Alam Indonesia*. Jakarta: Yayasan Obor Indonesia.
- Verhagen, F.C. (2004). *Contextual Sustainability Education Towards an Integrated Educational Framework for Social and Ecological Peace in Educating for A Culture of Social and Ecological Peace*. USA: State University of New York Press.

This is the double point from English teaching goal and ecological education.

It is very necessary for teachers to teach ecological education for the schools near the river and experiential teaching language becomes the alternative way for teaching learning activity. Language here is the way to teach ecological education. Teaching language in such model aims for students' language skills focusing on reading, listening, and speaking to achieve ecological awareness.

PART 6
CULTURES AND SOCIETY
(IN SOSIOLINGUISTIC, SEMANTIC,
AND PRAGMATIC PERSPECTIVES)

Aris Siswanti ■
Farida Repelita Waty Kembaren ■
Afi Fadlilah ■
Arnusianto M. Mage ■
Sholihatul Hamidah Daulay ■

BODY IN CONSUMER CULTURE: AN ANALYSIS ON KOREAN POP (K-POP) SONGS

Aris Siswanti

Brawijaya University, Malang, East Java, Indonesia
arissiswanti@ub.ac.id

Abstract: Korean pop music has been a major force in *Korean Wave* – the expansion of South Korean popular culture to many countries – in the past years. It is popular for its fun tune and dance moves as well as interesting lyrics. K-pop artists are also well-known for their attractive and beautiful physical appearance, making them contemporary icons of beauty for people in many parts of the world. This study analyzes K-Pop songs in relevance to their contents referring to body and beauty in consumer culture. The songs are selected from the songs released in between January and August 2014 which are popular on Korean music charts or considered popular tracks of the albums. By analyzing the English lyrics and also referring to related contexts such as the visual aspects and socio-cultural aspects, this study discovers that the songs embody the concept of body in consumer culture, that body is the vehicle of desire and self-expression, and the ideal body must be young, beautiful, full of energy, fit, and fun.

Keywords: *k-pop song, consumer culture, body, beauty*

INTRODUCTION

Korean pop music (hereafter *K-pop*) has been a major force in *Korean Wave* – the expansion of South Korean popular culture to many countries – in the past years. It is especially popular in Japan and other Asian countries, South America, Europe, and Australia. Three contributing factors to this success are music genre, dance, and singers' appearance (Korean Tourism Organization, 2011). *K-pop* presents easy-listening, fun contemporary music with interesting lyrics and engaging dance moves by attractive-looking, youthful artistes, who become contemporary icons of beauty for people in many parts of the world. *Korean Wave* contributes to the development of tourism in South Korea. For example, 10% of tourists visiting South Korea between 2007 and 2010 came because of *Korean Wave* (Korean Tourism Organization, 2011).

Consumer culture is a system of consumption dominated by consumption of commercial products. Some of its characteristics include “the pervasive and rapid circulation products” and “the special importance given to the use of consumer goods in the allocation of individual status, perceived well-being and quality of life” (Arnould, *n.d.*). Rather than simply to meet their basic needs of food, clothes, and housing, people need more products and services to express their existence. One of the necessities is beautiful body or physical beauty. Consumer culture views body as the vehicle of desire and self-expression, and the ideal body must be young, beautiful, full of energy, fit, and fun (Featherstone, Hepworth and Turner, 1991).

Several facts suggest that the pursuit of physical beauty is a global phenomenon. In the US, the salon industry makes about \$60 billion in annual sales (Professional Beauty Association

and Nail Manufacturers Council, cited in cited in Female Factor). Asian countries like South Korea are a preferred place for cosmetic procedures, as they offer relatively cheaper procedures done by qualified specialists. Moreover, taking the procedures in the country also gives the opportunity to enjoy shopping and visit beautiful places. Dr. Moon Hyoung Jin from Navy Plastic Surgery, Seoul says that South Korea has become the world's favorite destination for cosmetic plastic surgeries. The most popular treatments are bone-structure reconstruction, rhinoplasty, and eyelid surgery (Setyanti, 2012).

The phenomena of physical beauty and *K-pop* make an interesting topic to analyze. As one of the contributing factors of the success of *K-pop* is its youth and beauty, it is interesting to investigate further how *K-pop* songs embody the concept of body through the song lyrics. In addition, according to Patcher (1975, in Featherstone, Hepworth and Turner, 1991), popular heroes in consumer culture are no longer the mighty, the creators of kingdoms, the authors, and highfliers. Now, the heroes are movie actors and singers.

The object of analysis is fifteen Korean songs released between January to August 2014. The titles are *200%* by Akdong Musician; *30 Sexy* by Rain; *Beautiful* by Park Bo Ram featuring Zico; *Body* by Taeyang; *Body Language* by San E featuring Bumkey; *Day 1* by K-Will; *Eyes, Nose, Lips* by Taeyang; *Her* by Block B, *La Song* by Rain, *Mr. Mr.* by Girls Generation; *Shower Later* by Gary, *Something* by TVXQ, *That Kind of Guy* by BRO, *Touch My Body* by Sistar; and *Your Scent* by Gary (Leesang) and Jung In. The songs were selected because they were number 1 on Gaon and/or MNet Countdown, two of the most popular Korean music charts during said period, or are important tracks that are performed in concerts by the artists, proving their popularity among the local and international audiences. Most of the lyrics are in Korean, but this study analyzes the English lyrics provided by websites which provide the English translation and Romanization of the song lyrics, which

makes it easier for international audience to understand the songs. The data, the lyrics that use references about body and/or beauty are further analyzed to discover how they conform to the concept of body in consumer culture by Featherstone, Hepworth and Turner (1991). Social and performance backgrounds of the songs may be taken into account in interpreting the meanings of the lyrics.

FINDINGS AND DISCUSSION

Female Beauty: Fair-Skinned, Slim, Youthful, Delicate, and "Top-To-Toe" Beautiful

A beautiful woman is a woman who is fair-skinned. This is reflected in the lyrics of *Shower Later*, which is about a man describing the woman he during their love making.

I like your small but cute breasts

Your forehead that my hand touches when I brush back your hair

Your eyes that look at me when you're on top of me

Your white skin that is slightly reflected under the lights

...

A white angel is laying next to me

I softly kiss your eyes that are looking at me

(*Shower Later*, lines 5-8; 40-41)

White skin looks beautiful as it shines under the lights, and it suggests innocence and gracefulness of an angel, so the woman is compared to a "white angel". The next image is that the woman has soft hair that the man loves to touch. She is probably long-haired too, as the man "brushes back" her hair. The image of soft, long hair is also expressed in Gary and Joong In's *Your Scent*: "Your hair is tied back so I can see your forehead/It bounces every time you walk" (lines 1-2). The delicateness or innocence is also implied when it says that the woman has small but cute breasts. Smaller breasts may not be as exposing as larger ones, but they look endearing and complete the image of a small and delicate woman. Preference on fair skin and delicate features is also mentioned in *Your Scent* that "After holding your white

skin and soft cheeks/ I want to bother you all night" (lines 10-12). Taeyang's *Eyes, Nose, Lips* also gives a hint on this delicate/small feature of women when the man remembers how soft the woman's fingers' touch on him as he is recollecting his memories about an ex-lover ("Your eyes, nose, lips/ Your touch that used to touch me,/ to the ends of your fingertips. I can still feel you" (lines 16-18).

Youthful beauty is also evident in Akdong Musician's 200%, that the woman says, "Look at me, look at me, look at me/ Like a strawberry (very very) I'm very fresh (don't worry worry)/ You're so innocent..." (lines 20-21). A strawberry is red and fresh, so when the woman is said to be like a strawberry, it may mean that she looks fresh, probably with blushing cheeks, and this freshness also suggests innocence, a trait that is favorable for women.

In addition, San E and Bumkey's *Body Language* includes the lyrics "You look cute in streetwear, businesswear, even a school uniform/ with an innocent face, you talk so dirty" (lines 16-17). Instead of using "beautiful" the song uses the word "cute", which implies the youthfulness of the woman. As this is another song about love-making, it is presumable that they are not under aged. However, the man describes the cute part of his partner that she looks good wearing any outfits, even a school uniform. She is "talking dirty" or get sexual as they are having sex, but she looks cute and innocent anyway. These sets of evidence show that the songs embody the concept in consumer culture that the ideal body must be young and beautiful (Featherstone, Hepworth and Turner, 1991).

Next, a beautiful woman is beautiful from head to toe. This is implied in Taeyang's *Body*. It says that "Your body's so beautiful/ It's beautiful/ Your breast waist hips and toes/ Everything's pretty/ Your body moves, touches, eyes, everything shines (lines 6-10). The female voice strengthens this idea when it says, "My head shoulders knees and toes/ It's better than yours (lines 17-18). The exaggerated description of the woman's beauty is logical as the song is

about a man's admiration on a woman. When someone likes a person, praise can be exaggerated. However, it is evident that the song, as the title suggests, celebrates the physical beauty of a woman, that even when they meet each other often, the woman's beauty still excites him ("I'm still fluttered, though I meet you everyday/ Your pure white skin makes me anxious (lines 19-20). The song also says that "Your prim[e] body seems like your personality (line 45). It seems that the woman's personality is as beautiful as her physical appearance although the song does not describe what her personality is like. Physical beauty is an indication of perceived well-being and quality of life, like how Arnoul (*n.d.*) defines commodities in consumer culture.

Block B's *Her* also shows that a beautiful body is a very important quality for a woman. The lyrics say,

Everyone calls you a masterpiece
 Just a little bit of you, I'll seriously value
 baby ye ye
 ...
 There's nothing more to add to her beautiful
 body
 Normal girls can't even compete
 They'll probably gather together and talk
 badly about you
 Listen carefully
 Be careful of the wolves around you
 ...
 Except for you, everyone is so plain
 Your breathtaking curves
 Makes me faint right away, I need suction
 Among all the fools who just make you feel
 uncomfortable
 You're a flawless boxer
 (*Her*, lines 2-3; 5-9; 21-25)

A woman who has a beautiful physical appearance is called a masterpiece, just like an artwork. It is incomparable and everyone loves her for it. Men find her attractive so that they will chase her like wolves hunting for a prey. The song uses wolves as the metaphor of the men to show that the beautiful woman has triggered their animalistic instinct or desire to

get the woman. They are so excited to get the woman so that they will surround her and ready to catch her anytime. The beautiful woman is not admired by men only. Women love her too and even become envious of her because they cannot match her physical beauty. They will probably talk behind her back. And these envious women or people are called the fools, probably because they admire her but make gossip about her or because they are not as beautiful so they are envious toward her. This description also fits the idea of ideal body as indication of well-being and quality of life.

As men prefer beautiful women, less attractive women are less favorable choice. Bro's *That Kind of Guy* tells about a man who will still love a woman who is not quite attractive.

Even if you put airbags in your breasts
Even if you grow caterpillars under your eyes

There is one truth that cannot be hidden
Your face is offensive

Did you just get shot? I'd be crazy to date you

(*That Kind of Guy*, lines 25-29)

If guys who aren't so great keep coming to you

It's not that you're unlucky, it's not that you haven't waited enough

It's just that you're a bad catch

(*That Kind of Guy*, lines 31-33)

It seems that the woman has a flat chest that she needs to put on airbags to make it look bigger. She has under-eye bags so that it looks like she grows caterpillars under your eyes. Under-eye bag is known to be one of the appearance issues in South Korea and other countries. People try eye creams or surgical treatments to remove the puffiness. While the song says that the man likes the woman despite her lack of beauty, it is clear that there is some emphasis on how unattractive the woman is, that her face is "offensive" as if she has just got shot, and men are not interested in her because she is a "bad catch", probably because she is not beautiful enough. Moreover,

the man in this song describes himself as not good-looking or tall but still reliable ("Even though he's not good-looking/ A guy who with a broad chest that you can lean on and rest/ That kind of guy would be crazy to date you/ ...Though he's not tall and a wealthy heir/ A guy who is at least 180cm and makes 60k a year/ ... If I were to be that kind of guy" (lines 7-19)). It is interesting to know if the man will still like the woman if he is more beautiful himself.

The struggle for perfect physical beauty is shown in *Beautiful* by Park Bo Ram (Featuring. Zico Of Block B). The song tells about a girl whose appearance has changed so that people hardly recognize her. People ask her if she has cosmetic treatments and for which parts of her body the treatments are. She says she goes on a diet and it is hard. She does it to look pretty like other girls so that she gets loved as well. Now that her appearance has improved, she is more confident and is able to love herself more. Striving for physical perfection takes a lot of efforts which may include strict diets or cosmetic (non)surgical treatments, which are famous in South Korea. According to International Society of Aesthetic Plastic Surgeons (cited in Stone, 2013), "one in five South Korean women has had some form of cosmetic surgery, compared to around one in 20 in the U.S." furthermore, Stone (2013) also mentions that "South Korean employers scrutinize the looks of the applicants -- in search for physical attractiveness -- in addition to their professional qualifications." Such obsession on perfect beauty is reflected in this song. Being beautiful means being socially acceptable, so the success of achieving the intended beauty improves a person's confidence and how the person perceives their being or existence.

They say I got pretty, everyone is shocked
They say they couldn't recognize me (oh my god)
What did you get done and where? I don't know what you're talking about no (no way, no no way)

One banana, two eggs It's so hard to become pretty like the others (You don't know, you will never know) From your head to your toes

It's too much So much to watch out I wanted
to be loved like you too That's why I was even
stronger

You got pretty, words I wanted to hear
every day Words I never heard before But it's
different, everything is different now ...

(*Beautiful*, lines 1 - 15)

Short skirts, skinny jeans, doesn't matter, I
can wear them now (I'm good) (I want to be
bold and not care about what others think) All
day, I'm only looking in the mirror

I like seeing how I'm changing every day The
me of today is prettier than the me of yesterday
(*Beautiful*, lines 19 - 23)

Overdoing it was worth it I hope I don't
sound too inhumane (*Beautiful*, lines 39-40)

Male Beauty: Tall, Strong, Handsome, and
Adorable

K-pop songs do not only show the standards
of female beauty. They also give some references
on what male beauty is like. In *Mr. Mr.* the girl
group Girls Generation tells about why this
man is special. The lyrics say, "... I'll tell you
the real secret

/ Of why you are a special Mr. / ... You
have the key to open the future/ So have a
dream that is bigger than a little boy's/ Place
me in your shining eyes/ My Mi, Mi, Mister,
Rock this world/ Be stronger Mr. Mr. (*Mr. Mr.*
lines 17-24). The man is has strength that when
he has big dreams he will make them come
true. Interestingly, the man is also described
as having "shining eyes", which make him
attractive. Referring back to *That Kind of Guy's*
description, an ideal man is good-looking and
at least 180cm tall (lines 7; 16). And even though
the man in the song does not meet these criteria,
he says that he has a "broad chest that you can
lean on and rest" (line 8) and "smiles brightly"
(line 18). It can be inferred that a strong and tall
physical built and good- looking face defines
male beauty in these songs.

K-pop songs points out that looking adorable
is considered beautiful for men and women.
In K. Will's *Day 1*, the man is telling the girl his
feelings. He says that " Of all the ugly guys/ I'm

the best looking/ ... So I'm not that handsome/
but I think I look cute when I smile" (lines 10-
15). So the man is not good-looking but not the
ugliest one either. Most importantly, he looks
cute when he smiles. It suggests youthful beauty
is as important for men as it is for women.

Women love beautiful men as much as men
love beautiful women. In TVXQ's *Something*,
the man has many girls adoring him because
he looks like an idol. He is fully aware of it and
happily accepts the adoration. "Countless girls
all told me that they like me/ Saying I look like
an idol or something/ To be honest, I'm not that
surprised/ All eyes are locked on me, wherever
I go/ ... Normal and average/ If you're sick of
guys like that/ Then come put it all in," (lines
10-3; 28-30). The confidence that is expressed in
the lyrics is visualized in the music video. The
singer is confidently singing and posing among
several women. Taking this as an example of
what a (South Korean) male idol looks like, it
shows that an idol is neat, well-dressed , and
dandy, and this is the image of a man that are
wanted by many women.

Beautiful Body: Energetic, Fit, and Fun

Another image of beautiful body in consumer
culture that can be found in the K-pop songs
is the energetic, fit, and fun body. This is
particularly suggested by the songs' telling
about dancing and partying. In Rain's *30 Sexy*,
the man invites his sexy lady to dance, saying
"Cause I'm 30 sexy/ Hey sexy lady/ It's only
you and me on top of this stage right now/ ...
Party-ya-yi-ya- oh baby" (lines 1-11). Another
song of Rain, *La Song*, also includes invitation
to dance and party: "Just party today, yeah,
I'm actually a bit dressed up today, even my
shoelaces/ ... Let's dance time" (lines 15-16;
20). Similarly, Sistar's *Touch My Body* says "
Touch my body/ I know you want it, come to
my side/ ...Yeh baby dancing with me you're
my star/ Touch my body, we'll go faster, little
by little/ Oh everybody, higher than the blue
sky/ I like this rhythm, you and I under the hot
sun" (lines 4-5; 11-14). Based on this evidence,

a beautiful body is a body that is energetic, fit, and fun, as dancing usually require a lot of energy, especially when it is a long dance or dancing to fast beats, not dancing slowly. Dancing and partying also support the idea of youthfulness that has been discussed earlier. Based on these songs, beautiful people have beautiful, youthful appearance as well as beautiful and youthful body.

Beautiful Body: A Vehicle of Desire

As the many of the songs suggest sexual contents, there are some lyrics that show that body is a tool to express someone's desire. It is evident in Sistar's *Touch My Body*, which asks the other person to touch the body so the two people can get intimate to each other. In Rain's *La Song*, the man says he does not need Maserati or Ferrari because his body is rich enough (lines 9-10). It suggests that having a beautiful body is the key to satisfy people's (sexual) desire. A soft skin can arouse a partner's desire that he "like a tiger" wants "to violate" his partner (*Body Language*, lines 5-6), a metaphorical statement on a man's physical desire on the opposite sex, which is similar to the metaphor of wolves in Block B's HER song lyrics that has been discussed earlier. The evidence is more clear in the lyrics of *Body* by Taeyang, which says,

Your body's so beautiful
It's beautiful
Your breast waist hips and toes
Everything's pretty
Your body moves, touches, eyes, everything
shines
I got that body
You got that body
Now you and me lets make somebody
(lines 6-12)
She said:
My head shoulders knees and toes
It's better than yours

(lines 16-18)

Cause I ain't
never seen a body like yours

You make me go

(lines 26-32)

The man describes the woman as having perfect beauty and perfect body (pretty breast, waist, hips, toes, eyes, etc.) He says that he has beautiful body too although there is no description of what it is like because this song is about the man's admiration on the woman, which makes it more suitable if the emphasis is given to show off the beauty of the woman. Because they both are attractive people, they should get together and express their physical desire, as "let's make somebody" is an explicit invitation to love making. These song lyrics support the consumer culture concept by Featherstone, Hepworth and Turner that besides the tool of self expression or actualization, body is a vehicle of desire.

CONCLUSION

The study findings show that the *K-pop* songs show a similar concept about body and physical beauty with that is believed in consumer culture. Body is viewed as the vehicle of desire and self-expression, and the ideal body must be young, beautiful, full of energy, fit, and fun. Body and beauty are important assets to express and maintain someone's existence. These findings also need to be taken cautiously, as there the English translation may have altered the original meaning intended in the Korean version. However, the study has found a lot of evidence that is consistent with the conclusion. The study does not focus on the feminist view on commodification of women's body or on the concept of inner beauty, which may be presented in the song lyrics. These leave opportunities for further studies on this topic.

REFERENCES

- Arnould, E. J. (n.d.). Global consumer culture. In Sheth, J. and Maholtra, N. (Eds.), *Encyclopedia of international marketing*. Retrieved on April 26, 2014 from <http://www.uwyo.edu/sustainable/recent-research/docs/global%20consumer%20culture%20arnould.pdf>
- Featherstone, M., Hepworth, M., & Turner, B. S. (1991). *The Body: Social Process and Cultural Theory*. London: Sage Publications Ltd.
- Female Factor. (n.d.). *Women and Beauty*. Retrieved on April 29, 2014 from http://www.thefemalefactor.com/statistics/statistics_about_women.html
- Korean Tourism Organization. (2011). *Korean wave: treasure of Korean tourism*. Retrieved on 17 September 2014 from <http://dtxtq4w60xqpw.cloudfront.net/sites/all/files/docpdf/koreanwave.pdf>
- KPop Lyrics. (2014). *30 Sexy*. Retrieved on 22 September 2014 from <http://www.kpoplyrics.net/rain-30-sexy-lyrics-english-romanized.html>
- KPop Lyrics. (2014). *Body*. Retrieved on 22 September 2014 from <http://www.kpoplyrics.net/taeyang-body-lyrics-english-romanized.html>
- KPop Lyrics. (2014). *Day 1*. Retrieved on 22 September 2014 from <http://www.kpoplyrics.net/k-will-day-1-lyrics-english-romanized.html>
- KPop Lyrics. (2014). *Eyes, nose, lips*. Retrieved on 22 September 2014 from <http://www.kpoplyrics.net/taeyang-eyes-nose-lips-lyrics-english-romanized.html>
- KPop Lyrics. (2014). *Her*. Retrieved on 22 September 2014 from <http://www.kpoplyrics.net/block-b-her-lyrics-english-romanized.html>
- KPop Lyrics. (2014). *La song*. Retrieved on 22 September 2014 from <http://www.kpoplyrics.net/rain-la-song-lyrics-english-romanized.html>
- KPop Lyrics. (2014). *Mr. Mr.* Retrieved on 22 September 2014 from <http://www.kpoplyrics.net/snsd-mr-mr-lyrics-english-romanized.html>
- KPop Lyrics. (2014). *Shower later*. Retrieved on 22 September 2014 from <http://www.kpoplyrics.net/gary-shower-later-lyrics-english-romanized.html>
- KPop Lyrics. (2014). *Touch my body*. Retrieved on 22 September 2014 from <http://www.kpoplyrics.net/sistar-touch-my-body-lyrics-english-romanized.html>
- KPop Lyrics. (2014). *Something*. Retrieved on 22 September 2014 from <http://www.kpoplyrics.net/tvqx-something-lyrics-english-romanized.html>
- Popgasa. (2014). *200%* Retrieved on 22 September 2014 from <http://popgasa.com/2014/04/06/akdong-musician-akmu-200/>
- Popgasa. (2014). *Beautiful*. Retrieved on 22 September 2014 from <http://popgasa.com/2014/08/07/park-bo-ram-feat-zico-of-block-b-beautiful-%EC%98%88%EB%BB%90%EC%A1%8C%EB%8B%A4/>
- Popgasa. (2014). *Body language*. Retrieved on 22 September 2014 from <http://popgasa.com/2014/08/04/san-e-feat-bumkey-body-language/>
- Popgasa. (2014). *That kind of guy*. Retrieved on 22 September 2014 from <http://popgasa.com/2014/03/25/bro-that-kind-of-guy-%EA%B7%B8%EB%9F%B0-%EB%82%A8%EC%9E%90/>
- Popgasa. (2014). *Your scent*. Retrieved on 22 September 2014 from [HTTP://POP.GASA.COM/2014/05/26/GARY-JUNG-IN-YOUR-SCENT-%EC%82%AC%EB%9E%8C%EB%83%84%EC%83%88/](http://POP.GASA.COM/2014/05/26/GARY-JUNG-IN-YOUR-SCENT-%EC%82%AC%EB%9E%8C%EB%83%84%EC%83%88/)
- Setyanti, C.A. (2012). *Orang Indonesia juga operasi plastik di Korea*. Retrieved on May 22, 2014 from <http://female.kompas.com/read/2012/11/29/18471734/Orang.Indonesia.juga.Operasi.Plastik>

di.Korea

Stone, Z. (2013). The K-pop plastic surgery obsession. Retrieved on 17 August 2014 from <http://www.theatlantic.com/health/archive/2013/05/the-k-pop-plastic-surgery-obsession/276215/>

[Image of *Somehow* Music Video by TVXQ]. Retrieved on 3 October 2014 from <http://www.kfashionista.com/2014/01/05/more-changmin-fashion-from-tvxq-something-mv/>

LANGUAGE PHENOMENON IN BILINGUAL AND MULTILINGUAL SITUATION

Farida Repelita Waty Kembaren

IAIN Medan, North Sumatra, Indonesia

titaancha@gmail.com

Abstract: People communicate with each other in speech. Communication process employs a code (language). Bilingual speakers have access to two codes. Most linguists agree the speakers have abstract knowledge of language/ languages they speak (rules/ principles/ ways of saying and doing things with sounds, words, and sentences) rather than just knowledge of specific sounds, words, and sentences. Communication among people who speak the same language is possible because they share such knowledge. A person is bilingual if he speaks two languages, no matter to what degree. Multilingual is less common but is appropriate when it is a matter of more than two languages. Multilingualism has been studied both as an individual phenomenon (how one acquires two or languages in childhood or later? how these languages are represented in the mind? and how they are accessed for speaking and writing and for comprehension?) and as a societal phenomenon (the status and roles of the languages in a given society, attitudes toward languages, determinants of language choice, the symbolic and practical uses of the languages, and the correlations between language use and social factors such as ethnicity, religion, and class). This paper discuss the phenomena of code choice, code switching, and code mixing in bilingual and multilingual situations and examine diglossia when clear functional differences between codes govern the choice.

Keywords: *communication, code, language, code choice, code mixing, code switching, bilingual, multilingual, diglossia*

INTRODUCTION

When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. In most cases that code will be something we may also want to call a language. We should also note that two speakers who are bilingual, that is, who have access to two codes, and who for one reason or another shift back and forth between the two languages as they converse, either by code switching or code mixing are actually using a third code, one which draws on those two languages. Moreover, the system (or the grammar to use a well known technical

term) is something that each speaker 'knows' but two very important questions for linguistics are just what that 'knowledge' is knowledge of and how it may best be characterized.

Today, most linguists agree that the knowledge that speakers have of the language or languages they speak is knowledge of something quite abstract. It is knowledge of rules and principles and of the ways of saying and doing things with sounds, words, and sentences, rather than just knowledge of specific sounds, words and sentences. It knows what is in the language and what is possible. Communication among people who speak the same language is possible

because they share such knowledge, although how it is shared – or even how it is acquired is not well understood. Language is a communal possession, although admittedly an abstract one. Individuals have access to it and constantly show that they do so by using it properly.

The terms bilingual and bilingualism cover a wide range of situations, communities and individuals. In popular usage, one may say that a person is bilingual if he speaks two languages, no matter to what degree. In addition, bilingualism is a worldwide phenomenon. Most nations have speakers of more than one language. Hundreds of millions of people the world over routinely make use of two or three or four languages in their daily lives. Furthermore, even so called monolinguals also routinely switch from one language variety a regional dialect, the standard language, a specialized technical register a formal or informal style, and so on to another in the course of their daily interactions. For example, a country like Canada or Belgium may be referred to as bilingual.

Whereas the term multilingual is less common but is appropriate when it is a matter of more than two languages. In addition multilingualism has been studied both as an individual and as a societal phenomenon. When it is viewed as an individual phenomenon, issues such as how one acquires two or languages in childhood or later, how these languages are represented in the mind, and how they are accessed for speaking and writing and for comprehension become central. And when it is viewed as a societal phenomenon, one is concerned with its institutional dimensions, that is, with issues such as the status and roles of the languages in a given society, attitudes toward languages, determinants of language choice, the symbolic and practical uses of the languages, and the correlations between language use and social factors such as ethnicity, religion, and class. For example, one likes India as multilingual.

In this paper, I will also discuss the phenomena of code choice, code switching, and code mixing mainly in bilingual and multilingual situations and, I will examine diglossia when

clear functional differences between codes govern the choice.

CHOOSING A CODE

The neutral term ‘code’ can be used to refer to any kind of system that two or more people employ for communication. What are interesting are the factors that govern the choice of a particular code on a particular occasion. Why do people choose to use one rather than another, what brings about shifts from one code to another, and why do they occasionally prefer to use a code formed from two other codes by mixing the two? Such questions as these assume that there are indeed few single-code speakers, that is, people are nearly always faced with choosing an appropriate code when they speak. Usually very young children may be exceptions as may learners of a new language (for a while at least) and the victims of certain pathological conditions. In general, when we open our mouth, we must choose a particular code. We cannot avoid doing it. Moreover, we can and will shift, as the occasion arises, from one code to another. However, such consideration will reveal how difficult it is to say exactly why someone might choose to use code X on one occasion, code Y on another, and on a third to mix X and Y into a new code Z.

Diglossia

A rigid form of functional specialization is seen in the phenomenon referred to as diglossia in Ferguson he describes situation such as those he exemplified in the Arabic speaking countries for example, Egypt, Iraq, Syria, Greece, Switzerland and Haiti used the term diglossia. In these countries, Ferguson states, there is a High (H) variety and a Low (L) one. Such as in Haiti there is the H French and the L Creole; in Greece there are the H Katharevousa and the L Dhimitiki.

It may be said that a diglossic situation exist in a society when it has two distinct codes which show clear functional separation; that is, one code is employed in one set of set of circumstances and the other in an entirely

different set. According to Ferguson (1959), p.336) has defined diglossia as follows:

Diglossia is a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or on another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.

Each variety (H) and (L) has its own specialized functions, and those who are aware of both view each differently. Such as in the Arabic situation the two varieties are classical Arabic (H) and the various regional colloquial varieties (L) and also in Switzerland, they are Standard German (H) and Swiss German (L). In Haiti the varieties are Standard French (H) and Haitian Creole (L). Whereas in Greece they are the Katharevousa (H) and Dhimotiki, or Demotic (L), varieties of Greek. In each case the two varieties have co-existed for a long period, sometimes, as in the case of Arabic, for many countries. Consequently, the phenomenon of Diglossia is not ephemeral in nature; in fact, the opposite is true: it appears to be a persistent social and linguistic phenomenon.

A key defining characteristics of diglossia is that the two varieties are kept quite apart in their functions. One is used in one set circumstances and the other in an entirely different set. For example, the H varieties may be used for delivering sermons and formal lectures, especially in a parliament or legislative body, for giving political speeches, for broadcasting the news on radio and television, and for writing poetry, fine literature, and editorials in newspapers. In contrast, the L varieties may be used in giving instruction to workers in low-prestige occupations or to household servants, in conversation with familiars, in 'soap operas' and popular programs on the radio, in captions on political cartoons

in newspapers, and in 'folk literature'. On occasion, a person may lecture in an H variety but answer questions about its contents or explain parts of it in an L variety so as to ensure understanding. In addition, sometimes we do not use an H variety in circumstances calling for an L variety, e.g., for addressing a servant; nor do we usually use an H variety when an L is called for, e.g., for writing a 'serious' work of literature. And we may indeed do the latter but it may be a risky endeavor; it is the kind of thing that Chaucer did for the English of his day, and it requires a certain willingness, on the part of both the writer and others, to break away from a diglossic situation by extending the L variety into functions normally associated only with the H.

The H variety is the prestige variety; the L variety lacks prestige. In fact, there may be so little prestige attached to the L variety that people may even deny they know it although they may be observed to use it far more frequently than the H variety.

The H variety is more beautiful, logical, and expressive than the L variety. That is why it is deemed appropriate for literary use, use for religious purposes, and so on. There may also be considerable and widespread resistance to translating certain books into the L variety, e.g., the Qur'an into one or other colloquial varieties of Arabic or the Bible into Haitian Creole or Demotic Greek. The last feeling concerning the natural superiority of the H variety is likely to be reinforced by the fact that a considerable body of literature will be found to exist in that variety and almost none in the other. That literature may also be regarded as reflecting essential values about the culture and when parts of it are classical literature deemed worthy of recalling by allusion and quotations on occasions suitable for the employment of H. Children also learn the L variety, some may learn the H variety, but many do not learn it at all. In folk literature usually associated with the L variety will have none of the same prestige; it may interest 'folklorists' and it may be transmuted into an H variety by writers skilled in H, but it

is unlikely to be stuff of which literary histories and traditions are made in its 'raw' form. Then the H variety is also likely to be learned in some kind of formal setting, e.g., in classrooms or as part of a religious or cultural indoctrination. To that extent, the H variety is 'taught' whereas the L variety is 'learned'. And there is any myth that the L variety lacks any kind of 'grammar'. The L variety often shows a tendency to borrow learned words from the H variety, particularly when speakers try to use the L variety in more formal ways. However, actual circumstances can vary. For example the two varieties of Greek have similar sound systems, there is a considerable difference between Classical Arabic and the colloquial varieties and a still grater difference between High German and Swiss German. The following example from Trudgill (1983b:118-119) shows how different the Zürich variety of Swiss German is from High German:

Low variety – Swiss German

En Schwyzer isch er zwaar nie woorde, weder en papiiringe na äine im Hëërz ine; und eebigs häd mer syner Spraach aagmërkt, das er nüd daa uufgewachsen ischt. Nüd nu s Muul häd Ussländer verraate, au syni Möödeli Er häd lieber mit syne tüütsche Landslüüte weder mit de Yhäimische vercheert, und ischt Mitgליid und Zaalmäischer von irem Veräin gsy.

High variety- Standard German

Ein Schweizer ist er zwar nie geworden, weder auf dem Papier noch im Herzen; un man hat es seine Sprache angemerkt, dass er nicht dort aufgewaschen ist. Nicht nur die Sprache hat den Ausländer verraten, sondern auch seine Gewohnheiten. Er hat lieber mit seinen deutschen Landslueuten als mit den Einheimischen verkehrt, und ist Mitglied und Zahlmeister ihres Vereins gewesen.

English

He never actually become Swiss, neither on a paper nor in his heart; and you could tell from his language that he had not grown up there. It

was not only could tell from his language that had not grown up there. It was not only his language that showed that he was a foreigner- his way of life showed it too. He preferred to associate with his German compatriots rather than with the natives, and was a member and the treasurer of their society.

Swiss German diglossia has its own stabilizing factors. Switzerland is a multilingual country- German, French, and Italian being its three official languages – so strong constitutional protection is provided for German, the H veracity of which is taught in the schools. This allows the German Swiss to converse with speakers of German elsewhere in Europe and gives them access to everything written in Standard German. However, the Germans in Switzerland can also assert their independence of other Germans thorough use of their L variety. This is their own distinctive unifying variety of German, one in which they take a special pride.

Furthermore, diglossia reinforces social distinctions. It is used to assert social position and to keep people in their place, particularly people who are not at the upper end of the social hierarchy.

Diglossia and Bilingualism

Fishman extends and modifies the concept of diglossia and discussed the interrelationship of diglossia and bilingualism. The possible relationship between the two are shown in the matrix below (adapted from Fishman 1971b: 288)

		+DIGLOSSIA -	
+	BILINGUALISM -	1. Both diglossia and bilingualism	2. Bilingualism without diglossia
		3. Diglossia without bilingualism	4. Neither diglossia nor bilingualism

Bilingualism and Multilingualism

Monolingualism, that is, the ability to use but a single language code, is such a widely

accepted norm in so many parts of the western world that it is often assumed to be a world-wide phenomenon to the extent that bilingual and multilingual individuals may appear to be 'unusual'. Indeed, we often have mixed feelings when we discover that someone we meet is fluent in several languages: perhaps a mixture of admiration and envy but also, occasionally, a feeling of superiority in that many such people are not 'native' to the culture in which we function; they are likely to be immigrants, visitors, or children of 'mixed' marriages and in that respect 'marked' in some way, such marking is not always deemed to be a positive attribute. In fact, a monolingual individual would be regarded as a misfit, lacking an important skill in society, the skill of being able to interact freely with the speakers of other languages with which regular contact is made in the ordinary business of living. Moreover many people speak several languages: perhaps one or more at home, another in the village, still another for purposes of trade, and yet another for contact with the outside world of wider social or political organization. These various languages are usually acquired naturally and unselfconsciously, and the shifts from one to another are made without hesitation.

There may be some doubt that very many people are actually bi- or even multi-dialectal. They may speak varieties, which are distinctly different, but whether each separate variety is genuinely a dialect variety depends on how one defines dialect. Is someone who speaks both Hindi and Urdu bilingual, who speaks Serbian and Croatian, Nynorsk and Bokmål, or Russian and Ukrainian? Such speakers may well tell you they are. But, on the other hand, a Chinese who speaks both Mandarin and Cantonese will almost certainly insist that he or she speaks only two dialects of Chinese, just as an Arab who knows both a colloquial variety and the classical, literary Arabic will insist that they are only different varieties of the same language. And in some cases, the bilingual- bidialectal

distinction that speakers make reflects social, cultural, and political aspirations or realities than any linguistic reality.

An interesting example of multilingualism exists among the Tukano of the northwest Amazon, on the border between Colombia and Brazil (Sorensen, 1971). The Tukano are multilingual people because men must marry outside their language, for that kind of marriage relationship is not permitted and would be viewed as a kind of incest. Men choose the women they marry from various neighboring tribes who speak other languages. Furthermore, on marriage, women move into the men's households or longhouses. Consequently, in any village several languages are used: the language of the men; the various languages spoken by women who originate from different neighboring tribes; and a widespread regional 'trade' language. Then children who are born into this multilingual environment: the child's father speaks one language, the child's mother another, and other women with whom the child has daily contact perhaps still others. In fact, multilingualism is so usual that the Tukano are hardly conscious that they do speak different languages as they shift easily from one to another. They cannot readily tell outsiders how many languages they speak, and must be suitably prompted to enumerate which languages they speak and to describe how well they speak each one. It may be said that multilingualism is a norm in Tukano community. It results from the pattern of marriage and the living arrangements consequent to marriage. And communities are multilingual and no effort is made to suppress the variety of languages that are spoken. And the generation (children) in this community will be fluent in their mother's tongue. So many others also will have learned some of it because it is considered proper to learn to use the languages of those who live with us.

However, there is also an unusual atmosphere of multilingualism in some community such as in Siane of New Guinea. Salisbury (1962) found that it is quite normal for people to know a number of languages. They choose

the most appropriate one for the particular circumstances in which they find themselves. Moreover, they prize language learning, so that, when someone who speaks a language they do not know enters a community, people in the community will try to learn as much as they can about the language and to find occasions to use their learning. We may not assume that such a situation is abnormal. Any way in many parts of the world people speak numbers of languages and individuals may not be aware of how many different languages they speak. They speak them because they need to do so in order to live their lives: their knowledge is instrumental and pragmatic. In such a situation language learning comes naturally and is quite unforced.

Another different situation occurs in Paraguay. Because of its long isolation from Spain and the paucity of its Spanish-speaking population, an American Indian language, Guaraní, has flourished in Paraguay to the extent that today it is the mother-tongue of nearly 90 percent of the population and a second language of several additional percent. Then Guaraní is recognized as a bona fide national language and Spanish is the official language of government and the medium of education, although in recent years some use has been made of Guaraní in primary education. However, Spanish is the vernacular of less than 10 percent of the population. These figures indicate that the lesser-known language in Paraguay is Spanish. And the capital city, Asunción, is almost entirely bilingual, but the further one goes into the countryside away from cities and towns the more monolingually Guaraní-speaking the population becomes.

Spanish is the language used on formal occasions; it is always used in government business, in conversation with strangers who are well dressed with foreigners, and in most business transactions. And people use Guaraní with friends, servants, and strangers who are poorly dressed, in the confessional, when they tell jokes or make love, and on most casual occasions. Spanish is the preferred language of the cities, but Guaraní is preferred in the countryside, and

the lower classes almost always use it for just about every purpose in rural areas. Moreover parents may attempt to help their children improve their knowledge of Spanish by using Spanish in their presence, for, after all, Spanish is the language of educational opportunity and is socially preferred. In the upper classes males may well use Guaraní with one another as a sign of friendship; upper-class females prefer Spanish in such circumstances. Males may drink Guaraní but use more and more Spanish as they feel the influence of alcohol, for Spanish is the language of 'power'. Guaraní is often the choice. Courtship may begin in Spanish but, if it goes anywhere, it will proceed in Guaraní. Men tell jokes and talk about women and sports in Guaraní, but they discuss business affairs in Spanish. So it may be assumed that the choice between Spanish and Guaraní depends on a variety of factors: location (city or country), formality, sex, status, intimacy, seriousness, and type of activity. As Fishman (1971, p.75), has described the linguistic situation in Paraguay as another example of diglossia with Spanish the H variety and Guaraní the L variety. And the functional differentiations between Spanish and Guaraní may indeed be clearly diglossic for some Paraguayans, but they are by no means so clear-cut for others.

Bilingualism and multilingualism are normal in many parts of the world and that people in those parts would view any other situation as strange and limiting. Sometimes bilingualism is actually regarded as 'problem' in that many bilingual individuals tend to occupy rather low positions in society and knowledge of another language becomes associated with 'inferiority' 'Bilingualism is seen as a personal and social problem, not something that has strong positive connotations.

Code Choice, Code - Switching, and Code - Mixing

The particular dialect or language that a person chooses to use on any occasion is a code, a system used for communication between two or more parties. Whereas command of only

a single variety of language, whether it be a dialect, style, or register, would appear to be an extremely rare phenomenon, one likely to occasion comment. Most speakers command several varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people throughout the world rather than unilingualism. Furthermore, as Gal (1988, p.247) says, 'code - switching is a conventional strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations.

We can see still other examples of how a speaker may deliberately choose to use a specific language to assert some kind of 'right'. And a bilingual (in French and English) French Canadian may insist on using French to an official of the federal government outside Quebec, a bilingual (Catalan and Spanish) resident of Barcelona may insist on using Catalan, a bilingual (Welsh and English) resident of Wales may insist on using Welsh, and so on. In these cases code choice becomes a form of political expression, a move either to resist some other 'power', or to gain 'power', or to express 'solidarity'.

Crystal (1987) suggests that code, or language, switching occurs when an individual who is bilingual alternates between two languages during his/her speech with another bilingual person. A person who is bilingual may be said to be one who is able to communicate, to varying extents, in a second language. This includes those who make irregular use of a second language, are able to use a second language but have not for some time (dormant bilingualism) or those who have considerable skill in a second language (Crystal, 1987). This type of alteration, or code switching, between languages occurs commonly amongst bilinguals and may take a number of different forms, including alteration of sentences, phrases from both languages succeeding each other and switching in a long narrative. An example of code switching, from Russian to French, is "Chustvovali, chto le vin est tiré et qu'il faut le boire" meaning 'They felt that the wine is uncorked and it should

be drunk' (Cook, 1991, pg 65). Further, Cook (1991) puts the extent of code switching in normal conversations amongst bilinguals into perspective by outlining that code switching consists of 84% single word switches, 10% phrase switches and 6% clause switching.

There are a number of possible reasons for the switching from one language to another and these will now be considered, as presented by Crystal (1987). The *first* of these is the notion that a speaker may not be able to express him/herself in one language so switches to the other to compensate for the deficiency. As a result, the speaker may be triggered into speaking in the other language for a while. This type of code switching tends to occur when the speaker is upset, tired or distracted in some manner. *Secondly*, switching commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener responds with a similar switch. This type of switching may also be used to exclude others from a conversation who do not speak the second language. An example of such a situation may be two people in an elevator in a language other than English. Others in the elevator who do not speak the same language would be excluded from the conversation and a degree of comfort would exist amongst the speakers in the knowledge that not all those present in the elevator are listening to their conversation. The *final* reason for the switching behavior presented by Crystal (1987) is the alteration that occurs when the speaker wishes to convey his/her attitude to the listener. Where monolingual speakers can communicate these attitudes by means of variation in the level of formality in their speech, bilingual speakers can convey the same by code switching. Then Crystal (1987) suggests that where two bilingual speakers are accustomed to conversing in a particular language, switching to the other is bound to create a special effect. These notions suggest that code switching may be used as a socio-linguistic tool by bilingual speakers.

Many speakers are not aware that they have used one particular variety of a language rather than another or sometimes even that they have switched languages, i.e., have code-switched, or that they have mixed languages, i.e., have code-mixed. Equating in this instance code with language, we can describe two kinds of code switching: situational and metaphorical. *Situational code-switching* occurs when the languages used change according to the situations in which the conversant find themselves: they speak one language in one situation and another in different one. No topic change is involved. When a change of topic requires a change in the language used we have *metaphorical code-switching*. The interesting point here is that some topics may be discussed in either code, but the choice of code adds a distinct flavor to what is said about the topic. The choice encodes certain social values.

Code mixing occurs when conversant use both languages together to the extent that they change from one language to the other in the course of a single utterance. In addition, Code-switching and code-mixing them are not uniform phenomena; i.e., the norms vary from group to group, even within what might be regarded as a single community. Gumperz (1982a, p.68) has pointed out, for example, that:

In a relatively small Puerto Rican neighborhood in New Jersey, some members freely used code-switching styles and extreme forms of borrowing both in everyday casual talk and in more formal gatherings. Other local residents were careful to speak only Spanish with a minimum of loans on formal occasions, reserving code-switching styles for informal talk. Other again spoke mainly English, using Spanish or code-switching styles only with small children or with neighbors.

He adds that 'each communicating subgroup tends to establish its own conventions with respect to both borrowing and code-switching,' and that factors such as region of origin, local residence, social class, and occupational niche are involved in defining the norms.

According to Edwards (1986) and Hewitt

(1986, 1989) describe a particularly interesting kind of code-switching that occurs among certain young people of West Indian origin in England. These youngsters speak the local variety of English natively but also have Creole-based variety of their own which they switch to for purposes of 'solidarity'. What is interesting is that on appropriate occasions they will allow non-West Indian youths of their acquaintance to switch to that variety too, as they show willingness to extend the idea of 'solidarity'. Code-switching itself may meet certain kinds of resistance. Numerous instances have been reported of speakers of various languages refusing to allow others to code-switch and instead insisting on using the other's language, even if sometimes such use provided a poorer means communication.

A fundamental difficulty in understanding the phenomenon of code-switching is accounting for a particular choice or switch on a particular occasion. In order to give such account we must look at the total linguistic situation in which the choice is made, for example, the linguistic situation in New York City, Brussels, Luxemburg, Kampala, Hemnesberget, or Papua New Guinea.

The code we choose to use on a particular occasion is likely to indicate how we wish others to view us. If we comfortably control a number of codes, then we would appear to have an advantage over those who lack such control. And speaking several languages can be distinctly advantageous in a multilingual gathering. Code-switching may be a very useful social skill. The converse of this, of course, is what we will be judged by the code we choose to employ on a particular occasion.

CONCLUSION

Sometimes we should also note that two speakers who are bilingual, that is, who have access to two codes, and who for one reason or another shift back and forth between the two languages as they converse, either by code switching or code mixing are actually using a third code, one which draws on those two

languages. In addition communication among people who speak the same language is possible because they share such knowledge, although how it is shared – or even how it is acquired is not well understood.

Diglossia refers to the use of one particular language or dialect or language varieties (H) and (L) in situation in which the other language or language variety is not used or it may be said as an exclusive use between language varieties. And a key defining characteristics of diglossia is that the two varieties are kept quite apart in their functions. And the H variety is the prestige variety; the L variety lacks prestige, the H variety is 'taught' whereas the L variety is 'learned'. There is also any myth that the L variety lacks any kind of 'grammar'. Diglossia also reinforces social distinctions.

Bilingualism and multilingualism are normal in many parts of the world and that people in those parts would view any other situation as strange and limiting. Sometimes bilingualism is actually regarded as 'problem' in that many bilingual individuals tend to occupy rather low positions in society and knowledge of another language becomes associated with 'inferiority'. And bilingualism is seen as a personal and social problem, not something that has strong positive connotations. There are many examples above which present different situation or place is different ways in bilinguals or multilingual. Some those are use strange ways such as in Tukano society, the Tukano are multilingual people because men must marry outside their language, for that kind of marriage relationship is not permitted and would be viewed as a kind of insect, it occurs also in Siane of New Guinea here, they choose the most appropriate one for the particular circumstances in which they find them selves. Moreover, they prize language learning, so that, when someone who speaks a language they do not know enters a community, people in the community will try to learn as much as they can about the language and to find occasions to use their learning, and the last atmosphere occurs in Paraguay, Guarani is recognized as a bona fide national

language and Spanish is the official language of government and the medium of education. Spanish is the preferred language of the cities, but Guarani is preferred in the countryside. Then the choice between Spanish and Guarani depends on a variety of factors: location (city or country), formality, sex, status, intimacy, seriousness, and type of activity.

Dialect or language of a person chooses to use on any occasion is a code, a system used for communication between two or more parties. According to Gal (1988, p.247) says, 'code – switching is a conventional strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations.

And Crystal (1987) suggests that code, or language, switching occurs when an individual who is bilingual alternates between two languages during his/her speech with another bilingual person.

There are two kinds of code switching: situational and metaphorical. *Situational code-switching* occurs when the languages used change according to the situations in which the conversant find themselves: they speak one language in one situation and another in different one. No topic change is involved. When a change of topic requires a change in the language used we have *metaphorical code-switching*.

Code mixing occurs when conversant use both languages together to the extent that they change from one language to the other in the course of a single utterance. The code we choose to use on a particular occasion is likely to indicate how we wish others to view us.

In conclusion people have distinct feelings about various codes: they find some accents 'unpleasant', others 'beautiful'; some registers 'stuffy'; some styles 'pedantic'; some languages or kinds of language 'unacceptable' or their speakers 'less desirable'; and so on. Furthermore, we cannot discount such reactions by simply labeling them as instances of linguistic prejudice. Linguistic prejudice, either for or against particular

dialects or languages, is a fact of sociolinguistic life, a fact we must recognize.

However, we must also remember that it is often all too easy to think that someone who uses learned words, beautifully constructed

sentences, and a prestige accent must be saying something worthwhile and that someone who uses common words, much 'slurring', and a regional accent cannot have anything of interest to say.

REFERENCES

- Crystal, D. (1987). *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press.
- Gal, S. (1979). *Language Shift: Social Determinants of Linguistic Change in Bilingual Austria*. New York: Academic Press.
- McKay, S.L., & Horn, B.H.N. (1996). *Sociolinguistics and Language Teaching*. Cambridge: Cambridge University Press.
- Platt, T.J., & Platt, K.H. (1975). *The Social Significance of Speech. An Introduction to and Workbook in Sociolinguistics*. New York: American Elsevier Publishing Company, Inc.
- Wardhaugh, R. (1986). *An Introduction to Sociolinguistics*. (Second Edition). Oxford and Cambridge: Hartnolls Ltd.

LANGUAGE USE OF *JAWAREH* IN CIREBON

Afi Fadlilah

UPI Bandung, West Java, Indonesia

Afhee_green@yahoo.com

Abstract: The study aims to describe the use of *Jawareh* language used by sellers and buyers in the buying and selling interaction in the Sindang Market-Cirebon. This study is a descriptive study using an ethnographic approach to communication. The data used there are two, namely primary data in the form of speech events in buying and selling interaction in the Sindang market. The observation method which is a technique involed a conversation, refer to the technique, and recording techniques. Second data, supporting data in the form of an overview of the information of history, geographoc, social, cultural, and linguistic situation contained in the Market village assembly Lemahabang of Cirbeon which causes a multilingual society. Meanwhile, analysis of the data using the method of speech behavior (speech act analysis) as performed by Hymes developed by Wolf and Poedjosoedarmo. *Jawareh* language is Java language a half both of Sundanese and Indonesian which is used in the border region between the district speech in Cirebon-Brebes and Kuningan-Majalengka. It used depends on the relationship between the sellers and the buyers. The evidence suggests that although they are come from the same relation ethnic, if their relations (proximity / familiarity) are not familiar, so the utterances seem ordinary even they using Indonesian in interaction. R1 (the mercents) and R2 (the buyer) who come from the Sundanese ethnic interact using the Sundanese and Indonesian, R1 and R2 who come from the Sundanese ethnic inteact using the Java language and Indonesian, whereas R1 and R2 who come from the Javanese ethnic interact using the Java language.

Keywords: *Jawareh language, speech events, Sindang Market*

INTRODUCTION

Sociolinguistics as a discipline that examines the language not only be understood as a system of signs, but also seen as a social system, communication system and as part of the culture a particular society. This is in accordance with the most important communication function is underlined by ethnographic theory and ethnometodology, namely to maintain the continuity of the relationship between interlocutors. Dardjowidjodjo (2003:16) says that language is a system of arbitrary verbal

symbols used by members of a community of language to communicate and interact with each other based on the culture they have in common. Their opinions are in line with the notion of language according to the science of linguistics that language is " s system of communication by symbols, i.e through the organs of speech and hearing, among human beings of certain group or community, using vocal symbols processing arbitrary conventional meanings" (Kuswarno, 2008:3). The definition implies that language is a system of communication using symbols

generated from hearing human vocal organs and among people or certain group that have the ability to do a symbolization and talk.

The linkage between the language and communication because it is closely complement each other, so that psychologists believe that communication is the birth community or social units. Therefore, sociolinguistics as a science that links between language and communication in perspective interactional discuss about the use of language in social interaction. Formulation of social interaction itself has been declared by H.Booner in his book, *Social Psychology*, that social interaction is a relationship between two individuals or more, in which the behavior of one individual affect, altar, or improve the behavior of another individual or vice verse.

Moreover, for sociolinguistics social interaction is never-ending process that involves communication in which the majority of the language. As for other forms of social interaction itself can be either cooperation, competition, and conflict (Setiadi et al.: 2009). All three forms of social interactional occured at the village market of Lemahabang in Cirebon district. In this market, sellers and buyers interact using three language known by Jawareh language, the Java language mixed with Sundanese and Indonesian. That's because Sindang market is a shopping centre to which access is fairly easy to pass for locals or in the surrounding areas, located to the west of the Sedong district as a Sundanese ethnic, east of Karangsembung district as a Sundanese ethnict, Astanajapura subdistrict orh of Java, and to the South the Susukan Lebak district as a Javanese-Sundanese ethnict. In addition to sellers and buyers in this market comes from the surrounding areas there are some among them who are from Chinese and Arab ethnic. They had long been settled there since the establishment of this market, i.e, before the royal Caruban or Cirebon based on the system or the time of the trustee reffered to as the Dupala era and Islam growth. The distance from the center of the city of Cirebon, is about fifteen kilometers. Geographical location this is the one that resulted in the mingling of

languages (Jawareh) there besides the Cirebon region located on the border between the provinces of West Java and Central Java.

In addition, the speech society that in Sindang market is also includes an open society and have a language contact and social contact are quite high among the people because many sellers and buyers coming from outside the district of Lemahabang even outside the city of Cirebon, such as Kuningan, Majalengka, Purwakarta and so on. The term of language contact according to Crystal (1980:86) used in sociolinguistics as a reference to the geographical continuity or familiarity among languages or dialects, consequences caused by the linguistic nature of language contact, namely the emergence of loan words, the patterns of phonological and grammatical changes, as well as mixing the forms of language. Meanwhile, the understanding of language contact according to Rohman (2000:13) is defined as the influence of one language to another language, either directly or indirectly. According to him, language contact and bilingualism is different, language contact tends to be a symtom of language, while bilingualism tend to speech symptoms. This means that bilingualism occurs as a result of language contact.

Therefore, according to Chaer (2004) said that the linguistic diversity that occurs in the market of Sindang can be called as a multilingualism. It means that the state uses more then two languages a person in interaction with others in turn. The plurality thus has the effect varied codes taht are owened and controlled by members of the public, both sellers and buyers in the market of Sindang in Cirebon. among these there are many individuals who have or trilingual, namely are Java language, Sundanese language, Indonesian language each narrative has a pattern and certain functions and depend on either the participants or relationship among them.

DISCUSSION

Jawareh as a unique language that was in Cirebon district which is also the dialect of the language among the district of Cirebon with

Kuningan and surrounding border between Majalengka, Kuningan and Brebes district has attracted observers for researching and writing the language of the speech community there to study different issues. Among these are Ayatrohaedi and Abdurrachman who were investigating the use of language in Cirebon (1985) which the title is *the Sunda Region in Cirebon and Cirebon Structure Sundanese Dialect*. Beside, Fadlilah said in her research (2005) entitled the *Use of Language in the Speech Community in Rural District Lemahabang Cirebon* that *Jawareh* can be grouped into several sections, among others: the language code in the form of speech, speech level and the variant diversity. The language used by speech community in Lemahabang district are Indonesian, Java language, and Sundanese. The speech level of *Jawareh* language is used by speech community in Lemahabang village is high and low Javanese speech level; high and low Sundanese speech level; and a variety of variants that are used in *Jawareh* language of speech code is the wide variety of formal and informal. Likewise, the *Jawareh* language which is used by the buyers and sellers in the Sindang market. They are using all three languages in their interaction there. The use of the three languages have varying patterns of speech in the speech event of the sale dependent on social factors underlying with the relationship among the participants, include the following.

Speech Event 1

Participants :

A (female / buyer age 30 years, Javanese); B (female / seller, aged 31 years, Javanese); C (women / sellers aged 31 years, Sundanese).

Events : in the clothing stall

Topic : Bid clothes

A : Kang ireng apa kang abang sih? " you want the cloths that are black or red?"

B : Kuen bae ku kang mera ati atasane. Ari bawaane onderku atasane klambi rada

nyetrit " Tahat's all that ret dress. If you waer a skirt, so the shirt is rader tight"

B : kuene dua delapan, ira sih dipadaaken je karo lagi kae " That one is twenty eight thousand, why you still equated with the first time?"

A : nyong durung laawas je, lagi mama gering wingi ka. " It is not long ago relly, that's the time when my father was sick yesterday".

B : Ya, tuju lima lagi sing dingin kaen ka, lupa ingatan masa iya ngeregani. "Yes, it is true that the price was seventy five in the first time, sure you did not forget it".

B : tuju lima karo patang pulu padaken karo sing dingin. " Seventy five and fourty quated with the price in the past time".

A : Sewelas "It is eleven"

B : Priben, A? "How is is, A?"

A : Sewelas ya konon A....ira ka A kaya karo sapa mencu bae kaya Dono. " It is eleven, oke, A? You see me like with anyone...you look like Dono".

C : Pada bae Dono karo donat ku. " It is the same between Dono and donuts".

A : Ya wis mene bagen. "Well, here baseball's is okay".

All participants both sellers and buyers in that events speech interact to bargain using the Javanese because they were Javanese ethnic. The speech event occurred at a clothing stall done by A who as a buyer, female, aged about 30 years; B is as a seller, female, aged about 31 years; and C is as a seller, female, aged about 31 years. They speak low Javanese speech level seem very familiar. Furthermore, the following are examples of events in the Sindang market that the participants are using Sundanese.

Speech Event 2

Participants :

A (female / buyer, age 48 years, Sundaness); B (male / sellers age 45 years, Sundaness).

Events :In the kitchen store appliances

Topic : Bid kitchen appliances

A :Mang, ari ieu tilu sabaraha? "Sir, how much the price of three kinds of this stuff?"

B :Ieu? "This one?"

A :Bade nu bereum "I want a red color".

B :Sarebu nu ieu, nu ieu tilu rebu, nu ieu sarebu lima ratus. " The price is one thousand. This is three thousand. That is one thousand and five hundred".

A :Sami bae. Nu ieu sabaraha, Mang? "It looks just the same thing. How much this one, Sir?"

B :Benten, ageung ongkoh nu eta mah. " It is different because of the larger".

A :Janten pasna sabaraha, Mang? Sarebu lima ratus nya? "So, how much the right price, Sir? It is one thousand and five hundred, ok?"

B :Teu acan kenging, aya nu lima belas mah nu itu, mun nu leuleusna mah keuna panas sangu teh ngalotok, kaos umumna ba. Nu mana Ceuceu, setenles atanapi alumunium? Nu eta tujuh rebu lima ratus." It can not, that its coast is fifteen but the soft one when exposec to heat rice can be peeled off like goods in general. Ma'am would you want, the steel or alumunium? That was seven thousand and five hundred".

A :Tos wae lima rebu. Nu ieu lima rebu, meser hiji. "have just cost is five thousand. This one is five thousand, buy it one".

B :Teu acan kenging, nu eta mah tujuh rebu bae pasna oge. Apa setenles atau alumunium? Alumunium nu ageungna kenging geuneup rebu lima ratus. " It can not. That was seven thousand only. Which one would you want, the steel or alumunium one? Alumunium is worth about six thousand and five hundred".

A :Ieu pasna sabaraha? "This how the right price?"

B :Pasna tujuh. "The right price is seven thousand".

A :Satengah deuh lima, lima satengah. " Five and a half, Ok.? It is just five and a half thousand".

B :Teu kenging, tujuh, teteh. Geunap lima sareung dalapan. "No. It can not, it is seven thousand, Ok.? Sixty five and eight thousand".

A :Teu ah "No"

B :Dalapan sareung tujuh janten lima belas "Eight and seven to fifteen".

A :Henteu, ieu sabaraha beunerna? "No, this how the price exactly?"

B :Geuneup lima bae enggeus bati sarebu perak. " It is sixty five thousand only just been lucky".

A :Kari geuneup rebu bae jejeug. " It is never mind the prce is right sixty thousand".

B :Bae, Teh lima ratus, Teh. "It is never mind, Sister. Its is five hundred only".

A :Si mamang mah sing beuneurna sabaraha? Geus geuneup rebu we nya? "How is the right price, Sir? It is six thosand, right?"

B :Geuneup satengah sareung dua satengah janteun dalapan, dikirangan sadayana ieu dikirangan sarebu, ieu dikirangan lima rebu. Eta dalapan, dalapan sareung tujuh janteun sabelas. "Then everything is reduced thousand. This reduced the five thousand. The eight and seven to fifteen. Four and seven to eleven."

B :Ieu teu kenging kirang? "Whether this price can be less?"

A :Dua rebu teu acan kenging, eta ge tilu rebu satengah masih aya nu kenging, opat rebu nawiskeuna mah tilu satngeh nyandak, tukang nyangu ge nyandak, tukang nyangu ge nyandak tilu satengah. "The price of two thousand can not because the price just still there that take it wen offered it there and a half. As well as the rice handyman who took it for three and a half.

The speech event occured at a kitchen shop appliances made by the participants who come from the Sundanese. A is as a buyer, female, 48 years old was trying so hard to bargain the price ladle (spoon) using medium Sundanese speech level to B. B is a seller, a man, 45 years old is also use the medium Sundanese level. They looked so familiar and communicative because both of them come from Sundanese ethnic. Furthermore, the data of the follwing speech event is performed by the participants who come from the tribe of Sundanese, but they interact using the Indonesian.

Speech Event 3

Participants :
A= R1 (a women /buyer,
20 years old, Sundanese);
B= R2 (male / a seller,
30 years old, Sundanese)
Events : At the Kids shop
Topic : Children's shoes price Bid

- A :Berapa ini, Teteh? "How much is this, Ma'am?"
B :Tuju lima, Teh. " It is seventy five thousand, Ma'am"
B :Murahlah, Teh. " The price is cheap, is not it?"
A :Ya....Allah murah. Kalau itu berapa? " Oh my God....you said that it is a cheap price? How about this one?"
B :Sama aja enam lima, enggaklah enggak mahal kalau dibandingkan MB, kalau MB lima lima nawarannya, kalau model kayak gini kan agak susah, mau? " The price is the same as sixty five thousand. Think the price was not expensive if it to compared with other price because it difficult to find the model, do you want it?"
A :Enggak boleh setengahnya? Enam puluh teh dapet dua gitu kan setengahnya. "Whether be half price? Finished it is sixty thousand that had two pairs of shoes".
B :Jangan setengahnya atuh. "Do not a half, please".

The participants in the speech event interact using Indonesia even though they are from Sundanese ethnic. However, this does not always happen in the transaction because the seller might be using the language according to the language used by the buyer, for examples, if the seller will respond by using the Javanese though the seller is not derived from the Javanese. Contrastly, there are also the events in the sale and purchase transactions using Indonesia by the buyers and sellers from start to end the transaction even though they come from the same tribe, the Sundanese as in the speech event above. Beside, the form of language

(linguistic styles) used by participants in buying and selling interaction at the Sindang market is also sometimes based on the opponent's speech and their relationship among the participants, thereby causing the interference either code switching or code mixing. For more details, we consider the following example of the speech event.

Speech Event 4

Activity :
Buying potatoes of Cilembu
Participants :
A (a women, 30 years old, Sundanese); B (a trader, man, 38 years old, Sundanese);
C (a women, 29 years old, Javanese)
Place : At Sindang market

- A :*Mang, ieu dua, lima rebueun bae nya?* " Sir, I want the price of two potatoes is five thousand only."
B :*Moal kenging Eceu, cilembu asli eta mah.* " It can not, Ma'am because it is the original Cilembu potatoes"
C :Berapa Ceu? "How much is it, Ma'am?"
A :*Telungewuan. Mang, meser tilu bungku seun yeuh.* " The price is three thousand. Sir, I buy it for three packs."
B :Mangga, Ceu. Janteun salapan rebueun, hatur nuhun. "Ofcourse be, Ma'am. So it is nine thousand, thank you."
A :Sawangsulna. "Your welcome".

The speech event showed that the participants interact using three languages, namely Javanese, Sundanese, and Indonesian in bargaining price of potatoes of Cilembu at the Sindang market. Sundanese spoken by A and B because both of them come from Sundanese ethnic. Sundanese used by them is medium Sundanese speech level, whereas Indonesian used by C because she come from the Javanese ethnic. However, the question from C was answered by A using the Javanese, as said *telung ewuan* 'three thousand'. In addition, the speech event was also

experiencing symptoms that code switching is done by A, i.e, code switching the Sundanese to the Javanese and switch back to the Sundanese code, as in the sentence: *Telung ewuan. Mang, meser tilu bungkuseun yeuh.* "The price is three thousand. Sir,I buy it for three packs". It is intended by A to honor C although subsequent utterances using Sundanese. Examples of other speech events is as follows.

Speech Event 5

Participats :

A (a buyer / female, 36 years old, Javanese); B (a seller / female, 26 years old, China)

Event : In the household store

Topic : Bid tableware

A :May (the name of the seller), jaluk mangkok atau sendok setenga bae kang rada tebal, gawanang mana. "May, give me some bowls or spoons which rather thick for half, bring them to the house".

B :Enya. "Yes, I will do it"

A :Enya. Burukeun. "Ok. Hurry up"

A is a buyer, a women, 36 years old and B is a seller, a women, 26 years old speak a different language, namely the Javanese and Sundanese. They look are quite communicative and seemed familiar. A requested some bowls and spons using the low Javanese speech level to B. As well as B, she answered the questions from A using low Sundanese speech level. This is because they already know each other even though both of them are come from different tribes. Thus, some data of interaction in speech event that occured in the Sindang market in Cirebon. The speech event that the shape and pattern there are also mixed code. Thus the defintion of the language proposed by Liliweri (2003: 151) it is quite relevant. He said that, the language is an important culture components that influence acceptance, behavior, feeling, and

our tendency to act in response to the world around. In other word, the language affects consciousness, activity, and our ideas, right or wrong, moral or immoral, and good or bad.

Thus, the variation in the language of buying and selling interaction in the Sindang market as exemplified above belong to the variety called as a fungsiolek, which is based on the use of language variation or the function of community (Nababan, 1993). This is because the language used by community in the market belong to the language of the purposes of trade ecause it involves some goods or services for sellers and buyers. The concept of functional diversity of language according to Dittmar (1976) is same with a range of profesional that is associated with a variety of professional speakers, institution or work environment, or certain other activities.

CONCLUSION

Jawareh language stands for *Java Sawareh*. It is half of Javanese and half of Sundanese used in speech community-border of region between Cirebon and Brebes and Majalengka and Kuningan. *Jawareh* language is also used in the market district of Sindang-Lemahabang in Cirebon with sorted into the following. The Javanese is as the first language which is used when dealing with a partner of relationship from the Javanese; Sundanes is used when dealing with the Sundanese, and Indonesia is as a lingua franca for all speakers. However, because of the overlapping function of these languages then going over the code in the code interfering in the speech events of buying and selling in the Sindang market. The tendency of the election code of speech to sellers and buyers based on the certain relations, if their relations (proximity / familiarity) are not familiar, so the utterances seem ordinary even using the Indonesian in intection.

REFERENCES

- Ayatrohaedi & Abduracham. (1985). *Bahasa Sunda di Daerah Cirebon dan Struktur Bahasa Sunda Dialek Cirebon*. Jakarta: Balai Pustaka.
- Chaer, A. & Agustina, L. (1995). *Sosiolinguistik Perkenalan Awal*. Jakarta: PT Rineka Cipta.
- Crystal, D. (1980). *First Dictionary of Linguistics and Phonetics*. London: Cambridge University Press.
- Dardjowidjodjo, S. (2003). *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*. Jakarta: Yayasan Obor Indonesia.
- Dittmar. (1976). *Sociolinguistics*. London: Edward Arnold.
- Fadlilah, A. (2003). *Penggunaan Bahasa Masyarakat Tuter Kecamatan Lemahabang Kabupaten Cirebon*. Unpublished Tesis. Yogyakarta: Universitas Gadjah Mada.
- Kuswarno, E. (2008). *Metode Penelitian Komunikasi: Etnografi Komunikasi Suatu Pengantar dan Contoh Penelitiannya*. Bandung: Widya Padjadjaran.
- Liliweri, A. (2003). *Makna Budaya dalam Komunikasi Antarbudaya*. Yogyakarta: Lkis.
- Nababan. (1993). *Sosiolinguistik Suatu Pengantar*. Jakarta: Gramedia Pustaka Utama.
- Rokhman, F. (2003). *Pemilihan Bahasa pada Masyarakat Dwibahasa: Kajian Sosiolinguistik di Banyumas*. Unpublished Dissertation. Yogyakarta: Universitas Gadjah Mada.
- Setiadi, H. & Effendi. (2009). *Ilmu Sosial dan Budaya Dasar*. Bandung: Kencana Prenada Media Group.

SEMANTIC ANALYSIS OF ETHNOPOETICS OF PANGUNRAUN IN MARRIAGE NEGOTIATIONS OF MAANYAN DAYAK OF CENTRAL KALIMANTAN

Arnusianto M. Mage

Palangka Raya University, Central Kalimantan, Indonesia
magearnusianto@gmail.com

Abstract: This paper is intended to describe what is the content of ethnopoetic of *Pangunraunas* they are practised in negotiating marriage proposals of Maanyan Dayak of Central Kalimantan. Semantic analysis was adopted to unfold layers of meaning with observation, interview, and FGD as main data collection techniques. As most *couplets* have lost the context, word to word translation is extremely difficult to perceive. The study revealed that the negotiation is more than ordinary marriage negotiation, but there are rigid agenda, as appeal to tradition. They include: rice-wine party, negotiating the speakers, reasons for visit, marriage proposal, negotiating the seriousness, negotiating the bridal gift, agreement, and the last asking for blessing from the *adat* elders.

Keywords: *Maanyan Dayak, Borneo, marriage negotiations, Patatiba, Ethnopoetics, Pangunraun*

INTRODUCTION

Pangunraun is a poetic variation of Maanyan language, a sub language of Dayak included in Barito Isolect languages. Maanyan is spoken in two regencies South of Barito and East of Barito, Central Kalimantan province. Hudson (1963), after two years of fieldwork in East Barito Regency, describes his personal account of dealing with the poetic language:

I would say, without hesitation, that it was the art of public speaking that was most highly developed and most appreciated. There are several speechmaking styles, ranging from a so-called "ancient language" (*basa Pangunraun*) that is characterized by the extensive use of periphrasis, to a more colloquial and comparatively laconic "modern" style (Hudson 1963: 408-9).

Fortunately, after almost fifty years *Basa Pangunraun* is somehow still exist and is still 'the premier art form of the region' today, but

as Hudson observed in the 1960s, there were few speakers who mastered it and that number has now decreased even more significantly.

Pangunraun is also a ritual language spoken in all rituals of the Dayak Maanyan people. The most accessible sample to the practice of *Basa Pangunraun* is found in Maanyan Marriage Negotiations. In traditional religion belief, officially called *Kaharingan* since March 31st 1980 (Schiller 1997:120), marriage negotiations involve two rituals called *Natas Banyang* and *Patatiba*. It is mandatory to include these rituals in the marriage negotiations and as such they are well maintained. Maanyan have adhered to this belief for centuries.

In this paper I would focus myself on *Patatiba*, the second rite of marriage negotiation, *Patatiba*, is always initiated with a section called *manggayung tuak*, a minor rice wine feast. As this service is organised into three rounds and

each of the rounds is initiated by a speech from either *bunsuq panakuan* or *anak panggayungan* (two wine boys).

The First Section

To initiate the rice wine feast the *anak panakuan* recites a chant paying tribute to the spirit that takes care of the rice wine as well as giving the name (*manggalar*) to the rice wine. The following is the only example found.

Model 5

- (1) *Sajang ngarang tuak bantuq lawi raqan*
Sajang ngarang rice wine bantu end of branches
- (2) *Sajang danang tingang lalutung mangun paku*
Sajang danang tingang lalutung grows its shoots
- (3) *Samula ammay here dammung mani manyang*
Climbed by prince taking bath on areca bud
- (4) *tungken raden ganta langit*
ascended by prince visit the sky
- (5) *Puqay dammung kinurung lingngangk*
Set a fire by Prince Kinurung-lingngangk
- (6) *rerey raden kangkamut raqan*
prince waves the smoke down the branches
- (7) *Hang yiru balalu nguruweah amas junung lawuq*
That like grains of rice the embers fall down
- (8) *nguruwusuy wulan tunyung mirah gugur*
like golden rattles the fire fell down
- (9) *Balalu uluy here dammung timmangan kaleh*
Then the hives are sent down through a long rope by a prince of mighty scale
- (10) *tarasat here Katian runsaq*
sent down by mighty Katian
- (11) *Uluay here anri uluyan kawat*
Using a rope of wire
- (12) *ulang uey gansa walang*
the coil of strong rattan

- (13) *uluay anri uluyan riti ulang uey amas bansir*
using rope of riti the coil of yellowish rattan
- (14) *Uluay anri uluyan iket ulang*
Using a woven rope
- (15) *uey heke ngaliura rayu*
of heke rattan grows on top of trees
- (16) *yiru bu takam nguqut*
therefore now we drink

These couplets are mainly a description on taking honey from a honey tree, the ingredient added to the rice wine as a sweetening.

The second round of the service is initiated with a speech by either *anak panggayungan* or *bunsuq panakuan*. This section states the reason for organising the rice wine feast, where the couplets are very brief as follows. Variations are notable if different bards deliver the speeches.

Model 5

- (1) *Sariak ringkay kayu masarumang baliq*
A crying sparrow at a twisting tree
- (2) *hayu takam minum tuak tapay*
let us drink rice wine
- (3) *tutukan takam ngitung kawan ratik basaq sadiq*
while we remember some verses of old language
- (4) *Takam sameh-sameh ngummung juntay bakir*
Let us come together under the shade
- (5) *pada-pada nanraq kalun berang*
cooperatively we are below the crown
- (6) *Takut kapusunan kala iwek sahur*
In case we might have bad luck like a sacrificed pig
- (7) *katenrekan alang manuq tagas*
have an unfortunate incident like a tagas chicken
- (8) *Balalu kami mulai ngenney ni*
So we start to drink

Model 9

- (1) *Takut barang yiti naqan*
In case this drink contains dangerous substances

- (2) *pudis umpan inrin rasun*
like traditional poisons, pesticides,
poison
- (3) *atawa tampirik jujuh kikiran gansaq*
tampirik-jujuh, iron powder
- (4) *elah aku nguqut dahulu*
let me drink it first
- (5) *Tuqu Kamis kamunringen*
It is very sweet
- (6) *kimet ngalulangut wawu*
it sweetness touches the inside part of a
bone
- (7) *kala Kamis wani Puning kala kimet nuan*
Babai
as sweet as the bees of Puning sweet like
the honey of Babai
- (8) *Kala wani waqu uteh raqan*
Like beehives freshly taken from the
branches
- (9) *alang nuan hanyar mubuk tulung*
like *nuan* honey freshly taken from tree's
hollows
- (10) *Kala gula waqu punnut*
Like sugar just put in the pack
- (11) *nimmang juruh hanyar paning*
like a brown sugar just put in sack
- (12) *Babagi Jarang anri Hiang*
Share it with Jarang and Hiyang
- (13) *pahurey Jalu unru Unay*
share it with Jalu and Unay

As soon as the third round of the service begins, the *anak panakuan* suddenly arises and delivers a speech to inform the assembly that the rice wine is finished; therefore the third round is cancelled. The main issues include in this speech are: the organisers of the party are in a terribly embarrassing situation, the rice wine is finished or is not of a good quality, and an attempt is made to find help. The lines to express the issue "the wine is finished" are incredibly various, the following are two of the models.

- (1) *Daya inun aku iwaraq hang kasampatan*
yiti I will inform you this moment
- (2) *tuak galis paparitan puang tutuk*
that the rice wine is finished but not
everyone has had a drink

- (3) *tajaw inreng siburan halaq harung*
the wine jar is leaning the container stands
loosely
- (4) *bakul tummangk haut banar rabah*
the bag has fallen down the gambling
boss is bankrupt
- (5) *Intur ku ma bakam kasaq*
The bottles of drink
- (6) *bakam kasa haut jatuh ipaumme tummang*
hundreds of them have fallen each
others
- (7) *summing ilaw haut riwu ipajujung juat*
the bottles lean of each other
- (8) *Bakam kasaq haut galis daray hang*
pulempen
They have broken at the threshold
- (9) *summing ilaw jarah leqah hang pumatas*
the glass containers have broken at the
doorstep
- (10) *Luwan amun galas kammang*
The flower-pattern glasses cannot go
- (11) *haut puang kaqiuu urik ansuh*
back and forth
- (12) *muneng hang ruang luwuq*
within the house
- (13) *sangker patik puang kaqiuu isahansa neteq*
spotted cups cannot circulate around the
house
- (14) *hang jaru lelun tuah*
like swans
- (15) *Amun tampurung sinaq puang kaqiuu ile-ile*
The Chinese coconut shells cannot
circle
- (16) *muneng hang ruang luwuq*
around the house
- (17) *amun wangeq niuy teka Tanyung Jawa*
coconut shells from Java cannot
- (18) *ang kaqiuu user-user*
circulate around the building

The images that the bard uses to describe that the rice wine is finished include leaning jar, container stands loosely, basket falls, gambler bankrupts, falling bottles, broken bottles, the glasses and cups can not go back and forth, Chinese of Javanese coconut shells can not circulate around the building.

Model 2

- (1) *Ari aku iwaraq aku sa jurung ayak*
I inform the assembly that it was I
- (2) *bannung tuwuq*
who led the boat of *tuwuq*
- (3) *jurung esur kilang manaw*
who pulled the boat of *manaw*
- (4) *Bahum yiri samula hanteq*
I wish I could take the boat a great distance
- (5) *sikak hampe luyuh watuntangun*
up to *Luyuh-watun-tangun*
- (6) *kalunsing balay anraw*
Kalunsing-balay-anraw
- (7) *Nequ nganyak bannung tuwuq*
for navigating the boat of *tuwuq*
- (8) *nequ ngesur kilang manaw*
sailing the boat of *manaw*
- (9) *Tauq-tauq hang wuang kamalangan*
But I encountered a serious problem
- (10) *hang wuang tummang tuju yina,*
on my way to conduct that intent
- (11) *taripi daya kaping mahu naqan jatuh taqun*
it has been a dry season for a hundred year
- (12) *karing kekeh jarak riwu wulan*
a long drought for a thousand of months

The images this bard used include boat of *tuwuq* and boat of *mannaw* to describe the rice wine. These two: *manaw* and *tuwuq* are also ingredients added into the rice wine to make it is more intoxicated. Navigate the boat symbolically means to lead the rite of rice wine drinking feast. Dry season symbolically means the rice wine is finished.

The Second Section

In section two, the *anak panakuan* asks help from *anak panggayungan*:

- (1) *Aku talip iti naqan hengawku ipapurun tunun*
I ask my friend to share the bunch
- (2) *naan kansa ku igaganap langar*
my companion to join the cluster
- (3) *Naqan hengawku ialah batung mira putut*
My friend like giant bamboo trees we share the base

- (4) *anuh kansaku ialah telang nansalukan lawi*
like bamboo trees we twist the crown
- (5) *Hi Nanyu jaga batang inupian*
A man who guards the bathing place
- (6) *hi Lungai gaduh wiruga inungkaran*
a man who awaits the water drinking place
- (7) *Gere nasip maqeh ialah nasip*
Hopefully he has good luck like ancient
- (8) *ammah Jarang sadi*
Jarang's father had
- (9) *ialah untung bapang Suga hurap*
like a lucky man of ancient Father-Suga
- (10) *Jaga batang sumur bayu*
Who had a drinking water well
- (11) *gaduh ummak idunriang lalung*
owned a well called *umak-idunriang-lalung*.
- (12) *Biar kaping mahuq jatuh taqun*
Even in a dry season for a hundred years
- (13) *karing kekeh riwu wulan*
a drought for a thousand months
- (14) *Ibaruse sikaq puang malu kahak*
The water volume did not reduce
- (15) *ijumpalit ngahuq mantar surut*
the water level did not decrease
- (16) *Tatap suey tummang puru pusi*
It was still nine times the height of a *pusi* tree
- (17) *waluq etang ruyan tanir*
eight times the height of a *durian* tree

The images used here include sharing a bunch, (a cluster, a base and a crown) to represent sharing responsibility in leading the drinking wine feast. The images like bathing place and drinking-water hole symbolise the wine jar. Again, dry season refers to the rice wine is finished. The bard refers the situation to the ancient Jarang's Father from the story of *Pangunraun Ruampulurueh* about an extraordinary water hole that the water was always full.

In response to the speech delivered by *anak panakuan*, and *anak panggayungan* confirms that the rice wine is finished, and tells the assembly that they (as the host) are greatly embarrassed for organising a feast without being able to

provide the guests with sufficient drink. He says:

- (1) *Kami haut leteng wuwungan*
We are on the sinking crest of flood water
- (2) *tingalam lea langki*
reaching the roof
- (3) *haut rangi wehuq haut banar balik*
salt stock is wet a gambler is bankrupt
- (4) *haut bakul tummang*
the bag has fallen down.
- (5) *Puang kaqiyuh nyanak nangkeq*
We cannot stop
- (6) *tuntunan ramaq lawatan wahay,*
the assembly leaving,
- (7) *daya unkus kaqadaqan kami haut galis.*
because we have no more food.
- (8) *Kami ganyah angkeng hang ranuq mahak*
We are on a dry river
- (9) *hang watang deleng,*
on a worn out trunk bridge,
- (10) *muneng hang wureq ranuq hanteq*
on the foam of flood water
- (11) *hang lelap apuy ammax.*
on a high flame.
- (12) *Buluq muhut urung aku alang lepong,*
Wipe my nose as if it were broken off,
- (13) *nangkur dada alang lemmah.*
beat my chest as if I broke my ribs.
- (14) *Hanteq supan umangan malu babahe.*
A terribly embarrassing situation.
- (15) *Ngitik uluq aku kala wuding watu,*
Shaking my head as if it were a rock,
- (16) *mepay wulu aku alang rangkang jatang.*
beating my hair as if it were wire.

The images utilised include big troubles like on flood, salt stock is wet, fallen bag (line 1 to 2), and shallow water, a nearly collapse bridge and house is on fire, which all refer to serious disaster. Embarrassing situation is described as to wipe nose, to beat chest, shake head and beating hair.

As a way out, the *anak panggayungan* asks the owner of the house to help, here are two examples:

- (1) *Uu ruang lewuq uu talaga rampan,*
Please the owner of the house,
- (2) *tukat ammay wanawang suluk.*
ladder to ascend door to enter.
- (3) *Gare masih kaqayuh nammah nanrayang,*
Could you please add more food,
- (4) *kaqayuh mubung nimmaw.*
more support more provision.
- (5) *Gere kaqayuh tuak baqanuh dalam,*
Hopefully the house can provide more rice-
- (6) *kajuat pasiq bakurung kunsiq.*
wine, more locked bottles.
- (7) *Gere ulun ruang lewuq talaga rampan,*
Hopefully the owner of the house can provide,
- (8) *kaqiyuh lagi libu anning nyurung wureq,*
lots of wine with bubbling foam,
- (9) *tuak bangkah mumpung sari.*
lots of rice wine that increases the appetite.
- (10) *Kaqiyuh tuak kala kareh punte,*
The rice wine will be like water overflowing adam,
- (11) *sajang nimmang balat jujuh.*
the liquor like water flows from a collapsed dam.

In case the owner of the house can not provide the assembly with more rice wine, the *anak panggayungan* appeals to the owner of the house to tell the assembly the reason to call them to gather. In traditional Maanyan villagers were called by mean of gong's sound. As soon as they came to the place where the gong was beaten, they were served food and drink. Only when the villagers had enough, the reason for gathering was announced. Model 5 shows the example.

Model 5

- (1) *Jadi hang wuang perkumpulan*
therefore in this assembly
- (2) *takam yinaq innaku*
I guess
- (3) *naqan tummang tujuq naqan sungkuq santah*
must have a direction to which trees fall to
- (4) *naqan etuk lawi jumpet papuru,*
trees to lean to, the tops to curve to, the

- crown to bend to,
- (5) *aku puang taqu ngakira ma awe arah.*
although I cannot tell
- (6) *Innaku naqan na itur parunru,*
I think there is a problem that needs to be settled
- (7) *naqan ansam pamani,*
something that has to be discussed
- (8) *arah anri maksud*
the specific problem
- (9) *puang ku taqu iwara ma takam.*
I cannot tell
- (10) *Jari sa taqu iwaraq mungkin here ruang lewuq*
those who can tell are the owners of the house
- (11) *here jurung kukuy wakay jurung tangkur ladit.*
they who banged the exposed root who pulled the vine
- (12) *Amun eaw here takam haut*
If they say the room is silent the hall is quiet
- (13) *nasuni ruang nasuni pantay najaraq uran nataduh riwut, ha tasarah here.*
the rain has stopped, the storm is over, what can I say ?
- (14) *Pada amun naquey musuk napukaq nyurung,*
But if like rattan grows, like bamboo shoot
- (15) *tasarah witu here.*
develops, it is their own business

The images the bard used include 'the direction a tree to fall to, tree to lean to, the tops to curve to', which are all indicating to 'a direction' symbolically means that there must be a reason or agenda for the meeting. This speech is also a closing section for the rice-wine feast.

The Third Section

Section three includes a response to the speech from *anak panggayungan*, where the owner of the house expresses his embarrassment for not being able to help the situation, instead, he asks help from his clan members who are

(in Maanyan) considered as his own family (*ulun putut*). Concerned that his clan members cannot provide the required food and drink, the appeal is extended to his neighbours, friends of the same village, surrounding villagers, and visitors (*ulun hawiqen*). However, this appeal is perceived symbolically, not literally; the real intention is to give an opportunity to any individual to deliver a poetic speech for the purpose of entertainment, as well as a chance to get to know each other, especially for the couple's families. Another important point is that he has to ensure that the guests do not leave.

Model 8

(Speech for asking help from the clan members)

- (1) *Tapi ha ammaxw kala yiru kira-kira wituq aku*
Despite the matter, I think
- (2) *masih puang sa anule ugang pihatu guntung,*
the owner of the house is not like a pond with no clan, like a billabong with no family,
- (3) *hawina puang teka bunguq tane*
he does not come from an earthen dune
- (4) *hingka dengkul wakay.*
from a bent vine.
- (5) *Puang metuq teka tulung batang*
Pop up from the hollow of a giant bamboo
- (6) *metuq teka tulung tamiang,*
come up from the cavity of a little bamboo,
- (7) *daya yiru hayuq sa aku neraw*
therefore let me call
- (8) *here purus wali pematang asbah*
the elders from his clan
- (9) *nampalus wat takam yina.*
to continue the rite.
- (10) *Gare naun sa ulun dada mapeq pungung mapeq,*
You must be men with hard chests and hard backs,

(11) *ulun mira tunun langar gagang tingkil*
men who share the bunch, the cluster,
the stem

(12) *mira putut parukat paqung walailuh.*
share the root system, share the stump.

Line 1 to 4 describes that the owner of the house is not like a pond or a billabong has no brother. He did not come from earthen dune, or a hollow of a bamboo. Therefore he must have a family, clan and elders. These elders should help their clan members if they involved in such a serious trouble.

Speech for asking help from neighbours or friends of the same village:

(1) *Jakaq ngitung ma tutuk tungun rapat pirang*
If we remember those who have close
stumps

(2) *mira wawungan sampuk sansirang*
close ridges, close roofs at this village,

(3) *hang tumpuk yiti, kiraq-kiraq wituq aku masih heneq iuh naheraw.*

I think there are many, we can call.

(4) *Daya yiru Uu naun tutuk tungun rapat pirang*
Therefore those that have close stumps of
trees

(5) *sampuk wuwungan tutuk haruqen,*
those that close the ridges, close the
roofs

(6) *mira natat talanyaan mira apar papara.*
those who share the yard share the bathing
place

(7) *Ati kami hang bala hante,*
please help us, we are in a great crisis

(8) *gere naun sa kaqayuh nammah nanrayang*
perhaps you could support, contribute

(9) *kaqiuuh mubung nimmauw,*
you could add

(10) *jakaq pinang batunun luat batangkay,*
areca nut in clusters, betel leaf in stumps

(11) *jakaq luen maerang isip makapan, awat.*
a salty dish, crusty rice

Neighbours are mentioned as close ridges, close roof meaning that their roof of their house are closed to ours. There is also a weird term: close stumps of trees. This term is related to the land clearing practise in Maanyan by felling

down the big trees and burning them. Usually the stumps are left out by the fire and are let there to decompose and are still notable for years. In the border of the lands of two neighbours, tree stumps are closed to each others.

Speech for asking help from surrounding villagers and visitors:

(1) *Jakaq ngitung ma tumpuk isaq pajuq rueh*
If I remember one village two
settlements

(2) *tekaq batay rawi riuk tampungan,*
huts, hamlets,

(3) *hingka tumpuk natat gumi halaman.*
from the village enclosure land and
yard.

(4) *Hingka gunung Pangunraun jatuh*
From the mountains of Pangunraun-jatuh

(5) *watu Ngampet malem balah riwu,*
the rock of Ngampet-malem-balah-riwu,

(6) *hingka tanyung abun hingka rantaw tutuy.*
from the Cape of Abun from straight
reaches.

(7) *Hingka tumpuk lawit paju uruq,*
From distant villages, from far
settlements,

(8) *hingka tumpuk ulun lain gumi hapa bukan.*
from foreign villages, lands with no friendly
connection to us.

(9) *Hampe tane ha subarang gumi mampang ipay,*
To the shore of the other land, soil of the
other side,

(10) *hingka tahik tayap hingka tummaq rasa iring.*

from the wide ocean, from the vast
marsh.

(11) *Awat kami yati hang*
Please help, we are on the

(12) *leteng wuwungan tingalam lea langki.*
sinking crest of a flooded roof.

Two speeches that requesting the assembly not to leave:

Speech 1:

(1) *Daya sebab yiru takam ada hinang*
Therefore stay firmly seated,

(2) *rangang harung, ada hinang kinar kizat.*

do not make an unsteady sit.

- (3) *Ada hinang ngitung*
Do not begin to remember the lovely children the
- (4) *ma anak kalelu bunsuq kakasan,*
dearest youngest one,
- (5) *ada hinang tulak tarajang itun tarababus.*

do not hurriedly jump, go away.

- (6) *Ada hinang ialah wayuang ngitung janah*
Do not be like a bear and go back to the jungle
- (7) *tulumpiaw ngitung hepung,*
do not be like a *siamang* monkey and go back to the orchard
- (8) *wayu ngitung lubuk.*
a crocodile goes back to a pool.
- (9) *Ada hinang iwawani tumur inanuan tubak,*
Do not be like panicked bees like annoyed wasps,
- (10) *ada hinang maleng ma pangamudi mudi*
do not turn to the way home
- (11) *mutar ma panaluan mantuk,*
back to the home direction,
- (12) *naqan sungkuq santah etuk lawi jumpet papuru.*
it must be a direction to where a tree leans, a tree bends, a crown curves, a top falls.
- (13) *Aku huqan luga antah leaq tenung,*
I do not yet have clear foresight, an obvious prediction

speech 2:

- (1) *Amun naun ngabihue ma*
If the visitors come like white ants to
- (2) *tumpuk natat gumi halaman yina*
this village and yard, land and enclosure,
- (3) *himat daya naqan tulan mamuraga.*
there must be a reason.
- (4) *Luwan kami neraw wuwu,*
That is why we call you,
- (5) *kami marak pangil.*
we invite the assembly,
- (6) *kami nangkur tukat nalitik waenawang.*
we bang your ladders, knock on your doors.

- (7) *Himat daya naqan*
Surely we have the direction to where
- (8) *sungkuq santah jungkung lawi jumpet papuru,*
the tree leans, the tree bends, the crown curves,
- (9) *tummuk tiba sinruk pangiluwu.*
the flowers are thrown.
- (10) *Atawa naqan pakaq rirung nyawang*
Surely we have a branch of the *rirung* plant
- (11) *naqan huli tanruk muqang,*
we have the horn of the *muqang* beetle,
- (12) *maupun tumpa ma Juranang-Meaq*
another way to Juranang-meaq
- (13) *ranuq janah sinumparing lain.*
water leaks like branches of bamboo.
- (14) *Jari innaku kawon*
Therefore all of you
- (15) *sulin niwulian kawon riak rayu rungan*
visitors from all directions,
- (16) *ada hinang maleng ma pangamudi mudi*
do not turn your helm back,
- (17) *ngitar ma panaluan mantuk.*
do not turn your prow back home.
- (18) *Ada hinang maleng upus nansarabun*
Do not turn your boat to the jungle,
- (19) *ngitar pangkah lingar nyana.*
turn your empty boat home.
- (20) *Ada hinnang ngetuk ma gunung bujalin*
Do not bend to the *bujalin* mountain
- (21) *nuwet ma watu kariaqen.*
do not curve to the rock of *kariaqen*

The issue on “real agenda” here is described metaphorically as ‘another branch of *Rirung*, horn of *muaqang* beetle, another way to Juranang-meaq and nother water leak’. ‘Going home’ is symbolically described as turn the prow, as if it were conducting a journey by a boat.

The Fourth Section

From here, the speaker order is rather unpredictable as there is no clear regulation. The convention is for clan members of the bride(*ulun putut*) to speak first followed by friends of the same village, and visitors including the groom’s family and friends (*ulun hawiqen*). In terms of age, the youngest bards tend to speak earlier

than the elders and the adjudicating elders dominate the closing period. Only if there is a serious infringement to the conventional guidelines of the rite does, the elders correct the bard and redirect the negotiation. In this stage the issues being discussed are still about “help to provide the rice wine”. Until this stage the terms for participants are still host and visitor, only after a marriage proposal is clearly mentioned, a change occurs.

As a reaction to the appeal from *anak panggayungan* to provide “more quality rice wine”, everybody expresses their inability to help. Like the appeal itself is not referential, the reaction is not referential. It is a standard content to reply such appeal; therefore I classify these speeches (until this stage) as phatic language. The following are some examples of such speeches.

Model 5 (e)

(Examples of couplets expressing inability to help)

- (1) *Haut ang kukaqiuu ngapeut*
I cannot squeeze
- (2) *kawan ennuq teka rammu kanrung,*
a dew drop from the end of my long garment,
- (3) *ngampulay kawan panas wente babat.*
cannot press the sweat from the end of my belly garment.
- (4) *Ang ku kaqiuu ngampeut,*
I cannot squeeze a dew drop from the end
- (5) *kawan ennuq wirun sinyang*
of a long garment,
- (6) *ang ku kajuat ngampulay*
cannot press the sweat from the end of
- (7) *kawan panas tampuk gunyay.*
my garment.
- (8) *Himpan bangkaq unru*
So that big container
- (9) *takam masih kaqiuu inamuqun upiq,*
is still exceedingly full,
- (10) *ginsi wulan takam kajuat inyusupan lummuq.*
high jar is still extremely full.
- (11) *Lubuk lalem haut pada lawah tanan kahak*

- (12) *rantaw ammau haut ula luluy surut.*
my long reach has dried up.
- (13) *Luwan rungkup puyuh haut lawah*
Rungkup- puyuh has had no coins
- (14) *puang kaiuh nguray ringgit,*
for a long time,
- (15) *pangun japuq haut ang kajuat ngugur payung.*
pangung-japuq does not have shade.

Line 1 to 4 describes bard’s incapability to help, majority of his couplets are quoted from chants that a female shaman usually recites when a shamanic rite is not successful to help the ill person, in the ritual of *Miqempu*. In helping the people to find the medication, after a long recitation of the shamanic chant, a female shaman just squeezes her long garment. If the ritual is successful, the needed medication will drop from the garment automatically. The reason for him that he could not help is described in line 7 to 10, where he said that he has nothing to give.

Text 2 (d)

- (1) *Bujur ungkup pulaw bemeh rayun*
It is true that I am included in the extended
- (2) *kude yati iwaraq,*
family, but I am telling you
- (3) *turay papah desa turay wadung senay,*
there is nothing to hope for from me,
- (4) *upah pinang haut bubar balah*
the areca nuts have all finished
- (5) *ang maribasaq.*
This is not just a metaphor.
- (6) *Lumiang kami galis tanan kahak,*
Our *lumiang* beads have been left by the water,
- (7) *batumani kami jarah luluy pasang,*
our precious stones have dried out,
- (8) *tummang kami galis ipaumme*
we are falling on each other,
- (9) *rabah kami jarah ipajujung juat.*
we fall upon one another.
- (10) *Bakam kasaq kami galis daray ha pulempen*
Our bottles are all broken on the

- doorstep,
 (11) *summing ilaw jarah leqah ha pumatas.*
 glass containers are all smashed at the
 threshold.
 (12) *Taping karabung kami galis minyahanyang*
 Our bathing place has drifted away,
 (13) *rahayani ganning kami jarah idadirak-diray.*
 a place to take drinking water flowed
 away.
 (14) *Samula haut ang uweng anraw kunuq,*
 There is nothing to expect,
 (15) *anuh juat hequ awe.*
 there is nothing to hope for.

The Fifth Section

After everybody has a chance to deliver his/ her poetic performances, one speaker switches the topic to the next issue, 'to guess' why the owner of the house has organised the feast and invited so many visitors. As has been described previously, in the past, people were invited by beating a gong, once the gong sound was heard, people would leave their daily activities and come to the place of the sounding gong. As no one knew why they were called, they would ask, and make guesses as to what was happening. Symbolically 'the guess' is meant to remind the villagers that they should think about organising such rituals once they are economically capable. At the same time the forum is an occasion for the bards to show off their knowledge of traditional *adat*, hinting to the public that he/ she is now qualified to be a *mantir*, a member of adjudicating committee. The following are two examples, one from a Christian bard, and the other from a Kaharingan bard.

Model 9b(d)

Christian bard

- (1) *Partama, amun here yina basukur ma Alatala*
 Firstly, if this household thanks God
- (2) *nequ nepah pangantuhan muji hajat parapah,*
 to pay their promise
- (3) *daya here ngume naqun nyasap nanaman.*

for their garden and farm.

- (4) *Here kaqiu parey muaq kala amas,*
 They produce paddy with ears of gold,
- (5) *luleq nunrun alang mirah.*
 rice plants bear ears of ruby.
- (6) *Hampe menuq karangking mudit karammas,*
 That fill the bark bin, fill the rice
 container,
- (7) *menuq durung mudit lupuq.*
 fill the bark container, fill the rice sack.
- (8) *Kude, amun aku paung silay siluq*
 But if I did not mishear
- (9) *mate ganta langit*
 my eyes did not go to the sky,
- (10) *nas alkitab basaq yari huni,*
 The bible verses that had been read,
- (11) *ialah huqan nanturungan ilay Jungak anri*
Jauh
 like Jungak is far from Jauh,
- (12) *ware nanumukan angkuh Banyar anri Kuin.*
 like Banjar is not similar to Kuin.
- (13) *Huqan nanturungan Idung nuhi lunan,*
 Does not match like Idung split the
 cover,
- (14) *huqan nanumukan Ayu malah kumpang.*
 does not suit like Ayu hacked the shield.
- (15) *Karueh,*
 Secondly,
- (16) *eh ang, gere sa here yina*
 Perhaps the household remembers
- (17) *daya hampe wulan duawalas*
 this is the twelfth month
- (18) *unru hantakan taqun,*
 the last week of the year,
- (19) *pesta natal malem barasih ngitung.*
 the holy night, a celebration for
- (20) *pihawiqan Tuhan Yesus*
 Lord Jesus' birthday.
- (21) *Haqawe amun iaq itaraun tampun*
 But where is a child who brings *tampun*
 plants
- (22) *simangerang rammu puyun*
 one end of a cloth
- (23) *regeq kakaw ni kayawun*
 huge pine tree, growing with needle
 leaves,
- (24) *tummuq malar pilus raun, kayu piraqay kayu*
malar inyanang lawi.

- a christmas tree, a bright tree.
 (25) *Haqawe nyanyian telupulu isaq*
 where is hymn number thirty one
 (26) *malem kudus suni suwung,*
 holy night, silent night
 (27) *ang ku taqu tanguh.*
 I cannot predict that.

Model 8 (f)

- (1) *Tanguh ku ulun yiti ngitung maq*
 I guess they invoke
 (2) *nanyu saniang hiang piumung tunuy diwata*
 guardian spirits
 (3) *tapi haqawe kawan*
 but I do not see
 (4) *tabak piurayan sinyang pamulakeh,*
 tabak-piurayan sinyang-pamulakeh,
 (5) *jumu saruku-ruku ayaw samurayung rawen,*
 jumu-saruku-ruku ayaw-samurayung-
 rawen
 (6) *ma tawasan dua walas, pa uweng takam*
kainni.
tawasan dua-walas but I do not see any.
 (7) *Tanguh ku daya ulun nequ ma*
 I guess these people want to begin
 (8) *pupuh ume ma pangkat bakas*
 farming activities
 (9) *nequ ulun ma parey winiq ma halun pangkan,*
 people begin the rice planting,
 (10) *ulun nulak banung muntia,*
 in a rite called *nulak-dammung-Muntia,*
 (11) *tapi ha awe uweng takam nebuq maq*
 but we did not go
 (12) *pupuh ume maq pangkat bakas.*
 to any paddy field.
 (13) *Jakaq iaq itawuaq resek*
 If a child picks the fruits of *resék* and fills
 up the
 (14) *tumas para ni wangkalang*
 bottom of a basket
 (15) *haqawe takam kategeyan dammung ehék*
 there is no rice-planting stick
 (16) *uria nguris bantang,*
 men make holes in straight lines
 (17) *hang wuang umme jangka kereng*
 in a paddy field

- (18) *iwu jaru pantaqunan, mahi.*
 around the hall of cleared land, nothing.
 (19) *Jakaq ma here wawey*
 To the females
 (20) *iaq itawuaq nunuk tumas para ni tabilung,*
 a child picks fruits of the banyan they fill
 up the bottom of an earthen jar,
 (21) *haqawe takam kainni negey ma putiri panuk*
 there is no little basket called
 (22) *diang dara upak uyung. diang-dara-upak-*
uyung. Siangan Bintang-halun-dagang
 A cradle for *Bintang-halun-dagang*
 (23) *tutuyan Jaya-layar-lengan,*
 a swing for *Jaya-layar-lengan,*
 (24) *jadi ang ku taqu tanguh.*
 but I cannot guess that way.

From the two examples (Model 8(f), and Model 9b(d)) we can see the main difference of the Christian bard and Kaharingan bard. Christian bard (Model 9b(d)) constantly makes new verses adopting modern change of social cultural situation being incorporated into Patatiba, as we can see the description of Christmas celebration. Kaharingan Bard only recites the conventional verses, including Kaharingan rituals like invocation of ancestor spirits in *isirap mihampe* (line 1 to 5), and the ritual of Rice Planting (line 6 to 12) in details.

The Sixth Section

Only after everyone has finished delivering their speeches does the speaker for the groom tell the bride's family members the real intention to put forth a marriage proposal. Here the bard has to choose one of the four basic metaphoric models (see Chapter 2); and as I said earlier, from here the division of 'bride's group' and 'groom's group' is made. Every body who wants to deliver his/her poetic performance has to position him/herself into the party he/she belongs to. The following is the marriage proposal according to *Papak Raden Limmungk* basic metaphoric model.

Model 2b (h)

- (1) *Ekat itati aku ekat ijampa ma riwayat,*
 But now I recall a story,

- (2) *sehingga kami munsul hang yiti.*
the reason that brings us here.
- (3) *Hanya terkesah hang yiti*
The story is only about
- (4) *hinggaq salah satu riwayat*
an biography of one person
- (5) *hang wuang rummung yiti,*
of this contingent,
- (6) *ulun sa ialah tuga wajib mait rampan balay,*
like a guardian who hauls the roof of a hall,
- (7) *sangar bihara batak tihang nalu agung.*
a house caretaker to pull a big pillar.
- (8) *Kami itannang ma here wadian Ingar*
Therefore we asked shaman Ingar to help
- (9) *balanut nampuk gammung,*
a shaman with beating drum,
- (10) *maq hi Ingar wulan welum*
from shaman Ingar with full moon
- (11) *tampuk gammung awahat jari.*
beating drum in a period of raising stars.
- (12) *Ingar parumata,*
Ingar with a diamond,
- (13) *nampuk gammung watu lanang.*
beating a drum with a precious stones
- (14) *Kami laku kilang antah,*
We ask them to see
- (15) *kami lakuq inniq enteng here,*
we ask them to predict,
- (16) *inun mamuraga kawon kenah ngapudien*
what makes him like this? what fish makes
- (17) *iwak ranuq ngaliunen?*
him sick, what water creatures make him suffer?
- (18) *Bu hang yaru ruwe-ruwu rawen lulu piqantahan,*
There the leaf of a predictor is moving,
- (19) *putang lasi pitenungan ru niqen.*
the sheet of a forecaster is shaking.
- (20) *Hang yaru naqan rawen sakur ringut raringunu,*
There is the leaf of sakur raringunu,
- (21) *dariangaw teka gunung Alin.*
dariangaw from the mountain of Alin.

- (22) *Leqe pakay ulun muras wae*
The rest of one that had been used to cure

(23) *hi papak raden Limmungk sadi,*
This is the speech from bard representing the groom, to put forth the marriage proposal. As has been mentioned earlier in metaphoric model of Papak Raden Limmungk, the groom is symbolically mentioned as Prince Limmungk, the leaf of *Sakur-Raringunu-Dariangaw* from Mountain Alin refers to the bride.

The Seventh Section

The bride's family first reaction is to doubt the seriousness of the marriage proposal. There are three issues the bards generally put forth to express their doubt. The first is an allegation that the groom might not have made sufficient effort to find the right woman by venturing to many places, as in the following couplets:

Model 1a (f)

- (1) *Gare huqan sukup tannang,*
You might not have made enough effort to seek
- (2) *alam tumpuk ulun lain,*
in foreign villages,
- (3) *tarika alam gumi hapa bukan.*
try looking in the land of strangers.
- (4) *Gare naqan tanyung luluy lunta Jarang,*
There might be a cape that Jarang has,
- (5) *sisa rantaw parak pangil Jalu.*
skipped, a stretch that Jalu passed over.
- (6) *Gare naqan gunung huqan hunnang Jarang,*
There might be a mountain Jarang has missed,
- (7) *uweng watu sisa parak pangil Jalu.*
there might be a rock Jalu has passed over.
- (8) *Gere hang yaru kaqiyuh mepay luntaq banang,*
Possibly there we could cast the net,
- (9) *nabuh jalu rapat.*
set a tied net.
- (10) *Gare kaqayuh tapah manaway wulu,*
Hopefully we will catch a *tapah* fish with long hair,

- (11) *iwak raman katinawung*.
raman fish with red colour.
- (12) *Gare kaqayuh tauman biru*,
 Hopefully we will ensnare a green *tauman* fish,
- (13) *tarak tamuy gamurinsing*.
 the scales sound like steel.
- (14) *Wadire ngutaq lumut langit*,
Wadire fish eats grass of the sky,
- (15) *balida naruk tangkay bintang*.
balida fish grazes on the stem of stars.
- (16) *Yaru sa taqu kahuang umme*,
 There we will fill the backpack,
- (17) *kalimpaw kaput*.
 we will satisfy the sack.
- (18) *Lanyung taqu inamuqun upi*,
 A backpack will be full like taking taro plants,
- (19) *wungkalang inusupan tewu*.
 a rattan basket will be full like taking sugar canes.
- (20) *Erang awe ha Tibalung lalum*,
 Like the flooding of the Tabalung river,
- (21) *Balangahan-uwa nimpar pampang*.
 like Balangahan-Uwa river breaks its banks.

The action of seeking a wife is symbolically described as catching fish, where Jarang or Jalu refers to the groom. This speech is delivered by a bard represents the bride suggest the groom to conduct another searching to find a better woman, symbolically described as some sort of valuable fish like *tapah*, *tauman*, and *wadire*, who will satisfy the groom greatly.

The next issue is whether the groom has thoroughly considered the proposal and will not regret on his decision, as in the following couplets:

- (1) *Takut teun manginelu*,
 You might regret,
- (2) *lagi tiwas manasal*.
 and be sorry later.
- (3) *Nganue huqan kayem hang tanyung abun*,
 While we do not yet capsize at a long cape,
- (4) *rumpak iwu rantaw tutuy*.
 sink at straight reaches.

- (5) *Nganue huqan kayem panyumpilang wunrung*
 While we do not capsize like a folding
- (6) *hang Riam Epatpulu*,
 coconut leaf at the Forty Rapids,
- (7) *rumpak tamuraku hang Ullak-tiga-likur*.
 overturn like rubbish at the Thirty Eddys.

The images the bard used include capsize, sink, and overturn to symbolise a serious disaster, if the decision is proved to be wrong in the later days.

Still questioning the seriousness of the groom, the bride's speaker humbles the bride by saying that the bride does not meet the quality demanded by the groom, as exemplified by the Model 1b(b) in previous example. Some bards even quest on the previous girlfriends that the groom might have left, by 'suggesting him' to go back to them, as the following couplets depict.

Model 7 (f)

- (1) *Ware hanyu lagi ngalaulek ma*
 You may go back to the mountain
- (2) *gunung palegungan tungkaq*,
 where you used to step your feet,
- (3) *namunelu ma watu paninyauwan puqu*.
 go back to the rock you used to sway your feet..
- (4) *Ngalaulek ma lasi bantan atuk*
 Back to the smoky bush,
- (5) *namulelu ma janah merang ire*.
 back to the old jungle of *merang*.
- (6) *Nganue utas angang nu*
 Take advantage of the *angang* rings that may be
- (7) *masih sibabahum nyamm*,
 used any time you wish,
- (8) *paku lungkang nu sinahana ngurut*.
 shoot of *lungkang* may be taken any time you like.
- (9) *Daya jaraw jatuhnu hene inananan*,
 Because you left many *jaraw* trees,
- (10) *jantang riwunu euk inanuluy*.
 you left many *jantang* trees.

- (11) *Ware hanyu ngalaulek ma tanyung ha tupian,*
You may go back to the cape bathing place,
- (12) *namulelu ma rantaw inungkaran.*
go back to the reaches of drinking water,
- (13) *Hang yaru hene bilis itarata bintang*
There are many minnows like stars,
- (14) *saluang rinu kuta manyan.*
saluang fish shade the water-platform.
- (15) *Upa upi hene ma panuang umme,*
Upa-upi fish will fill the backpack,
- (16) *kadintungan euk ma panimpaw kaput.*
kadintungan fish will satisfy the sack.

Here the previous girlfriends are described as some beautiful places like a mountain, rock, a smoky bush, bathing place, and drinking-water hole even some beautiful objects like *jaraw* tree, *jantang* tree, and some kinds of fish.

The Eighth Section

In this section, the groom's speaker endeavours to convince the bride's family that the groom is very serious with his proposal by "denying" all the allegations and taking a chance to impress the bride with his "flirting" verses. Here the tension on the groom's side is high for they are being "interrogated", but the witty bards of both sides have to manage to release the tension and create a cheerful situation in order to entertain the guests. Examples of couplets addressing this issue are quite numerous as they also illustrate how every bard shows his/her literary talent. Look at the following couplets, where the bard refuses some allegations of having many girlfriends by saying that he has left all of them and his hearth been captured by the bride only.

Model 7a (g)

- (1) *Haut wewung awe aku kayu ha Sarunai,*
I have forgotten the tree in Sarunai,
- (2) *haut kika inun aku*
I cannot remember
- (3) *tummu malar ngammang talam.*
a tree that grew in Ngammang Talam.
- (4) *Daya lalan jangkungku galis emme angang,*
Because my track has been overgrown by Angang grass,
- (5) *enuy lannakku jarak maku lungkang.*
my porcupine's trail has been overgrown.
- (6) *Daya mangunturku galis emme padang,*
Because my cockfighting arena has been overgrown with *padang* grass,
- (7) *kudalangunku jarak punyam panri.*
my cockfighting arena is full of weeds.
- (8) *Daya galis inamuku kala gunung Kulun,*
Because they have been left behind like Kulun Mountain,
- (9) *inyanapeh u alang watu Inen.*
they have been put aside like the rock of Inen.
- (10) *Daya lumiang Tinting ni turaju*
Because beads of Tinting are tied
- (11) *suqut gampar ni tawudien,*
the discarded ironwood jams,
- (12) *wunrung amirueku galis tapuqanyu*
my spirit has been given [to the bride]
- (13) *salulunganku puang juat ampudiqen.*
my soul cannot be taken back.

His previous girlfriends are described with some images include a tree, track, trail, cockfighting arena, which all have been put aside. Because his soul and spirit have been given to the bride only, and can not be taken back (line 10 and 11).

Text 3 (j)

- (1) *Jari itati lepuh ulek pepet*
So now we come forth the broken sap,
- (2) *haut lepuh namulelu jurah.*
go back to find the past claiming.
- (3) *Daya kakaw dangki ringin yiru uweng wayu,*
=Because the tree of Dangki-ringin has spirits,
- (4) *here Tarusan-ilaw Lelay-bahigantan-lalaq.*
those called Tarusan-ilaw Lelay-barigantan-lalaq.
- (5) *Wuluni maeh mapaw pungung,*
The hair is beautiful covering her back,
- (6) *jata piu mapayungan panti.*
the hair is good to cover a house.

- (7) *Wuluni tuntum tungkaq,*
The hair reaches her feet,
- (8) *raun mulung natat lantay.*
the hair reaches the floor.
- (9) *Jujung sarak hanye ingaluga,*
On her hair is a long comb,
- (10) *hurut galuh inyaranan .*
a girl's comb is long.
- (11) *Kaqiuh hanye*
she can have
- (12) *pulehni maimuka batung,*
a hair bun is like a giant bamboo shoot,
- (13) *bubuk bukurni kaqiuh hampe langit.*
her chignon reaches the sky.
- (14) *Daya inun sa sabab,*
Why do I want to marry her?
- (15) *daya haut luput tawah, amun siwu*
nantewengan,
because it has been cleared like a forest of
siwu the trees have been felled down,
- (16) *amun lihat inatasan wakay.*
like *lihat* the twisting vines have been
cleared.
- (17) *Kira-kira kami*
We think
- (18) *Puquni kaqayuh gumalutung unru,*
her feet are like tall *lalutung* trees,
- (19) *lungunni piu gumah haur gading.*
her feet are beautiful like a shaking yellow
bamboo.
- (20) *Sikaq gumulutung unru*
The tall *lalutung* trees have been
- (21) *haut maqeh tawah riwut,*
cleared up by the wind,
- (22) *gumah haur gading piu sipat angin.*
shaking yellow bamboo has been cleared
by the breeze.

In the beginning couplets, the bard representing the groom, tells the reason for their visiting (line 1 and 2). It is to continue their previous agreement symbolically referred as a broken sapling. In the community, when a Maanyan finds a tree in a jungle (for the fruit or the timber), and decides to claim it, he just needs to break some saplings around the tree. Anybody comes to the tree and see the broken sapling knows that someone has claimed the tree.

Therefore bard uses this habit to signify the first agreement. The later couplets (line 3 to 21) are flirting on how beautiful is the bride, by referring her as the spirit of the banyan tree named Tarusan-Ilaw. The images the bard used include giant bamboo shoot to describe the chignon, and shaking yellow bamboos to describe her feet.

At the end the groom's speaker assures the bride's family that the decision is now for the bride's family to make, by saying:

Model 1b (j)

- (1) *Haqawe sa kami heqey*
How could we be so brave
- (2) *ijaquju nutu rampang gabang,*
demandingly pounding a sack of dried
cassava,
- (3) *haqawe kami taqu*
how could we be
- (4) *inalujungan ngutaq kulat tummuq*
so persistent to eat a mushroom growing
- (5) *hang watang inyalungan.*
at a regrowing trunk
- (6) *Daya rampang gabang yiru*
Because the sack of dried cassava
- (7) *natutu hang lehung lempu luwang,*
is being pounded at a broken mortar,
- (8) *daya kulat maka nawen*
because the mushroom that grows at a
regrowing
- (9) *sa tummu hang watang manyalungan.*
trunk is poisonous.
- (10) *Tuqu elah heput kulu ma tane gunung uri*
Let us go back to a land of mountains with
pillars,
- (11) *impeh nyasar galang ma tane luyung*
nungkun.
let us move the wheel to the land Luyung-
nungkun.
- (12) *Kude nelang*
But with
- (13) *muhut urung kami nanam leping*
wipe the nose we feel as if it pulls off
- (14) *erang awe malit wangku,*
like wiping a coconut shell,

- (15) *nangkur dada alang lemmah*
beat the chest as if the ribs are broken
- (16) *erang awe nangkur ayaw tulung .*
like banging a hollow tree.
- (17) *Muhut wae kami kala wulan telen,*
We just wipe our faces as if in a moon's
eclipse,
- (18) *nyapuq sarukanyan kami nimmang kalam*
rakun.
wipe the face as if in a dark cloud.
- (19) *Elahni amakaq la iuh*
No use crying over spilt porridge, what
can we do?
- (20) *Amakaq saq iuh pukul paksa teken musti,*
We cannot hit, force, sign, and must,
- (21) *pukul maraja teken maratu.*
hit like a king, sign like a queen.
- (22) *Elah ma diam tangan impeh ma paker palat,*
Let my hand be still, let my fist be idle
- (23) *elah natutup mulut impeh nakunsi*
muntung.
let my mouth close let my mouth lock.

The Ninth Section

After being convinced by the groom's speaker, the bride's speaker requests proof of their sincerity, by asking the *jujuran* 'bride price'. The following uses the *Angar Naniran* pattern (see the four basic metaphoric models in Chapter 2). Surprisingly that the way to ask the proof is rather uniform, here are two models.

Model 5 (j)

- (1) *Amun sigay sangngang lagi huqan hampe*
raqan,
If the ladder does not yet reach the
branch,
- (2) *uyur talaq lalu nungket jangkeng.*
the climbing rope does not reach the
twig.
- (3) *Lagi jeke langkiq huqan hampe raqan,*
It is still some inches from the branch,
- (4) *jama palat lalu nungket jangkeng.*
a span from the twig.
- (5) *Lagi huqan uweng panumakat anri agung*
purun,
There is no fundament of two gongs,

- (6) *huan uweng pangulalir anri ganning raya.*
there is no base of large gong.
- (7) *Huqan uweng pitummu anri tinting lumiang,*
There is no ladder rung made of beads,
- (8) *tummuk sibur anri runtay batu manni.*
stepping rungs made of chain of beads.
- (9) *Huqan uweng pawiramang anri wilaq wulu,*
There is no security rope made of lock of
hair,
- (10) *pamulakeh anri raun mulung.*
no safety cord made of hair.
- (11) *Ha awe sa hi Angar taqu mammay sigay*
How could Angar climb up the tree,
- (12) *ha awe sa hi Lungki taqu nungken uyur.*
how could Lungky mount the ladder.
- (13) *Lawit sa hi Angar taqu*
It would be impossible for Angar to light
a fire
- (14) *nutung lutut widang kuning*
on the torch of yellow bark,
- (15) *gutuk apuy katinawung,*
flame of fire of Katinawung,
- (16) *daya nanam huqan sukup sarat.*
because the pre-requisite is not yet
fulfilled.
- (17) *Jari amun sa ngatatuqu naun,*
Therefore if you are serious like the
straight
- (18) *rammu agung nulus,*
tassel of a gong,
- (19) *ngabubanar wente ha pinuka najam.*
true like the knot of cockfighting 's
knife.
- (20) *Maraq kaluar itati hadapan danrahayan harung*
please come forward now in front of the
- (21) *tenga sabarapa.*
attending elders.

In asking the groom, to present a proof of the seriousness of the proposal, the bard uses the basic metaphor of harvesting honey. All requirements for marriage are represented in forms of requirements to mount the honey tree. They include ladder, rope, and torch. Torch is needed to send away the bees. These symbolic items are very similar to the following model 1b(d), which are again taking a metaphoric model of *Angar-naniran*.

Model 1b (d)

- (1) *Kude inun pintaruqan hamen ngatutuqu,*
But what is the proof that you are serious,
- (2) *inun pantahulan jakuq ngabubanar.*
what is the evidence that you come sincerely.
- (3) *Lakuq surung sigay ma putut pusi q puyuh,*
Please send a ladder to the suffering *pusi* tree,
- (4) *tampi uyur ma wilas danu hanang.*
throw a rope to the sick *wilas* tree.
- (5) *Lakuq atet tantang sigay sangngang,*
Please send the rung of the ladder,
- (6) *talanyak uyur tantang talaq.*
send the rope and the rungs.
- (7) *Lakuq atet pamiramang sigay sangngang,*
Send the safety cord to hold the ladder,
- (8) *talanyak pamulakeh uyur tantang tala.*
send the security rope and the rungs.
- (9) *Nampan kaqayuh nyungkat ma raqan buka pintu,*
So we can jump to the first branch,
- (10) *hungkep tengah pangumatang.*
stand on the centre of the crown.
- (11) *Nampan ngangkamut Angar mammay sigay,*
So like Kangkangkaput bird Angar climbs up the tree,
- (12) *mampusiang Lungki nungken uyur.*
like *pupunsiang* bird Lungki mounts the ladder.
- (13) *Nampan tarik nyanyi Angar lawi raqan,*
So Angar will sing at the end of the branch,
- (14) *bantang saer Lungki hujung jagkeng.*
Lungki will spell his poetry at the end of the twig.
- (15) *Nampan kaqayuh mepay ma lutut widang kuning,*
So he can use his yellow bark torch,
- (16) *lelap apuy katinawung.*
a flaming fire of Katinawung.

The Tenth Section

The groom's speaker responds by saying that the quality might not meet the bride's expectations, but that it is the maximum the

groom can provide. The groom's mother usually presents the gift, received by bride's mother.

- (1) *Daya amun inturku ma taruh Aber paqunan*
If I talk about a machete called Female Aber
- (2) *jabatang janrah nganyak anak,*
strong iron takes its offspring,
- (3) *maq kawan wadung wulu ma kawan riwas bangkaq,*
about some sharp axes, about long knives,
- (4) *maq kawan rayan mantawingan*
about axe holders
- (5) *wewet ue ginsil kuyu.*
coils of rattan rope.
- (6) *Itungku haut siap annak kami*
I think we have put them
- (7) *hang putut pusi q pamuqayan wani,*
at the base of the *pusi* tree, a place to harvest the honey,
- (8) *wilas panereyan nuan.*
the *wilas* tree a place to get the honeycomb.
- (9) *Yiru samula pakay kami nawah*
All of those instruments will be used to clear up
- (10) *putut pusi q pamuqayan wani,*
the surrounds of the *pusi* tree where the honey is harvested,
- (11) *kami ngarariwaq*
we want to clear up
- (12) *kakaw wilas panereyan nuan.*
the *wilas* tree where honeycomb is collected.
- (13) *Amun uey jatuh galung*
If a hundred coilsof rattan rope
- (14) *maq telang riwu bangkaq,*
a thousand bunches of bamboo,
- (15) *itungku haut jungun tangis uey jatuh galung*
I think a hundred coils of rattan have cried severely
- (16) *junre hekuq telang riwu bangkal.*
a thousand bunches of bamboo have wept tremendously
- (17) *Kude inun ilay takam ha dunganan manik*
But what is your comment on those

items?

- (18) *inun angkuh ha runtayan innuq?*
what is your reaction to what we have provided?
- (19) *Amun eaw naun payu punang*
If you say the big fish is sold
- (20) *payu burunsung, yiti takam taqu jari.*
the small fish is sold, I think we have a deal.
- (21) *Daya amun hi Ammeq minaw hunang*
Because if Ammeq conducts a journey
- (22) *ineh Reun turun parak pangil,*
mother of Reon organises an adventure,
- (23) *jakaq ati kala hanye kaqayuh minaw hunang*
if she has a journey to Java, *ma Tanyung Jawa*
- (24) *turun parak pangil ma tane pilayaran.*
she conducts an adventure to the land of sailing.
- (25) *Ha yiru sa agung purun kaqiuuh bintang*
There you can get twin gongs
- (26) *ma wanahan,*
for rice containers,
- (27) *ganning raya kajuat jaya ma pakingkin.*
big gongs you can use for cooking pots.
- (28) *Agung purun ganning ma wanahan,*
Twin gongs may be for rice containers,
- (29) *ganning raya jaya lapik saji.*
a big gong you may use to serve food.
- (30) *Kaqiuuh rapun junung bintang ma katupat,*
There a bunch of rattles you may use for *katupat*,
- (31) *petan baning jaya ma pukingkin.*
a blowpipe you may use to cook rice.
- (32) *Malawen kaqayuh ma tumpi antu,*
a ceramic plate may be used as a big *tumpiq* plate,
- (33) *luwuk purun kajuat ma lapak sangker.*
twin *luwuk* may be used as a tray of cups.
- (34) *Manyatiq kaqiuuh ma rawen siwu,*
Manyatiq can be a *siwu* leaf,
- (35) *riwu maun ma kudayani.*
athousand leaves may be for a *kudayani*.
- (36) *Kaqiuuh watang ulun namalinga bannung.* A tree trunk may be made into a big ship,

- (37) *ajung raya ma weta pakan.*
a big boat is used as a floating market.
- (38) *Yiru sa kalapik puqu naun nanyu ruang luwu,*
There the owner of the house can cover your feet,
- (39) *kajuat maq pangapar lungun*
the owner of the house can
- (40) *naun jaru lelun tuah.*
underlay your feet.
- (41) *Kude daya taqinaw hunnang naun*
But because you make a trip only
- (42) *hang liung pigadungan,*
around the dwelling,
- (43) *turun parak pangil ma tane huwul wulu.*
conducting a journey to a land of hairy grass.
- (44) *Babaya upa upi kajuat mihuang umme,*
It is only *upa-upi* fish that fill the backpack,
- (45) *kadintungan panimpaw kaput.*
just *kadintungan* fish that satisfy the sack.
- (46) *Puja manta ekat kaqiyuh naenney mudi,*
Only uncoloured *puja* is to be taken home,
- (47) *bantan lelay kajuat nauit mantuk.*
plain decoration is only to be taken home

Line 1 to 10 describes the requirements to harvest the honey are ready, and have been put on the base of the honey tree. However they might not the ones that the bride's family require. The bard then tells the story of female shaman Ammeq and saying that she should go to Tanyung Jawa where she can get anything with excellent quality, but because she had gone to somewhere close the house therefore she only get the ones similar to the ones that have been presented to the bride, which the bard describe as fish of *upa-upi* and *kadintungan*, the *puja* of no colour, objects of no value.

The Eleventh Section

The bride's family usually accept the gift without checking its content, then take the gift to the adjudicating committee asking for a marriage blessing, marking the end of the

marriage negotiation rite. Later in the next rite “Kalakar and Taliwakas”, these gifts are checked carefully for they have to comply with *Adat* requirements. In Maanyan *Adat* requirements for marriage are not subject for negotiation, they are fixed.

Model 1b (f)

- (1) *Biar heneq pinukurang,*
Although [you said] there are so many deficiencies,
- (2) *euk pinukimpaq.*
a lot of shortcomings.
- (3) *Asal ngatutuqu rammu agung nulus,*
As long as you are honest, as straight as a gong tassel,
- (4) *ngabubanar wente pinuluka najam.*
you are truly like a knot of a cockfighting knife.
- (5) *Biar surung sigay anri wituq wuntu,*
You sent the ladder with a straight feeling,
- (6) *tapi uyur inabujur harus.*
you sent the safety rope with honesty.
- (7) *Lakuq surung sigay makay kakaw wuman jarang,*
We ask you to send a ladder with a feeling like The *wuman* plant grows vertically,
- (8) *tampi uyur anri kayu ngalalumma Ngidung.*
throw the safety rope with a feeling like Ngidung tree grows straight up
- (9) *Biar surung sigay makay wituq welay wulang,*
Although you sent the ladder with a *wulang* dart,
- (10) *tamp iuyur anri wuntah anaw lalung.*
threw the safety rope through an *anaw-lalung* dart.
- (11) *Sika puang ulaq langar gansa ulung kadunungan,*
It does not cancel the fact that the twin cooking pots are arranged under the shade,
- (12) *ngahuq lanuq batung mingar*
do not fail to arrange the bamboos in a line in
- (13) *tane Bummangk suangk.*
the land of Bummangk-suangk.
- (14) *Rapat riwut gunung antuh Jawa,*
The two mountains are closed, Javanese say,
- (15) *pijar angin watu tutup Gurun.*
do not wind through the rock, Gurun people say.
- (16) *Rapat riwut gunung anri langit*
tied air the mountain and the sky
- (17) *rangkup ummang watu hela anraw.*
close together the rock and the sun
- (18) *Kaqayuh patategey tangan Jarang anri Hiang,*
Jarang and Hiang are holding hands
- (19) *pasasunruq lungun jalu anri unay.*
Jalu and Unay are putting their feet together
- (20) *Pataruy giling jarang anri hiang,*
Jarang and Hiang are exchanging betel leaves
- (21) *pasunruq rapun jalu unru unay.*
Jalu and Unay are mutually serving the betel leaves
- (22) *Kude naqan mantir panegey*
but we have elders who hold
- (23) *pepet sampikur jangka kalulung.*
sort of measurements
- (24) *Rengey saq eaw here.*
we will listen to them

The beginning couplets describe that even if the requirements are not the best quality (line 1 and 2), but because the groom’s family gave them with an honest feeling the bride’s family accept them with a great happiness (line 3 to 10). Therefore the wedding ceremony proceeds promptly (line 10 to 20), the ritual now is handed over to the adjudicating elders to lead.

Similarly, this following model describes that the wedding party is performing (line 1 to 4), here the adjudicating elders are described in images of gigantic tree (line 7), strong post (line 8), those who have been to heads of water (posses many experiences) (line 9) in red costumes.

Model 5 (I)

- (1) *Payah samula puang ure gawe*
There is no more reason for
- (2) *batang helang ranuq,*
the festival in Batang-helang-ranuq to be cancelled,
- (3) *puang panraw kungkan*
no problem for the fair in
- (4) *tane ngagang wunrung.*
the land of Ngagang-wunrung to proceed,
- (5) *Taqu haut kaqiuq repang lantang*
The mountain and the sky may
- (6) *gunung anri langit*
share the shirt
- (7) *rangkup ummang watu hila anraw.*
the rock and the sun join the cloth
- (8) *Jadi hang ammaxw kala yiru kami yina*
therefore now,
- (9) *balalu ma awe kami ikuhana.*
where do we, the parents take the couple?
- (10) *Paquweng lain kami ikuhana ma*
nothing else we could do then asking
- (11) *jakaq kakaw pintungen rahu*
a tree of gigantic *Pintungen*
- (12) *sigantunga agung langit,*
supreme *Sigantunga* (Dammang)
- (13) *samula pihanrian ratu gumak wulu*
a post to lean for the queen with waving hair
- (14) *pisanaran ratu galah gunting.*
a tree to rest for the queen with long hair
- (15) *Jakaq here widi uluq ranuq*
those who reach the river heads
- (16) *biring ingungkupan bahum,*
those who are in red costumes who know our intention,
- (17) *here sabanring luhung bibit bantu hulay balay,*
those we call *Sabanring-luhung-bibit-bantu-hulay-balay* (elders)
- (18) *maq yaruq kami ikuhana.*
to those elders we ask help.
- (19) *Kami ikuhana laku tampalus wat kami yina*
we ask you to continue this gathering
- (20) *maq here mantir epat panguluq isaq.*

- to the four elders and one *Panguluq* (adjudicating elder)
- (21) *Yiru sa ulun karasa hukum hadat*
those who master the customary law
- (22) *pepet sampikur jangka kalulung,*
and any sort of measurements
- (23) *jakaq itah ennuy muntul lalan guntulan*
any clear tracks public ways to follow
- (24) *wakat witus tane genyung.*
broken root and gully walking track
- (25) *Kami kadua balah pihak nyarah ma here yaru.*
both the two families take the agenda to them

CONCLUSION

In summary, this study is fortunate to be able to preserve these very important texts enabling the documentation of the complete marriage negotiation texts. In *Patatiba*, none of the ten texts collected during the fieldwork cover whole issues, as they used to have; fortunately they are complementary. My informants confirm that so many omissions (locally called *tewah*) occurred in all collected texts including the models. There are eleven sections in *Patatiba*, which requires poetic performances inform of speeches, they includes:

- (1) *Manggayung tuak* (rice-wine drinking feast);
- (2) Speeches from *anak panggayungan* and *bunsu panakuan* (drinking feast organisers) to inform the audience that the rice-wine is finished, or does not have good quality.
- (3) The owner of the house speech, an appeal to his clan and friends to supply more good drink.
- (4) A series of speeches from the audience regarding two points. First to tell that they can not provide help, and the second they send tribute to the owner of the house for he had provided them with more than enough food and drink, hence more food and drink are simply not necessary.
- (5) Switching the topic, a series of speeches from audience to guess (*ngawauhan*) on why the owner of the house invites them, what is the agenda for the gathering.

- (6) Speech from the groom's speaker about the reason they visit: a marriage request.
- (7) Speeches on asking about the seriousness of the proposal.
- (8) Speeches from the groom's speaker to convince the bride's side that the proposal is serious.
- (9) The bride's side asks for evidence of the seriousness.
- (10) The groom's speaker presents the evidence, a gift in a big brass basin (*sangkuq*) or in a rattan backpack (*lanyung*).
- (11) The agreement is reached; the present is accepted by the mother of the bride. The elders from both sides take the gift to the adjudicating elders for marriage blessing.

REFERENCES

- Hudson, A.B. (1963). Death Ceremonies of the Padju Epat Maanyan Dayaks. In Tom Harrison (ed.). *Borneo Writing and Related Matters*. Serawak Museum Journal, Special Monograph no.1: 337-416. Kuching: The Museum.
- Mage, A.M. (2006). *An Ethnopoetic Study of Pangunraun Ritual Language as Used in Marriage Negotiations of Dayak Maanyan of Central Kalimantan Indonesia*. Ph.D. Dissertation. Melbourne: The University of Melbourne.

TYPES OF CODE MIXING ON THE FACEBOOK STATUS

Sholihatul Hamidah Daulay

IAIN Sumatera Utara Medan, Indonesia

lia_hamida@yahoo.com

Abstract: Facebook is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues. There are many people in the facebook do code mixing when they made status. Code Mixing usually occurs in bilingual or multilingual community or society and the function (meaning) of the languages can not be clearly separated. This code mixing is used when the conversant use both languages together to the extent that they change from one language to the other in the course of a single utterance. There are three types of code mixing, they are: insertion, alternation, and congruent lexicalization. Insertion occurs when lexical items from one language are incorporated into another. Alternation occurs when structures of two languages are alternated indistinctively both at the grammatical and lexical level. Congruent lexicalization refers to the situation where two languages share grammatical structures which can be filled lexically with elements from either language.

Keywords: *code mixing, Facebook, status*

INTRODUCTION

Facebook is a social networking website that was originally designed for college students, but is now open to anyone 13 years of age or older. Facebook users can create and customize their own profiles with photos, videos, and information about themselves. Friends can browse the profiles of other friends and write messages on their pages. Each Facebook profile has a "wall," where friends can post comments. Since the wall is viewable by all the user's friends, wall postings are basically a public conversation. Therefore, it is usually best not to write personal messages on your friends' walls. Instead, you can send a person a private message, which will show up in his or her private inbox, similar to an e-mail message. Facebook provides an easy way for friends to keep in touch and for individuals to have a presence on the Web without needing to

build a website. Since Facebook makes it easy to upload pictures and videos, nearly anyone can publish a multimedia profile. Of course, if you are a Facebook member or decide to sign up one day, remember to use discretion in what you publish or what you post on other user's pages.

In facebook, we can see there are many people do Code Mixing when they made status. Code Mixing is a situation where people use two languages. There are many people make status in facebook. They don't care about the language that they use in making status. They usually mix their language when they made a status. In making status, people usually use Indonesia language, but sometimes they use two languages in their status, such as : Indonesia and English, English and Germany, Indonesia and France, etc. So we can find that there are many Code Mixing happened in facebook.

Because there are many Code Mixing happened in facebook, and to improve the paradigm of language of facebook.

Definition of Code Mixing

Wardhaugh says that code is the particular dialect or language one chooses to use on any occasion, and a system for communication between two or more parties. Poedjosoedarmono says that a code is a system of speech whose elements of language has special characteristic, and it is proper to the background of the speaker, the relation of the speaker to address and the situation. Another linguistic phenomenon in bilingual or multilingual society is code mixing. Code switching and code mixing are terms that are used to call the dependence upon aspect of language. The difference of those terms that can be found is the dependence indicating characteristics. In the phenomenon of code mixing the dependent characteristics are indicated by the relationship between the function and role of language. The role means that who uses the language and function means what will be acquired by the speaker.

Mackey in Suwito states that Code Mixing is one characteristic of language dependence. Then, He cities that the language dependence is marked by the presence of reciprocal relations between roles and language functions. According to him, the roles refer to who uses language, whereas the language functions refer to what will be achieved by speaker in his utterances. So if a speaker mixes two different codes on language in his utterances, then it should be asked first who he is.

In this manner, the specific characteristics of the speaker are, among others, his social background, level of education and solidarity of region. However, all of these specific characteristics will often color his code mixing. On the other hand, the language function determines how far the languages used by speaker give an opportunity to mix codes. Finally, a speaker who masters many languages will have a greater opportunity to mix codes, because what a speaker of his utterance achieves is extremely

determined by his language choice.

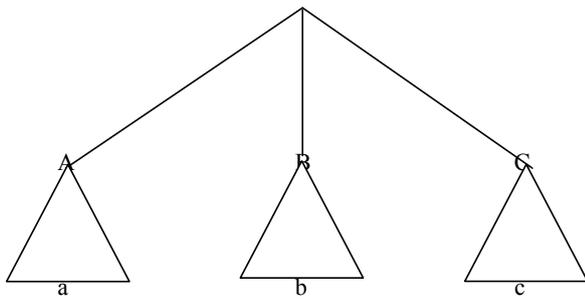
Code mixing usually occurs in bilingual or multilingual community or society and the function (meaning) of the languages can not be clearly separated. This code mixing is used when the conversant use both languages together to the extent that they change from one language to the other in the course of a single utterance. In code mixing the main code or basic code has its own function and meaning, other codes, however, are only the pieces, without function and meaning as a code. Thelander explains the definition of code mixing. He says that if in the single utterance the clauses and the phrases used are hybrid clause or hybrid phrases and each clause or phrase does not support the function of clause and phrase, it is called code mixing. The special character of code mixing is that, code mixing is used in informal situation. In the formal situation it may have no exact meaning in Indonesian language. In the written language code mixing is indicated by italic writing or underline form. Another aspect of dependent relation of language in multilingual people is the phenomenon of code mixing in context of function of switch, the relevance of situation is the form of dependence identified from both sides of relationships between speakers and the function of language.

TYPES OF CODE MIXING

Code mixing also called intra-sentential code switching or intra-sentential code-alternation occurs when speakers use two or more languages below clause level within one social situation. Muysken defines three types of code mixing: insertion, alternation, and congruent lexicalization.

Insertion

Insertion occurs when lexical items from one language are incorporated into another. The notion of insertion, according to Muysken, corresponds to what Clyne terms as "transference" and Myer-Scotton as "embedding". Figure 1 illustrates a graphic representation of insertion.



In the diagram “a” represents lexical items of the first language and “b” stands for the lexical item of the second language that has been inserted in the utterance by the speaker. Instances of this category of code mixing found in the data can be seen in excerpts 2a and 2b. Excerpt 2a occurs when a Spanish speaking participant discusses a paper for one of his classes. It seems that the shared professional background with the researchers’ and the participants’ specific language are the reasons that induce him to unconsciously insert an English lexical item into a Spanish conversation. Excerpt 2b occurs when the participants talk about the factors that affect the price of a ticket of a live NBA game.

Excerpt 2a: Example of insertion (Spanish/English)

B: Pero bueno creo que basta con que incluya la pregunta de enhanced output más todas las demás.

(Well, I think it is enough if I just include the question of enhanced output.)

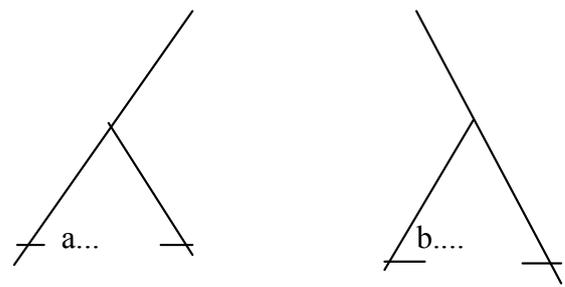
Excerpt 2b: Example of insertion (Indonesian/English)

B: Tergantung team, terus juga tergantung event.

(It depends on the team and on the event.)

Alternation

The second category, alternation, occurs when structures of two languages are alternated indistinctively both at the grammatical and lexical level. This definition is illustrated in Figure 2.



In the diagram, A & B represent structures of the two languages that reflect the alternation that takes place in the utterances produced by the speakers. Excerpts 3a and 3b are examples of alternation. Excerpt 3a occurs when the researcher praises the picture of the new bicycle of the participant. In this excerpt the participant uses English in the first part of the sentence, but when it comes to finding a sentence to translate “pretty girl” he switches code into Spanish. Excerpt 3b occurs when the Indonesian participant talks about a paper about sentence choice that he needs to submit. He uses the expression “I mean” to introduce the rest of his utterance in his first language.

Excerpt 3a: Example of alternation (English/Spanish)

B: I just have it in my room like a niña bonita como debe ser.

(I just have it in my room like a girl pretty as it should be.)

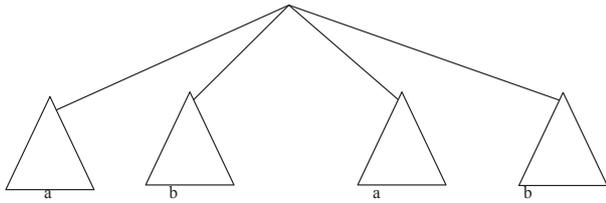
Excerpt 3b: Example of alternation (English/Indonesian)

B: I mean, ganti ke kalimat laen.

(I mean, change it to another sentence.)

Congruent Lexicalization

The third and last category in code mixing is congruent lexicalization, which refers to the situation where two languages share grammatical structures which can be filled lexically with elements from either language. Figure 3 illustrates this phenomenon.



Excerpts 4a and 4b are examples of congruent lexicalization. Excerpt 4a occurs when the participant describes the way he uses his cell phone to connect to the Internet. In Excerpt 4b the participant states that the software that he usually uses to convert his music file has expired.

Excerpt 4a: Congruent lexicalization (Indonesian/English)

B: Gw konek pake cellp gw.
(I connected using my cell phone.)

Excerpt 4b: Congruent lexicalization (Indonesian/English)

B: Software gua buat convert file wav jadi mp3 gua uda expired.
(My software for converting wav files to mp3s has expired.)

DATA AND ANALYSIS

1. Ridho Reva 6 jam · 🌐

Oh hujan, please udahan dulu 😊

Suka · Komentari · Bagikan

👍 Ridho Reva dan 17 orang lainnya menyukai ini.

Analysis : the word “ Please” comes from English, but in this status, he used Indonesia as the main language, so it includes in “ Code Mixing”. The type of it is insertion.

2. Intan Puthree 5 jam yang lalu · 🌐

D'ajak shopping ma mama...

#rilexduluaandsambilrefresing...

Hehehehheehheh

Suka · Komentari · Bagikan

Intan Puthree dan 4 orang lainnya menyukai ini.

Analysis : the word “ Shopping” comes from English, but in this status, she used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is insertion.

3. Hans Wijaya 28 Desember 2012 · 🌐

Gara2 saya sakit, ayah sama ibu jadi ikut2an makan nasi tim. Mereka sih fine2 aja, tapi saya sedih melihatnya.

Suka · Komentari · Bagikan

👍 33 🗨️ 2

Analysis : the word “ Fine” comes from English, but in this status, he used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is insertion.

4. Saka Wirdyanto 20 April · 🌐

Alhamdulillah, akhirnya sampai juga drumah dngan selamat. Mkasih ya Allah. And skrg saatnya istirahat full ok 😊😊

Suka · Komentari

14 orang menyukai ini.

Analysis : the word “ Full” comes from English, but in this status, he used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is insertion.

5. Ahmad Ridho Harahap Dewi P' Larifia Puspa 12 April sekitar Kota Medan · 🌐

thank's, you mau jd my sahabat

Suka · Komentari

Dewi P' Larifia Puspa iy sma2 😊 12 April pukul 20:51 · Suka

Analysis : the words “ Thank’s, You, and My” come from English, but in this status, he used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is insertion.

6. Yoga Pratama 29 Desember 2013 · 🌐

Sick Demam

Belom nyampek tujuan udah diguyur Hujan

maaf yah My cipa udah 2 kali buatmu kecewa

Suka · Komentari

👍 21 🗨️ 5

Analysis : the words “ Sick and My ” come from English, but in this status, he used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is insertion.



Analysis : the word “ with ” comes from English, but in this status, he used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is insertion.



Analysis : the word “ Game ” comes from English, but in this status, he used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is insertion.



Analysis : the word “ All ” comes from English, but in this status, he used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is insertion.



Analysis : the word “ Welcome ” comes from English, but in this status, he used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is insertion.



Analysis : the word “ Next ” comes from English, but in this status, she used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is insertion.



Analysis : the word “ Move on ” comes from English, but in this status, he used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is insertion.



Analysis : the word “ Reality and Planning ” come from English, but in this status, he used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is insertion.



Analysis : the word “ So simple ” come from English, but in this status, he used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is alternation.

15.  **Lenny Sweetgirls** ▸ Eva R Evol Hasibuan
3 jam · 🌐

Happy wedding ea kk q cyNk,sem0ga menjd keluar9a yg samawar,.
Amin ya Rabbal Alamin!!

Suka · Komentari

👍 Eva R Evol Hasibuan menyukai ini.

🗨️ Lihat 9 komentar lain

Analysis : the word “ Happy wedding ” come from English, but in this status, he used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is alternation.

16.  **Dewie Sandy Part II**
26 April · 🌐

Allah gak pernah tidur
I Promise it..

Allah selalu mengabulkan Doa hamba nya yg selalu berusaha dan berdoa untuk mendapatkan apa yg di ingin kan hamba nya

Jgn pernah berfikir kalog kegagalan itu karna allah gak syg kita
Jangan pernah...
Karna di balik itu semua
Allah pingin melihat seberapa besar usaha kita untuk mendapatkan nya...
Ingat pasti suatu saat apa yg anda ingin kan bakal di kabul kan ...
Lihat Selengkapnya

Suka · Komentari · Bagikan

Nalman Karim, Dewie Sandy, Dewie Sandy Part II dan 5 lainnya menyukai ini.

Analysis : the sentence “ I promise it ” come from English, but in this status, he used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is alternation.

17.  **Muhammad Safdan** di Di Kamar Q ,my Sweet Home
44 menit · 🌐

Hari libur penuh dengan tugas kuliah
Cayoo keep spirit
Will be finish metode numerik aminnnj 😊

Suka · Komentari · Bagikan

👍 7 orang menyukai ini.

Analysis : the words “ Keep spirit will be finish ” come from English, but in this status, he used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is alternation

18.  **SyiTa Rismadi**
27 April · 🌐

Intinya orang yg beruntung akan mngalahkan SMART people.. So, jangan sombong 😊 , berhati2 ajaa.. 😊

Suka · Komentari · Bagikan

Ahmad Fandi dan 15 orang lainnya menyukai ini.

Lihat 2 komentar lain

Analysis : the words “ Smart People.... So” come from English, but in this status, he used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is alternation.

19.  **Yeyen Melda Zulaiva**
6 jam yang lalu · 🌐

berharap get one 😊

Suka · Komentari · Bagikan

11 orang menyukai ini.

Analysis : the words “Get one” come from English, but in this status, he used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is alternation.

20.  **Khairul Fajar**
2 menit · 🌐

"i canot decid untuk memilih mana yang bagus"

Suka · Komentari · Bagikan

👍 2 orang menyukai ini.

Analysis : the words “I canot decid” come from English, but in this status, he used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is congruent lexicalization.

21.  **Ernita Lestari Susanto**
8 jam yang lalu melalui BlackBerry Smartphones App 🌐

Aduhhh siang ini kok very hot...
The sun bersinar terang..
Sampe2 saya jdli haus.

Owwww my godd, please !!!
Rain fall from sky..
Bisah basah tanah ĩnjĩ.

Hot gini paling enak dring ice coconat..
Biar adem !!!

Suka · Komentari · Bagikan

Aisyah Dex Na dan Harizky Reyfha Dinjata menyukai ini.

Analysis : the words “my godd, hot gini, ice coconat” come from English, but in this status, he used Indonesia as the main language, so it

includes in “Code Mixing”. The type of it is congruent lexicalization.



Analysis : the words “I hop my drem” come from English, but in this status, he used Indonesia as the main language, so it includes in “Code Mixing”. The type of it is congruent lexicalization.

CONCLUSION

There are many people in the facebook do Code Mixing when they made their status. Code mixing usually occurs in bilingual or multilingual community or society and the

REFERENCES

- Chan, H. Y. (2004). English-Cantonese code mixing among senior secondary school students in Hong Kong. *Linguistics. Hong Kong, University of Hong Kong. Master of Arts in Applied Linguistics*,
- Durham, M. (2003). Language choice on a Swiss mailing list. *Journal of computer mediated Communication*, 9 (1).
- Herring, S. (2003). Introduction: In: Herring, S. (ed.), *Media and Language Change: special issue. Journal of Historical Pragmatics* 4 (1).
- International Journal of Bilingualism* 10 (4), 429–421 from <http://ijb.sagepub.com/content/vol10/issue4/> and <http://online.sfsu.edu/kbach/codemixing.html>
- Muysken, P. (2000). *Bilingual speech: A typology of code mixing*. Cambridge, UK: Cambridge University Press.

function (meaning) of the languages can not be clearly separated. Based on the data, we see that all code mixing used insertion, because they always use lexical items from one language are incorporated into another. This code mixing is used when the conversant use both languages together to the extent that they change from one language to the other in the course of a single utterance. There are three types of code mixing, they are : insertion, alternation, and congruent lexicalization. Insertion occurs when lexical items from one language are incorporated into another. Alternation alternation, occurs when structures of two languages are alternated indistinctively both at the grammatical and lexical level. Congruent lexicalization refers to the situation where two languages share grammatical structures which can be filled lexically with elements from either language.

