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2ⁿᵈ ICON - ELTL
International Conference on
English Language Teaching and Learning

2nd INTERNATIONAL CONFERENCE

ON ENGLISH LANGUAGE TEACHING AND LEARNING

BANDAR LAMPUNG, 16th NOVEMBER 2019

PROCEEDINGS

"EFL Teaching and Learning for the Millennial Generation"

**INSTITUTE FOR
RESEARCH AND COMMUNITY SERVICE
UNIVERSITY OF LAMPUNG**

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ORGANIZED BY:

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ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG

2ND INTERNATIONAL CONFERENCE ON ENGLISH LANGUAGE TEACHING AND LEARNING
"EFL TEACHING AND LEARNING FOR THE MILLENNIAL GENERATION"
Aula K Gedung FKIP Universitas Lampung, Bandar Lampung 16 November 2019

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Preface

The English Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, University of Lampung was honored to host the 2nd International Conference on English Language Teaching and Learning (2nd ICON-ELTL) in the heart of the city of Bandar Lampung on 16 November 2019. The Vice Rector for Academic Affairs of Lampung University, Prof. Dr. Bujang Rahman, opened the conference followed by a welcome address by Dr Ari Nurweni, the Conference Chair.

The conference theme "EFL Teaching and Learning for the Millennial Generation" was an invitation to discuss English language teaching and learning – related issues (including blended learning for millennials, communication and information in language teaching, learning styles and strategies for millennial EFL learners, curriculum and material development, engaging literature and culture in teaching millennial generations, and other relevant topics). The aim of the conference was to bring together academics, researchers, teachers and students to exchange ideas, experiences and research findings in the field of English language teaching and learning for millennial generations to make better, efficient and impactful teaching and learning.

The conference was attended by 226 participants and 43 presenters from all over Indonesia. Four keynote papers were delivered on the conference day. The first was presented by Dr. Hisham bin Dzakiria (Universiti Utara Malaysia), and the second was delivered by Dr. POH Soon Koh (NTU, Singapore). Other two invited keynote papers were also presented by Dr. Muhammad Sukirlan (University of Lampung) and Sydney Garvis (a fellowship program lecturer from USA to Unsyiah). In addition, 43 papers were also presented by registered presenters in the parallel sessions of the conference.

The conference program represents the efforts of many individuals. Therefore, we would like to express our gratitude to the members of the organizing committee for putting much effort into ensuring the success of day-to-day operation of the conference and the reviewers for their hard work in reviewing submissions. We also thank the four invited keynote speakers for sharing their insights with us. Finally, the conference would not be possible without the excellent papers contributed by authors. We thank all authors for their contributions and participation in the 2nd ICON-ELTL 2019.

We hope that this conference will further stimulate research on English language teaching and learning in today's advancement of digital era and provide academics, researchers, teachers, and students with better understanding, knowledge, and ideas for further research. We feel honored to serve the best recent scientific knowledge and development in the field of English language teaching and learning. In addition, we also hope that these proceedings will furnish scholars from all over the world with an excellent reference book.

Realizing that there were still some weaknesses during the conference, we do have an apology to make to everyone and we hope we will be able to hold better international conferences in the future. Finally, it was with great pleasure that we had the opportunity to host such a conference. Thank you.

Ari Nurweni   **Gede Eka Putrawan**
Conference Chair   *Conference Co-Chair*

CONFERENCE SCHEDULE

Saturday 16 November 2019, Bandar Lampung, Indonesia

No	Time	Activity	Speaker/PIC	Location
**Saturday, 16 November 2019** # The Rundown			
1	07.30- 08.00	Conference Registration	The Committee	Hall A, 1st Floor
2	08.00 – 08.10	Opening and National anthem of Indonesia	MC	
3		**Welcome remarks**	-	
4	08.10 – 08.25	Dean of the Faculty of Teacher Education	Prof. Dr. Patuan Raja, M.Pd.	
5	08.25 – 08.40	Rector of the University of Lampung and opening	Prof. Dr. Ir. Hasriadi Mat Akin, M.P	
6	08.40 – 08.50	Prayers	The Committee	
7	08.50 - 09.00	Coffee and refreshment break	The Committee	
8	09.00 – 10.30	**Keynote Speaker 1: Dr. Hisham Bin Dzakiria** *Universiti Utara Malaysia, Malaysia* **Keynote Speaker 2: Dr. POH Soon Koh** *NTU, Singapore*	Mahpul, M.A., Ph.D	
9	10.30 – 12.00	**Keynote Speaker 3: *Dr. Muhammad Sukirlan, M.A.*** *University of Lampung, Indonesia* **Keynote Speaker 4: Sydney Garvis** **USA**	Dr. Flora, M.Pd	Hall A, 1st Floor
10	12.00 – 13.00	*Networking luncheon* *Coffee and refreshment break*	The Committee	Building J, 2nd Floor
11	13.00 – 15.45	Parallel Session	The Committee and Presenters	Building J, 2nd Floor
12	15.30 – 16.00	Closing	The Committee	Building J, 2nd Floor

No	Time	Title	Presenter
**Parallel Sessions Schedule at a Glance**		

No	Time	Title	Presenter
		Parallel Sessions Schedule at a Glance	
		Building J, 2nd Floor (Room 3)	
1	13.00 – 13.15	**Corpus Based Study: Students' Lexical Coverage through Business Plan Report Writing**	Dian Puspita
2	13.15 – 13.30	**Finding an Intersection, Vision, Motivation and Language Acquisition: A Study in Indonesian Context**	Adi Nurhartanto, Gita Hilmi Prakoso
3	13.30 – 13.45	**Developing E-Module Of English For Tourism Based on Brain-Based Learning Approach at State Polytechnic of Lampung**	Anwar Rahman
4	13.45 – 14.00	**Improving Students' English Quality in Millennial Era by Social Media**	Dewi Sri Kuning
5	14.00 – 14.15	**The Use of VOA (Voice Of America) Toward Students' Speaking Ability**	Eva Faliyanti, Eli Setia Anggraena
6	14.15 – 14.30	**Facilitating Meaning Recognition of English Vocabulary through Audio-visual Input: a study of Indonesian learners**	Fajar Riyantika
7	14.30 – 14.45	**Padlet as an Alternative Learning Journal in Listening Class**	Nunun Indrasari
8	14.45 – 15.00	**Digital Story: Its Effect on Students' Pronunciation Mastery**	Yogi Era Reforma, Septa Aryanika
9	15.00 – 15. 15	**The Use of Instagram to Boost Students' Writing Skill in Explanation Text**	Fenny Thresia , Nur Khairunnisa
10	15.00 – 15.30	**E-comics in Teaching: Using Comic Strip Creators to Enhance Junior High School Students' Writing Ability**	Achmad Yudi Wahyudin
11	15.30 – 15.45	**The Use of Task Complexity in Written Data by Indonesian EFL Learners**	Imelda Ayu Mustika, Mahpul, M. Sukirlan
		Building J 2nd Floor (Room 4)	
12	13.00 – 13.15	*Kahoot!:* **Elevating Students' Engagement in Grammar Class with Fun Learning**	Dyah Aminatun
13	13.15 – 13.30	**Enhancing Student's Vocabulary Mastery Through Project-Based Learning in the EFL Classroom**	Fatimah Mulya Sari

14	13.30 – 13.45	**Developing a Teaching Model through Students-selected Topic and Implicit Corrective Feedback on Students' Writing Aspects**	Anggi Try Pratidina , Ag. Bambang Setiyadi
15	13.45 – 14.00	**The Effect of Teaching English Grammar through RULERS to The Reading Comprehension Improvement of EFL Students**	Ari Nurweni, Sudirman, Novita Nurdiana, and Khairun Nisa
16	14.00 – 14.15	**The Impact of Reciprocal Teaching Strategy Towards Students' Reading Comprehension at Eight Grade SMPN 4 Metro Academic Year 2018/2019**	Syaifudin Latif D , Inas Hafidzah
17	14.15 – 14.30	**Code Switching in Teaching English to Postgraduate Students**	Lolita Falina, Yanty Wirza
18	14.30 – 14.45	**Small Group Discussion (SGD) and Jigsaw Technique in Teaching Speaking for Eleventh Grade Students of SMAN 1 Simpang Empat Batulicin Kalimantan Selatan**	Rina Listia, Mutiara Erwani
19	14.45 – 15.00	**Improving the Students' Speaking Achievement Through Detailing Technique**	Aswadi Jaya, Marleni, Asti Veto Mortini
20	15.00 – 15. 15	**The Application of Model Challenge Based Learning for Higher Institution Students**	Hery Yufrizal
21	15.00 – 15.30	**An Analysis of Errors in Students' Written English Sentences: A Case Study on Indonesian EFL Learners**	Berlinda Mandasari
22	15.30 – 15.45	**The Implementation of Think-Pair-Share Technique to Introverted Students to Improve Their Speaking Ability at the Second Grade of SMA Swadhipa Natar**	Bayu Didik Setyawan, Deddy Supriadi, Gede Eka Putrawan
		Building N, 2nd Floor (Room 5)	
23	13.00 – 13.15	**What We Do and What They Know: Parents' Opinions and Questions Derived from Their Beliefs Related to The Practice of English Teaching**	Gilang Adittama
24	13.15 – 13.30	**The Factors Contribute to Millennials' Learning Style in EFL Context**	Rini Susilowati
25	13.30 – 13.45	**The Implementation of Mind Mapping Technique to Improve**	Sudirman, Burhanuddin, Dedi Hermansyah

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26	13.45 – 14.00	**The Influence of Question Answer Relationship (QAR) Toward Students Reading Comprehension**	Lilis Sholihah
27	14.00 – 14.15	**Peer and Lecturer Correction: Developing Freshmen Students' Writing Skills in University Level**	Lulud Oktaviani
28	14.15 – 14.30	**The development of Visual Media Documentary Films for Learning the Colonization in Lampung History**	Maskun, Henry Susanto, Sumargono
29	14.30 – 14.45	**Local Wisdom based EFL Teaching: Internalizing the Values of Local Culture to Millennial Learners**	Nurul Puspita, Umar Alfaruq A. Hasyim
30	14.45 – 15.00	**Students' Perception Toward the Implementation of the Modified Jigsaw Technique for Their Writing Ability**	Rifka Arina Ruantika, Ujang Suparman, Ari Nurweni
31	15.00 – 15. 15	**The Cross Cultural Perceptions on the Politeness of the Requests Realized by Indonesian EFL Learners in School Context**	Seniarika, Hery Yufrizal, Tuntun Sinaga
32	15.15 – 15.30	**Teaching Procedure Text Using Islamic Tutorial Video**	Dian Shafwati
33	15.30 – 15.45	**The Use of Animation Video to Improve Students' Reading Comprehension in Narrative Text to the Second Grade Students Of SMPN 1 Lahat, South Sumatera**	Dhea Fernanda
Building N, 2ⁿᵈ Floor (Room 6)			
34	13.00 – 13.15	**Lexical and Grammatical Collocation in Presidential Election (Study Of Gender Based On Writing Analysis)**	Fitri Palupi, Arvi Puspita Riani
35	13.15 – 13.30	**The Key Elements Of Forensic Linguistics**	Hermansyah, Diana Luspa, Herlina
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37	13.45 – 14.00	**Provisioning English as a Life Skill: Integrating the Google Form**	Nina Fatriana

		Simulation of Job Application Portofolio for 12 Grade Students of Technology Major At Vocational Schools	
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40	14.30 – 14.45	**Negotiations of Meaning, Corrective Feedbacks and Backchannels in Oral Communications**	Sigit Suharjono
41	14.45 – 15.00	**The Use of ICT In English Language Learning By EFL University Students**	Tubagus Zam Zam Al Arif
42	15.00 – 15. 15	**Flipping Classroom for Young EFL Learners**	Dameria Magdalena S
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LANGUAGE TEACHING METHODS FOR 21ST CENTURY LEARNERS

Sydney Garvis

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ABSTRACT

Up until the 1970's, most of second language teaching used memorization of passages and grammatical patterns. We now know that there are much better ways for teachers to instruct and for students to acquire a second language, involving methods such as Total Physical Response (TPR), Teaching Proficiency through Reading and Storytelling (TPRS), and concepts like Bill VanPatten's Mental Representation and Skill. These methods include ways we can better educate younger generations. I will present about the following questions: How have these language teaching methods developed, and why are they not widely used in language classrooms today? How can we, as language teachers or future language teachers, adapt our lessons to lead our students away from hesitant memorization and towards confident proficiency?

Keywords: TPR (Total Physical Response), Teaching Proficiency through Reading and Storytelling (TPRS), Mental Representation

TEACHING ENGLISH AS A FOREIGN LANGUAGE IN MILLENNIAL ERA: OPPORTUNITIES AND CHALLENGES

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ABSTRACT

This article mainly deals with the opportunities and challenges that teachers and educational practicioners face when teaching English as a foreign langugae in millenial era in Indonesian Context. The materials written in this paper are not based on research projects, rather the contents of this paper are written based on library studies whereby the writer refers to several scientific manuscripts like postgraduate thesis and journals. As the name suggests that millineals were born in millenium era. They are chategorized as individuals born between 1982 and 2005 (Eckleberry-Hunt, Tucciarone, 2011), others point out between 1982 and 2002 (Howe & Strauss, 2000). As they were born in the era in which information technology grows massively in every step of life, they bring with them uniqueness, particularity, and differences in education compared to what was experienced by "digital immigrant", generation born before 1982. This paper suggests that millenials have their own characteristics such as they prefer collaborative work, they enjoy trial and errors, and they highly value reading, observing, doing practical work to listening to lectures. The characteritics aformentioned seem to imply that educational institution should implement 4 principles (1) facilitate cooperation among students, (2) prepare students for diversity and cross-cultural interaction, (3) cultivate knowledge creation; and, (4) promote active engagement inside and outside the classroom.

Keywords: digital immigrant, millenials, millinium era, colaborative work, trial and error

BLENDING THE RIGHT PEDAGOGICAL APPROACHES ON ENGLISH EDUCATION FOR THE MILLENNIAL GENERATION: EXPLORING THE BENEFITS OF VIRTUAL PLATFORM

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ABSTRACT

As a new generation of learners enters higher education classrooms, effective teaching strategies must adapt to match the Millennials learning styles. Educational researchers have paid considerable attention to the use of virtual world platforms in order to support English learning process. The use of virtual world has become increasingly popular compared to conventional methods. This study is intended to elicit students' perception of SL's potential as a virtual platform to improve English language learning. This interpretative qualitative research elicit the participants assessment of various pedagogical techniques ranging from lecture to simulation gaming. The research findings show that the learners were in favour of SL's potential in improving English language proficiency. SL is fun to use, and most important of all, the learners feel that it is a new alternative to English language learning and needs to be explored. The research findings seem to suggest that pedagogical approaches that provide connectivity and a sense of belonging-ownership and engaging connected them to the classroom better. Teachers gave higher effectiveness ratings to techniques emphasizing individual learning. As a result, this article suggest that teachers must play a role as *facilitators* more so than a teacher, and spend more time on learning activities that build *connections* between students and learning to students' lives, and the world.

Keywords: Pedagogy; Second Life; Virtual Learning; Pedagogical approaches: Students' perceptions: Community learning; Teaching & Learning; Millennial generation.

INTRODUCTION

Recent developments in technology and communication have been playing a crucial role in facilitating and enhancing the effectiveness of language learning process. Computer Assisted Language Learning (CALL) requires applying the principles of computer-assisted language learning to language learning context. It is used of computer programs to improve learning. Esteves, Fonseca, Morgado, & Martins (2011) state that new digital technology creates and changes the learning and teaching method by bringing new opportunities to the education activities. Furthermore, Virtual reality is a combination of Virtual World and reality to create a simulated dynamic process which allows multiple users to learn and interact with each other in computer-simulated environment. Currently, Second Life is the most common multiuser virtual platform that has been used for these purposes. The incorporation of virtual reality technology with Second Life into language learning curriculum not only offers real-life like audio-visual simulations, but also integrates both the virtual and real-life learning environments in order to promote interaction, encouraging learners' interests and learning competence and offers a meaningful opportunity to learn and practice language through interaction with native speakers and other learners.

One of the essential goal of education is to help students build their skills in both their preferred and less preferred of learning (Idrus, 2008). The most crucial factor in learning and teaching in any setting are the learners. Learner characteristics are considered as an important variable to affect students' learning achievement both for e-learning and traditional classroom (Lim & Kim, 2003). The concept of learners characteristics can be personal, academic, social/emotional and or cognitive in follow: Personal Characteristics often relate to demographic information such as gender, age, language, maturation, social economic statues and cultural background. Academic characteristics often relate to education such as learning goal, education type, prior knowledge and educational level. Social/emotional characteristics relate to group structure, individual within group, sociability, self-efficacy and mood, etc. Cognitive characteristics relate to emotion span, mental procedures, memory, and intellectual skills which determine how the learner perceives, thinks, solves problems, remembers, organizes and represents his/her information in brain. Furthermore, there are also large characteristics of individuals learners such as slow learners, fast learners, introvert and extrovert, controlling type and people type, scholar and sport- person, liberal and conservative etc. (Idrus, 2005). Therefore, it is imperative to understand these characteristics and the e-learning as delivery platform must be based on learner characteristics before being applied. Learner characteristics make learning more effective, efficient and enjoyable. A good e-learning system mechanism must be relied on the learner characteristics. Hamada, Rashad & Darwesh (2011) point out that e-learning is the concept which concentrates significantly on the learner characteristics and how to improve the quality of the learning process.

Different students have different learning styles and this occurs in a wide variety of ways includes the type of interaction, the way they approach their individual studies, their perception and attitudes about the nature of knowledge and the role of constructing it (Idrus, 2006). Learners can enhance

learning context which fit with the preference of specific learning style. Because of the technology development, various educational researches have emphasis on integrate technology into classroom in order to reshape the teaching and learning environments. When utilizing technology as a pedagogical tool, teachers should understand the learner characteristics and LS of their students and how they impact their academic achievement (Brahmakasikara, 2013). In review literature, there are many LS models such as the LS model of Kolb, Honey and Mumford, and Felder and Silverman (Hamada, Rashad & Darwesh, 2011). Kolb (1985) constructed the learning process into two perspectives and four dimensions. The first one is apprehension perspective which comprises the directions of Concrete Experience (CE) and Abstract Conceptualization (AC) according of the consideration of experience acquisition. Secondly is transformation perspective which comprises the directions of Reflective Observation (RO) and Active Experimentation (AE) according to experience transformation.

Its unique attribute enable schools and universities to achieve targeted educational goals, which otherwise would not have been achievable in the physical world (Zhang, 2013). In this regards, USA today reported that more than 300 universities around the world and a large number of colleges or some in cases individual departments have employed SL as an educational tool with some for distance education courses, and some of use by teachers to support existing traditional classes (Henderson, Huang, Grant, Henderson, 2009; Hismanoglu, 2012). In review of literature, there are some empirical studies have been tested the effectiveness of teaching foreign languages in Second Life. Hislope (2008) reported the perceived benefits and drawbacks in using Second Life as a virtual reality program in her intermediate Spanish course in 2008 to a classroom supplement for promote contact and conversation with native Spanish speakers. Results of a survey with 20 open-ended questions administered to 15 students showed both positive and negative experiences with learning Spanish in Second Life. Students like interactive, creative, and gaming-like aspects of Second Life. The reported negative experiences with Second Life focused heavily on technical issues and the high learning curve of navigating in Second Life. Regardless of challenges, 13 of 15 students reported that Second Life could help them improve their comprehension of Spanish. In another study, Wang et al. (2009) explored an international corporative study between a Chinese university and an American university to investigate students' technology readiness for and their perception of using Second Life as a language learning platform, as well as students' perceptions of integrating Second Life into a teaching English as a foreign Language EFL program during two semesters. Sixty one EFL learners in China met weekly within American partners to complete assigned learning tasks. This evaluation research showed that EFL learners positively perceived Second Life as a language learning tool, and they understand the EFL program in Second Life to be successful and interesting as well as valuable learning experience that would encourage learning.

METHODOLOGY

Educational researchers have paid considerable attention to the use of virtual world platforms in order to support English learning process. The use of Virtual World has become increasingly popular compared to conventional methods. Second life is an example of a typical virtual phenomenon that has raised interest among educators around the world. Many educational institutions have turned to SL due to its immersive and interactive environment and offering classes to enhance their students' proficiency skills. This study is intended to elicit Iraqi students' perception of SL's potential as a virtual platform to improve English language learning. A qualitative case study was conducted. Data was collected through interviews. The research findings show that the learners were in favour of SL's potential in improving English language proficiency. SL is fun to use, and most important of all, the learners feel that it is a new alternative to English language learning and needs to be explored.

This study was prompted by a desire to investigate specific question to specific group of students: What are the Iraqi students' perceptions at UUM toward using SL as a tool to improve their English language skills? A qualitative case study has been adopted for this study. The qualitative method is suitable when there is a need for exploring and understanding the interpretations of individuals or certain groups given a particular phenomenon or problem (Creswell, 2002). This study seeks illumination, understanding and exploration of the phenomenon or situation (Dzakiria, 2008). This study employed a semi-structure group interview method to collect the data required for the study. Vygotsky (1980) points out that a focus group interview has some advantages specifically "when interaction among interviewees will likely yield the best information and when interviewees are similar to and cooperative with each other" (p. 240). In this study, coding technique (open and axial coding) was used for analysis the data obtained from the students' interviewing. Open coding was used to summarize the data into categories and axial coding was used to put those data into a new ways by making connections between category and its subcategories. According to Strauss and Juliet (1990) coding is considered to be a dynamic and fluid process.

RESULTS AND DISCUSSION

At the beginning of the interview sessions, the interviewees were asked personal questions to help this research profile their background. The first question was "Which of these skills speaking, listening, writing, and reading do you think that you have the most problem with?" Marrown was not sure what to say: Speaking and writing. "Actually …. I don't have any problem with reading… I can say speaking and listening." Such discourse suggested that he was actually unsure and had some problems with English language skills. When the interviewers said "so, can I say that you have problems with all skills? he looked relaxed and answered with laughter, "Yes". Saleem's answer was also interesting. He iterated that he did not have any problem in English because he was studying applied linguistics in English, but he had some "anxiety" in speaking. Yousif's answer was similar to Marrown's answer. He had problems with all the English language skills. Following are some other discourse given by them: "I don't have any problem with reading….but I can say speaking and

listening" "I don't have any problem in all English language skills because my area is English language and I'm are doing my master in applied linguistics. But I have anxiety in speaking" "I have problem in all English language skills."

After having heard answers of the Iraqi students, we were sure that all of them had similar problem with the English language skills. The next set of questions was technology related to elicit the collaborators knowledge on the use of educational technology tools in English language learning. "What kind of technological tool do you use to improve your English language skills?" At the beginning of this question, all of them gave us the same answer which was "The computer and internet on a daily basis." Then, we asked them to give me more examples of specific websites, software programs or any technological tools they were using while studying English outside the classroom. Marrown answered, "I did chatting with foreign friends on Facebook"; Saleem answered "I always use YouTube as a supplementary tool to understand the lesson that I take." Yusif's answer was very interesting. "I used many websites such as YouTube, Facebook, Skype, email, chat program and "MEN messenger." Based on their answers, it can be concluded that they have the knowledge of other possible means on English language learning. However, when asked "Have you ever used SL or any online 3D virtual worlds prior to this interview?" All participants' answer was "No." We then made an effort to introduce SL and made some effort to familiarize all of them with SL and what it could or could not do.

Subsequently, we asked them the most important question of this study "Do you think using SL platform can help you improve your English? If yes, how?" They all showed interest and were excited with SL potential and wanted to experience it more: "It is easy to install and have access to SL. I have chosen an avatar to represent me. I met many avatars during my navigation and communicated with them by text chat and voice chat. Actually, I felt good when I communicated with an avatar that was from the UK. His English was very clear. I think if I use this program constantly, my English will be better."

Saleem answered, "I had problem with installation and managing SL application but after reading the instructions in the official website, I could understand how to set up the program and how to choose an avatar as well as create an account for the user. Actually, it is interesting to communicate with English native speakers and other learners. My confidence in speaking and chatting will be better in the future."

Yousif said, "One of the objectives of my coming to Malaysia was to improve my English language skills. I found this program an alternative way to spend a lot of time outside the campus to practice English. SL platform provides users meaningful opportunities to practice English with other learners. I accessed this program many times and communicated with others by text chat and a little bit of voice chat. I met one user or avatar and I told him my English was not good and he promise to help me. He said "don't worry" we can make a discussion group and you can join us at any time. I felt happiness because I will not have the anxiety that had always been with me."

At the end of interview, we asked them "Do you think that SL technology can be an alternative and a significant tool to enhance your English skills?" All participants answered "Yes." They said that it helped them to do more practice and made English learning more interesting. It also made the English language learning experience more fun.

Second Life offers more opportunities of communication and immersive learning experience for EFL students. It well suited for teaching and learning foreign language as it offers learners to immerse themselves in linguistically appropriate environments to achieve educational objectives (Cheng et al., 2010). Second Life has been presented many benefits to instructors, especially since the launch of voice. In this context, voice in Second Life helps students to talk with one another just like they do in real world environment. In SL now learners can communicate with other learners in a 3D virtual environment regardless of where they are located.

Warburton (2009) and Hismanoglu (2012) mention that the teaching English to EFL learners in Second Life have many benefits is as follow: Rich interactions: Second Life has potential to provide opportunities for social interaction among people and their communities, human-object communication and also intelligent interaction among artifacts. Contextualization and visualization: It provides users with playing and production and reproduction content, sometimes impossible to see in real world, due to they are distant, costly, made-up or difficult to access. It provides learners to recognize and learn about other cultures. It makes immersion in 3D virtual World where learners having strong expression of being presence through avatars. Simulation: It provides reproduction of context, sometimes hard to produce in the real life, considering them as advantages for educational purposes.

The higher motivation and lower anxiety levels students will success to learn new language. Environment plays a crucial role for improving learner motivation and help learners decrease their anxiety levels to a minimum (Liu & Cheny, 2014). In real world, Asian students have suffered from performance anxiety. Socially, it is not adequate to them to make mistakes and they do not like to embarrass themselves in community so they don't like to speak up. In this case, performance anxiety is significantly reduced in Second Life. One of the most prominent features of SL is that users can remain anonymous (Hundsberger, 2009). This is beneficial to some students especially EFL learners sufferer from performance anxiety in real life.

Although Second Life provides many benefits to aid foreign language learning, it is not without some limitations and challenges. Baker, Wentz, & Woods (2009) point out that some challenges which faced implemented of second life for education. Some of these challenges as follows: the need for high end technology: second life involves more than a simple computer. Requirements of complete system are listed on the SL web site. The computer of many educational institutes might not be able to meet the system requirements. Therefore, SL platform involves specific advance graphic cards and high speed broadband connection. Some students might have anxiety about learning to use SL, and do some not enjoy online interaction as well as might not be enough of time needed to become comfortable working while others are willing to try new technologies.

CONCLUSION AND FUTURE RECOMMENDATION

Teaching and learning English has been always challenging task. Exploiting Second Life in learning and teaching foreign language has showed that the new digital technology has features that could be used to improve educational practices. Nevertheless, learners are predictable to progress and participate in interactive and engaging educational activities that improve language learning process. Second Life is a unique opportunity for learners. It allows learners to interact with native speakers and other learners as well as can produce new experiences that may difficult to present in the real life. It can foster synchronous interaction with teacher, students and other learners. It can also foster competency based training like vocabulary, skill, and grammar such other computer assisted language learning devices. As the world progress, we need to use technology and synchronize ourselves with it. The wide activities on Second Life platform needs to be activated in the English language learning to increase the time that students' motivation and interaction with language. Second Life is an essential tool that should be used to supplement tool to the EFL traditional classroom. It includes various activities `and realizes the way in which language is used. In contrast, the drawbacks that might be faced by learners and teachers while using SL could categorize as financial, technical, and user-related ones.

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"MATCH YOUR TEACHING STYLES WITH THE MILLENNIALS' LEARNING STYLES". WHAT ABOUT CULTURAL WAYS OF LEARNING?

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ABSTRACT

The millennials are commonly described using a globally defined set of character traits and learning styles. The underlying assumption is that they are a homogenous group of learners who learn best when their learning styles are matched with the pedagogies of their instructors. This conceptual paper problematizes this assumption and argue, based on studies done in Indonesia and the sociocultural theoretical perspective on learning, that variability in a person's learning styles cannot be ignored due to our enculturation into cultural learning styles from our participation in cultural practices of ethnic, racial or social groups. This is even more pertinent in the Indonesian context because of its linguistic diversity and the cultural values encoded in English. The paper concludes that a one-size-fits-all teaching approach for the millennials may need to be re-examined.

Keywords: Millennials, learning styles, culture, teaching English

INTRODUCTION

We commonly use phrases such as "my generation", "the younger generation", "the older generation" to communicate differences between groupings in our social life. In doing so, we invoke Mannheim's (1952) theory of generations (Pilcher, 1994) to suggest that "generations were distinguished based on the specific time periods into which people were born and the time periods they grew up in" (Hemlin, Allwood, Martin, & Mumford, 2014, p. 151).

Sociologists use the idea of generational cohort to identify characteristics of cohort members who are believed to share attitudes, traits, core values, and beliefs primarily because of the social, economic and political factors in existence in the milieu of each generation (Foley, 2000).

In recent years, the use of the "millennial generation" has been in vogue worldwide. In education literature, much has been said about the arrival of the millennials in schools, colleges and universities (Howe & Strauss, 2003). They are also known as Generation Y, born after 1982, and they are said to be different from their Baby Boomer parents and early Generation X (Monaco & Martin, 2007). There is a widely held assumption that learners from a different generation possess stable characteristics and when these characteristics are identified will enable educators to better

match their teaching to the learning styles of a particular generation. The desired outcome is effective learning outcomes as a result of this matching. Seen from this perspective, defining the preferred learning styles of the millennial students should benefit both learners and educators (Monaco & Martin, 2007).

However, relevant literature shows evidence contrary to this widely-held assumption. DiLullo, McGee, and Kriebel (2011) for example asserts that "no available evidence demonstrates that [millennials'] traits impact their fundamental process of learning" (p. 214) (see also studies by Djiwandono, 2017; Lai & Hong, 2015; Russo, 2013; Schewe et al., 2013; Donnison, 2007).

Challenging the sociological concept of generation cohort, namely, that cohort members share stable attitudes, traits, core values, and beliefs, Pegler, Kollewyn, and CriChton (2010) state that the generational cohort theory may oversimplify the reality of our understanding of how best to develop pedagogies for the millennials.

PURPOSE

The purpose of this conceptual paper is to examine claims made about the exhortation to teacher educators to match their teaching to the learning styles of millennials. Initially, this paper presents related literature that examines the common assumption that the millennial generation shares a set of common core traits and how this assumption has contributed to the appeal of the call to match pedagogies with millennials' learning styles. This is followed by a discussion of the sociocultural theoretical perspective of human learning and studies done in Indonesia to show that treating millennials as homogenous in terms of their learning styles is an oversimplification. The final sections of the paper discuss the implications and conclude with a call to recognize the diversity in the millennial generation.

RELATED LITERATURE

The "core traits" of millennials

Despite some variations, there is a general consensus that the term "millennials" refers to people who were born between 1982 and 2000 (Hoover, 2009; Howe & Strauss, 2000). Researchers from the education and non-education fields also generally consider millennials as a single homogenous entity. The assumption is that people who are described as belonging to the same generation experience events that occur in their environment (e.g., economic, cultural and political events and technological advancements) have been found to share values and orientation as a result of experiencing these events (Schewe et al., 2013, p. 3). Moreover, these values and orientation are said to remain relatively stable throughout the cohort's life (Becton, Walker, & Jones- Farmer, 2014; Mannheim, 1952; Rogler, 2002).

This assumption of a generation sharing attributes and a unifying culture (Benfer & Shanahan,

2013) has gained considerable appeal. Consequently, the seven "core traits" of millennial students by Howe and Strauss (2000) has gained wide acceptance. The "core traits" the millennials are said to possess are: they are special, sheltered, confident, team-oriented, conventional, pressured and achieving. This handy labels caught the imagination of educators and administrators in education, authors in the popular press (Russo, 2013), popular literature (e.g., Howe & Strauss, 2003; Winograd & Hais, 2011; Alsop, 2008) and empirical studies (e.g., Ng, Scheweitzer & Lyons, 2010; Smola & Sutton, 2002).

The widely-cited study by Myers and Sadaghiani (2010) argues that the claim about the characterization of millennials may be suspect. This is evidently so because the popular literature on millennials come from books and articles that were written for trade audiences. They are based frequently on commercial surveys (Russo, 2013). Indeed, Myers and Sadaghiani (2010) suggested that much of what has been written about millennials gain attention because they are primarily entertainment-focused.

In the field of education, a number of authors who are interested in student learning have adopted the characterization of millennials despite the knowledge that the claims made by Howe and Strauss (2000) were taken from a sample of about 600 affluent white students in the United States (Hoover, 2009). This sample evidently raises the issue of the sweeping generalizations made about millennials especially with the increasing acknowledgement of the diversity within a generation cohort (Broido, 2004; Rodriguez & Hallman, 2013). Hence, the generalizations about millennials may not be applicable to "people who are minorities, poor, or from big cities or small rural towns (Bonner, Marbley, & Hamilton, 2012). Nevertheless, generalizations based on the characterizations by Howe and Strauss (2000) have continued to inspire proposals for changes to how best to teach the millennials (Russo, 2013).

Matching pedagogies with millennial learners' preferences

For educators who subscribe to a learner-centred perspective to teaching, there seems to be a tendency to respond to the call to adopt teaching strategies and methods which are deemed to be well-suited to the learning preferences of the millennials. For example, it has been recognized that the adoption of such teaching strategies and methods entails, in vary degree, the extensive use of digital technology, collaborative learning and bit-sized information presentation.

Some educators respond to the call of using group work that focuses on interaction, collaborative learning and connectedness (Hanson, Drumheller, Mallard, McKee, & Schlegel, 2010; Pinder-Grover & Groscurth, 2009) since millennials are characterized as team-oriented (Howe & Strauss, 2000; Stevens & Crow, 2016).

A far more widely-adopted characterization of the millennials seems to be that they are digital natives. McHaney and Daniel (2011) urge educators to modify their teaching to suit digital natives'

learning preference. Prensky (2005) calls for more use of online and game-based learning. There seems to be wide agreement (and positive response) to the call for the use of blended learning, mobile devices, computers and social media in the classrooms (Godwin-Jones, 2005; Hartman & McCambridge, 2011; Lippincott, 2012; Lowery, 2004; McGlynn, 2005). Overall, the common assumption is that in order to enhance the millennial students' learning experiences, educators need to cater to the needs of the millennial learners and not vice versa (Smith, 2006).

However, there are significant questions about whether it is appropriate to assume that these pedagogies or approaches would be really effective or valuable across contexts and time. One of the strongest and most widely publicized advocates (i.e. Young, 2012) of using technology in the classroom has reconsidered his ways of teaching after hearing that his advice did not work and he now argues that the primary pedagogical consideration should be to connect students and teachers, whether or not technology is foregrounded (Young, 2004). .

Learning styles and cultural ways of learning

Other than the call to adopt teaching strategies and methods to suit the learning preferences of the millennials, there also has been the specific reiteration of matching teaching methods with the learning styles of millennial learners. Sweeney (2006), for example, advocates the use of experiential learning by tapping on games, case studies, hands-on experiences, and simulations when teaching the millennials based on the premise that "[m]illennials strongly prefer learning by doing" (p. 3) (see also Brown, Hansen- Brown, & Conte, 2011).

The availability of a wide range of learning style instruments appear to have provided greater appeal and support to educators in their endeavor to match millennials' learning styles. Some examples of these instruments include The Kolb Learning Style Inventory (Kolb, 2005), the Felder and Soloman Index of Learning Styles (Felder & Soloman, 2004), the Myers-Briggs Type Indicator (Myers, McCaulley, & Most, 1985) and VARK Learning Style Theory (Fleming & Mills, 1992). The main benefit of using these instruments is perhaps best summed up by Felder (1993) who says that "Students whose learning styles are compatible with the teaching style of a course instructor tend to retain information longer, apply it more effectively, and have more positive post-course attitudes toward the subject than do their counterparts who experience learning/teaching styles mismatches" (p. 286). This premise, along with the generational theories of Howe and Straus (2000) (who argue that generational groupings influenced by societal events may result in a change in the learning style preferences from one generation to the next) makes the call to matching the teaching style of instructors to those of their learners even more appealing.

Reid (2005), however, contends that despite the number of studies supporting the different theoretical and practical perspectives relating to learning styles, the research field is still characterized by controversy and in many instances by its criticism of the use of learning styles (Coffield, Moseley, Hall, & Ecclestone, 2004).

One criticism comes from theoretical perspectives that emphasize the sociocultural contexts when seeking to match learning styles with schooling experience or between teachers and students. These perspectives point out that an individual's learning style is often based on the mistaken assumption that traits are independent of tasks and contexts, thus stressing the stability of a learner's traits or learning styles. Such stability does not explain how a person may change according to his or her social environment. Rather, the mistaken assumption is that of treating a person learning styles or traits according to the individual's social or cultural group categorization. For example, individuals "may be divided into cooperative versus individualist learners on the basis of membership in a particular cultural group" (Gutiérrez & Rogoff, 2003, p. 20). In addition, there are also scholars who have rejected essentializing people using group label (e.g., millennials). Rather, they have underscored the variability of a person's learning styles. According to them, the variability is better viewed as a person's repertoires of practice or cultural learning styles from his or her participation in the cultural practices of ethnic, racial or social groups (Gay, 2000; Nieto, 1999). When applied to the argument that advocates matching teaching styles with millennials' learning styles, it would seem wise to ask: do millennials from different cultural communities learn the same way? Do their learning styles change over their lifetimes due to changes in the social and cultural environment (Lave, 1996)?

THE ISSUES

The related literature above raise pertinent issues that warrant a closer examination of the claim that assumes millennials to be a homogenous group especially the argument that the characteristics of millennial students are different enough from previous generations and similar enough even when they inhabit different national, geographical areas and communities. Indeed, studies indicated that "generational characterizations were consistent with stereotypical claims, but some were not" (Russo, 2013, p. 1)

Since generation cohorts' life experiences are claimed to be determined by national and also international events (see Related Literature section above), it is clear then that cohorts from different nations may have experienced different events (or experienced them differently) that had an impact on their lives (Schewe & Meredith, 2004) even though they may be collectively known as the millennials. An obvious case in point is the different ways in which the impact of technology is experienced differently by millennial learners even though they may be from the same country (see a convincing account by Bennett, Maton, & Kervin, 2008).

Schewe et al. (2013) argue that millennials are not the same the world over. Hence, Swedish millennials appear to be quite different from U.S. and New Zealand millennials on the basis of their values. Their study reveals that the U.S. and New Zealand millennials value certainty and seek to avoid uncertainty. They also have more of a long-term orientation than Swedish millennials. Sweden millennials, however, seem to value gender equality more than either their counterparts in

U.S. or New Zealand.

DiLullo et al. (2011) provide evidence to show that the characterization of the millennial generation may not be accurate. According to them, millennial students may be more diverse in backgrounds, personalities, and learning styles. Their data take into account the follow factors: technological predilection, multitasking, reading, critical thinking, professional behaviors, and learning styles. Their study conclude that although the millennial generation's "common character traits have implications for instruction, no available evidence demonstrates that these traits impact their fundamental process of learning" (p. 214).

An interesting and relevant observation by DiLullo et al. (2011) is their view that learning styles may be less of the result of the uniqueness of being a member of the millennial generation. Rather, it has more to do with the resources (particularly the web and social media) that are available and that were absent for learners in the previous generations.

However, it could be argued that learners from previous generations live in the same world in which the Millennials have grown up. While older generation learners did not grow up completely immersed in technology, they have the same access to and many have the same desire to use available technology. Students of previous generational cohorts who interact through the web and social media may have modified learning characteristics similar to those seen in millennial generation students although little research exists on this point. Studies to look at the overall impact and efficacy of newly developed educational methods on learners of all generations are therefore needed.

THE CASE OF INDONESIA

In the foregoing section, I have problematized the claim that assumes millennials to be a homogenous group and therefore calls into question that undifferentiated teaching pedagogies can be adopted for the purpose of helping them in their learning. In this section, I provide studies from Indonesia to support my claim.

In a multilingual nation such as Indonesia, English teaching and learning is a highly complex endeavor as there are more than seven hundred vernaculars with their various dialects from a large number of ethnic groups (Hamied, 2015; Mistar, 2005). A major implication of this linguistic landscape is the need to attend to the learners' diverse cultural backgrounds, values, customs, and beliefs (Marcellino, 2015). Obviously, there is a huge number of millennial generation among these learners. Given the diversity, treating them as a homogenous generation with stable and largely similar learning characteristics and preferred learning styles is untenable. Indeed, Zein (2017) observes that linguistic and cultural diversity is already a typical feature of the Indonesia classroom. To him, rather than prescribing a common set of learning styles or teaching strategies, it makes more sense to tap on the multilingual resources that these learners bring so that these resources

could be used cross-linguistically for more efficient language processing (Cenoz, 2013).

An account provided by one of Manara's (2014) Indonesian participant shows up a problematic learning situation when she applied Native Speaker English's pragmatics when responding to a complement given by a Japanese English learner. The problem was that she failed to "fulfill the politeness convention and value in a Japanese communicative setting" (p. 32). The point to be noted here is that the "the success of English teaching in Indonesia cannot be freed from the students cultural backgrounds, values, customs, and beliefs" (Marcellino, 2015, p. 57). Thus, learners of English from Indonesia and those from Japanese do have learning characteristics that are fundamentally different even though they are millennials. Indeed, given the diversity in the linguistic landscape in Indonesia, it is possible that millennials from the different regions of Indonesia or from different social economic background may have different learning needs. Referring to Kachru's (1992) influential model of the spread of English and situating the model in the context of Indonesia, Lie (2007) argues that Kachru's categorization needs to be revisited because Indonesia could be Expanding Circle and the Outer Circle at the same time. The reason is that "[t]he majority of students are learners of English in the Expanding Circle while the urban new rich and their offsprings have made themselves comfortable users of English and of all attributes pertaining to the language" (Lie, 2007, p. 8). The conclusion to be drawn is that millennial learners of English is evidently not homogenous even if they are from the same national boundary. Rather than adopting a one-size-fits- all teaching method for the millennials, we might want to heed the advice by Kramsch and Sullivan (1996) that in deciding the appropriate pedagogy for teaching English, educators need to think globally but act locally (McKay, 2003).

To further support my view, I would like to cite the study by Marcellino (2015) on the introduction of the competency-based language curriculum (which emphasizes performance-based outcomes) by the Indonesia's Ministry of Education. He asserts that the performance-based approach is contrary to the "majority of Indonesian students social and ethical values and beliefs as reflected by the dominant Javanese influence in classroom settings" (Marcellino, 2015, p. 58). He observes that learners' interactions in English classes were not active and where there was active engagement, it was confined to very few students, due mainly to their higher level of language proficiency. His conclusion is that the "cultural barriers from the most dominant ethnic groups are still prevalent in class" (p. 63). Therefore, when trying to match students' preferred learning styles, it is evidently insufficient to prescribe generic learning styles for millennials.

Equally illuminating is the study by Djiwandono (2017) who examines the learning styles of 22 Indonesian EFL learners in their twenties, and compares the styles to the millennial characteristics that are widely adopted in literature on millennial learners. One of his findings is that the Indonesian students' learning styles are different from what has been commonly believed as typical of the millennial generation. He offers an explanation for this finding: "quite possibly their learning styles are shaped by the local culture and dominant instructional approaches" (Djiwandono, 2017, p. 17).

IMPLICATIONS

I have thus far discussed the widely held assumption that it is desirable for educators to match their teaching to the learning styles of the millennials. What makes this assumption untenable is the fact that millennials, whether from within a national boundary or not, is a diverse group of learners and that treating them as homogenous when determining appropriate pedagogy for them on the basis of them being millennials may be futile in helping them to learn. When it pertains to language learning, further consideration is needed to take into account the learners' cultural backgrounds, values, customs, and beliefs. Indonesia's diverse linguistic landscape and the studies that I have presented are good examples of the often mistaken assumption of treating millennials as having largely homogenous learning characteristics. As Zein (2017) advocates, there is a need to create more "communicative and culturally inclusive pedagogy that raises awareness of the use of English as a global language and builds confidence in the linguistic repertoire and cultural diversity occurring in the classroom" (p. 58).

When it comes to English, the situation is perhaps even more complex because of the intertwine between language and the cultural and social values that it encodes. Of course, English in textbooks can always be re-written (for example, for Indonesian students) such that the original values encoded can be replaced (for example, with the Indonesian ones). However, as pointed out by Lauder (2010), "[t]hat might have held for the class of '67 or '75 or even of '85 but it is much less likely to go down with the class of 2006 which has access to films, videos and above all the internet" (p. 14).

CONCLUSION

In this paper, I have questioned the widely-held assumption that the millennials possess a stable core learning traits. The literature I presented has shown that treating millennials as homogenous, (on the basis of generational categorization) in terms of their learning styles is an oversimplification. This calls into question the exhortation to educators to match their learning styles to suit those of the millennials.

The theoretical perspective that emphasizes the sociocultural contexts cultural of learning is used to highlight the variability of a person's learning styles. We learn differently due to our enculturation into cultural learning styles from our participation in cultural practices of ethnic, racial or social groups.

What seems to have been taken-for-granted is our view of social categories such as millennials, youth, and generations. If, as Sercombe, Omaji, Drew, Cooper, and Love (2002) assert that such social categories are socially defined and constructed, then it follows that the characteristics that have been attributed to the millennial generation could similarly be socially constructed.

Rather than subscribing to defining millennials using a globally defined single set of character traits,

perhaps it is more productive to recognize that there is diversity in the millennial generation in terms of background and learning styles. In terms of teaching the millennials, an advice by DiLullo et al. (2011) seems to me to be very useful:

> If efforts are concentrated on providing education that focuses on the knowledge and competencies which students need to be successful in their chosen profession using teaching methods and techniques designed to accommodate all learning styles, we are sure to be prepared for the next generation despite their evolving personality quirk (p. 223).

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CORPUS BASED STUDY: STUDENTS' LEXICAL COVERAGE THROUGH BUSINESS PLAN REPORT WRITING

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ABSTRACT

This study was aimed at analyzing lexical coverage of students in one private university in Lampung. The data were taken from 24 business plan reports written by students as the final project. Using corpus methodology, the data were found as having 3.930 word types and 89.425 tokens. This learner corpus was compared against the New General Service List (NGSL) 1, New General Service List (NGSL) 2, New General Service (NGSL) 3, and Business Service List (BSL). The findings showed that the text coverage of NGSL 1 in the corpus was 46.04%, the coverage of NGSL 2 was 3.92%, the coverage of NGSL 3 was 1.21%, and the smallest coverage was in BSL which was only 1.24%. Also, based on the frequency list, it was found that the top frequently words used are in, to, the, and, and, of. The concordance lines of these words are analyzed to find the characteristics of students' lexical use in writing the reports.

Keywords: learner corpus, lexical coverage, NGSL, BSL

INTRODUCTION

Studies on learner corpus have been developing rapidly in the last few decades. This is due to the fact that learner corpus enriches the English for it owns an authenticity (Sinclair, 1996). These characteristics of learners' linguistic features which are distinctive from the native speakers' characteristics create the patterns which are later known as interlanguage (Lin, 2014; Montrul, 2014; Granger, 2015). The characteristics of interlanguage itself are influenced by several factors such as age, gender, country/area, and mother tongue (Gilquin & Granger 2015). Therefore, learner corpus may vary in different cases, depending on the factors influencing.

This new emerging research on learner corpus, which is considered as the new strand of research, is now popularly known as Learner Corpus Research (LCR). Discussing the features of learners' language, LCR posses the same area of the object of study as Second Language Acquisition (LCR) does. However, they differ in the objective (Gilquin & Granger 2015). On one hand, SLA puts emphasize on the competence of the learners. The knowledge of L2 becomes the standard measurement to assess learners' competence. On the other hand, LCR puts emphasize on the performance of the learners. It gives the description of language use produced by learners. The performance is not assessed by the standardized L2 knowledge, but it describes how the result of acquisition process is. Even if the performance is considered as non-standard, the characteristics

of the non-standard features can be focused in anticipating the errors occurrences applied by the learners having similar backgrounds.

Just like language performance, the data analyzed in corpus are coming from two different modes; spoken and written modes. These two modes are nested into registers and their sub-registers (Th. Gries, 2015). For spoken mode, the registers can be categorized into monologue, dialogue, and mixed. The sub-registers come in forms of private or public (dialogue or monologue), scripted or unscripted, and broadcast. Meanwhile, in the written modes, the registers are categorized into printed and un-printed. The sub-registers are academic, creative, instructional non-academic, persuasive, reportage, letters, non-professional, etc.

Having the various sub-registers, corpus itself can be used as a method to draw the pattern of linguistic features description on different sub-registers. In other words, it can be used to analyze the linguistic phenomenon of English for Specific Purpose (ESP). This is in accordance with the approaches offered by corpus for pedagogical use; corpus-based approach and data-driven learning approach (Chirobocea, 2017). In ESP, corpus-based approach is used as the reference of L2 knowledge in specific field. This L2 knowledge can be used to design the teaching material which has the linguistic features in that specific field (Boulton, & Pérez-Paredes, 2014; Boulton & Tyne, 2014). Meanwhile, data-driven learning approach is used as the opposite approach of the aforementioned one. If corpus-based approached is referred to as top-bottom processing, data-driven learning is referred to as bottom-up processing (Barabadi, & Khajavi, 2017). In data-driven learning approach, learners can consult to the corpus on their own depending on their individual or specific needs. They attain the access to authentic language that are relevant to the specific purpose in certain field or sub-register, so it can enhance their understanding toward how linguistic features really behave in that field or sub-register (Agnieszka & Alex, 2015). In other words, this approach can also help learners' autonomy in checking their linguistic features by comparing with the standardized language in the certain field or sub-register.

As the important role of corpus in ESP mentioned before, many researchers did the study on LCR. Leedham & Fernández-Parra (2017) compared the argumentative essays in the field of Engineering between Chinese and Greek students in five UK universities. They found that Chinese and Greek students made greater use of "we" in their writing within Engineering than British students did. They also explored the various functions of "we" in those argumentative essays. A study on learner corpus was also done by Shabani, & Tazik (2014). They aimed to examine the word frequency and text coverage of AWL on 80 research articles (RAs) written in English taken from two learners' journal; Asian EFL and ESP journals. Using Academic Word List (AWL) and Revised Academic Word List (RAWL) as base words, the findings found the high coverage and importance of academic words in both journals. The findings also showed that academic words had higher coverage in ESP corpus than EFL corpus. The next study on LCR was conducted to find out the secretary students' language competence (Citraresmana, 2018). She analyzed students' competence through report they wrote. The findings showed that most students made a great use of determiner "the" and "a", preposition "in", "on", and "about". It was also

found that there was a lack of collocation variation to the keywords which led to the ambiguity to the readers.

All in all, the aforementioned previous studies have investigated the learner corpus in ESP, both in English for Academic Purpose (EAP) and in English for Occupational Purpose (EOP). However, little research has been done in EOP in specific purpose of business plan report. Therefore, this study aimed to analyze the learner corpus profile through business plan report writing. The lexical coverage of New General Service List (NGSL) and Business Service List (BSL) were found out to describe the characteristic of learner corpus in this ESP. The significance of studying business plan report is that business writing works to create the point of view in good arguments (Hyland, 2018).

METHOD AND THEORY

The data analyzed in this study were taken from students' business plan report. They wrote the report as their final project individually. As many as 24 students submitted 24 reports in different topics. The reports discussed the company profile including the company description, products, marketing analysis and plan, operation web, and financial plans, and company's management.

This learner corpus which consisted of 24 files was processed using AntWordProfiler (Version 1.4.1). To process the reports in this software, the doc files of the reports were converted into txt file. After that the file was annotated based on the Part of Speech (POS) using TagAnt Version 1.1.0. The tree tagger consists of 58 tags as follows.

POS Tag	Description	Example	POS Tag	Description	Example
CC	coordinating	*and, but, or, &*	VB	verb *be*, base form	*Be*
CD	cardinal number	*1, three*	VBD	verb *be*, past	*was/were*
DT	Determiner	*The*	VBG	verb *be*,	*Being*
EX	existential there	*there is*	VBN	verb *be*, past	*Been*
FW	foreign word	*d'œuvre*	VBZ	verb *be*, pres, 3rd	*Is*
IN	preposition/subord.	*in,of,like,after,whether*	VBP	verb *be*, pres non-	*am/are*
IN/that	complementizer	*That*	VD	verb *do*, base form	*Do*
JJ	Adjective	*Green*	VDD	verb *do*, past	*Did*
JJR	adjective,	*Greener*	VDG	verb *do*	*Doing*
JJS	adjective,	*Greenest*	VDN	verb *do*, past	*Done*
LS	list marker	*(1),*	VDZ	verb *do*, pres, 3rd	*Does*
MD	Modal	*could, will*	VDP	verb *do*, pres, non-	*Do*
NN	noun, singular or	*Table*	VH	verb *have*, base	*Have*
NNS	noun plural	*Tables*	VHD	verb *have*, past	*Had*
NP	proper noun,	*John*	VHG	verb *have*,	*Having*
NPS	proper noun, plural	*Vikings*	VHN	verb *have*, past	*Had*
PDT	Predeterminer	*both the boys*	VHZ	verb *have*, pres 3rd	*Has*
POS	possessive ending	*friend's*	VHP	verb *have*, pres	*Have*
PP	personal pronoun	*I, he, it*	VV	verb, base form	*Take*
PP$	possessive pronoun	*my, his*	VVD	verb, past tense	*Took*
RB	Adverb	*however, usually, here,*	VVG	verb,	*Taking*
RBR	adverb,	*Better*	VVN	verb, past	*Taken*
RBS	adverb, superlative	*Best*	VVP	verb, present, non-	*Take*

RP	Particle	*give up*	VVZ	verb, present 3d p.	*Takes*
SENT	end punctuation	*?, !, .*	WDT	wh-determiner	*Which*
SYM	Symbol	*@, +, *, ^, /, =*	WP	wh-pronoun	*who, what*
TO	*To*	*to go, to him*	WP$	possessive wh-	*Whose*
UH	Interjection	*Uhhuhhuhh*	WRB	wh-abverb	*where,*
			:	general joiner	*;, -, --*

Adapted from: https://courses.washington.edu/hypertxt/csar-v02/penntable.html

Having been annotated, the corpus was analyzed in AntWordProfiler (Version 1.4.1) to find out the profile summary of the corpus based on the number of tokens, word types, and word group. To find out the lexical coverage of the corpus, the base words used are NGSL 1, NGSL 2, and BSL. Furthermore, the 3 most frequent words in each base word were analyzed based on their concordance.

New General Service List (NGSL)

In the past, West (1953) gathered and analyzed the more than 2.5 million words of text. Based on his analysis, he made a list of 2000 high-frequency words which were considered important for second language learners to acquire to understand English. The list was known as General Service List (GSL). However, as the technology brought a positive impact toward the digitalized corpus, the new list composed by Browne (2014) from larger corpus, 273 million word corpus, was released and known as New General Service List (NGSL). This NGSL was composed from Cambridge English Corpus (CEC) various subsections such as the corpus of learner, fiction, journals, magazines, non-fiction, radio, spoken, documents, and TV. NGSL covers more word family compared to GSL does (2.368 to 1.964). The word family in NGSL provides 90.345 coverage while GSL only provides 84.24%. However, when the list is lemmatized, NGSL has 800 fewer lemmas, but it results in the more coverage in CEC corpus as much as 6.1%.

NGSL is aimed to provide the high frequency words which are useful for learners, teachers, and researchers who have focus on English. Based on the frequency, NGSL is divided into three bases; 1st thousand NGSL, 2nd thousand NGSL, and 3rd thousand NGSL. For their high frequency, just like the previous list, NGSL which is based on the frequency provides the proof that a number of high frequency words occur in most corpus. Therefore, acquiring and comprehending these words are important to not only understand but also master English (Gilner, 2011). As the analytical tools, the NGSL is available in dedicated website created by Browne (www.newgeneralservicelist.org) and Laurence Anthony's free AntWordProfiler Program ((http://www.antlab.sci.waseda.ac.jp/antwordprofiler_ index.html).

Business Service List (BSL)

Business Service List (BSL) is a list of approximately 1700 words having high frequency of occurrence in the domain of general business English. Browne & Culligan (2016) analyzed and obtained this list from approximately 64 million word corpus originating from business texts, newspapers, journals, and websites. The first version of BSL is referred as BSL 1.0. This version gives approximately 97% coverage of general business English materials when learned in

combination with the 2800 words of core general English in the New General Service List or NGSL. As the analytical tools, the BSL is available in dedicated website created by Browne (http://www.newgeneralservicelist.org/bsl-business-service-list) and Laurence Anthony's free AntWordProfiler Program ((http://www.antlab.sci.waseda.ac.jp/antwordprofiler_ index.html).

RESULT AND DISCUSSION

Processing the corpus in the AntWordProfiler (Version 1.4.1), the profile summary of the learner corpus of business plan report was described in Table 1. The total number of token counted from the 24 corpus is 89.425. Meanwhile, the total word type found in the corpus is 3.390 word types. These word types are categorized 834 fewer in the word group which is only 3.092. The lexical coverage of the corpus was found in the base words of NGSL and BSL. In NGSL, the coverage was found in the first, second, and third thousands words. Even though there were the lemmas found in NGSL and BSL, there were a number of lemmas not found in the base words.

Table 1 The Profile Summary of Learners' Lexical Coverage

BASEWORD	TOKEN	TOKEN%	TYPE	TYPE%	GROUP	GROUP%
1st_NGSL_basewrd.txt	41173	46,04	1440	36,64	838	27,07
2nd_NGSL_basewrd.txt	3509	3,92	645	16,41	484	15,63
3rd_NGSL_basewrd.txt	1078	1,21	265	6,74	225	7,27
BSL_basewrd.txt	1111	1,24	288	7,33	257	8,2
-	42554	47,59	1292	32,88	1292	41,73
TOTAL	89425	100	3930		3096	

To better see the comparison of lexical coverage in the different base words, we can see it from the chart below. The corpus covered more than 50% of NGSL and BSL. It was found out that the BSL was found only 1,24% with the number of 1.111 hits. Having this profile, it can be concluded that the lexical coverage of this learner corpus is rich enough. However, there were some words which were not categorized in the base words used.
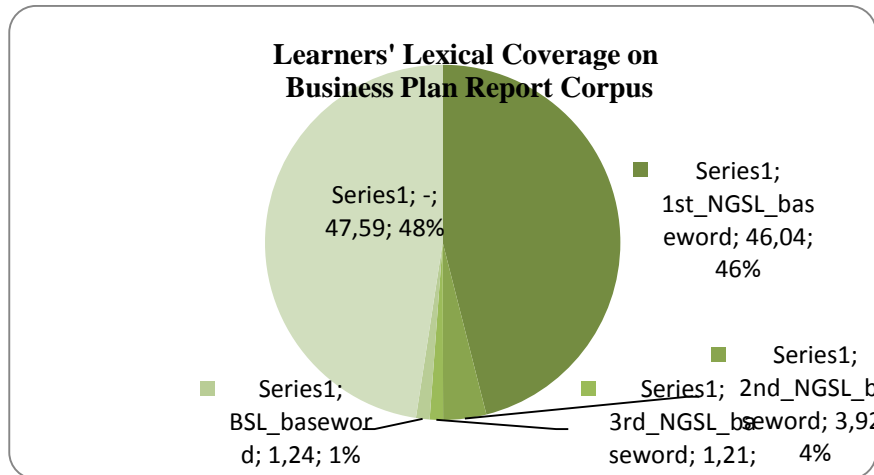
New General Service List (NGSL) 1

Based on the lemma list in the 1st thousand NGSL, it was found that the top ten words found were preposition, end punctuation, articles, conjunction, be "is", and personal pronoun "we". The most frequently used preposition in the corpus was "in", having 5.240 hits. The other top prepositions were "to", and "of". Meanwhile, the top articles used in the corpus were "the", and "a". For the verb, the most frequent word was be "is". Lastly, among other pronouns, the highest frequency pronoun used was "we". The number of the hits of each top word was presented in the following table.

Table 2 Frequency of Top Ten Words in NGSL 1

WORD/LEMMA	HITS
In	5240
To	2303
The	2081
And	1443
Of	1010
That	874
A	772
Is	663
We	633
Will	617

The concordance line of top 3 words was explained as follows. For the preposition "in, the highest concordance was found in determiner, followed by noun, personal pronoun, and plural noun. Determiner "the" appeared to be used a lot for the reports mentioned a lot of definite or specific

noun in them. Also, this preposition was followed by noun and its variations such singular noun, plural noun, and proper noun. These findings showed learners' understanding of preposition function was good. Even, they could use preposition in sentences in varied structures.

"In" Concordance Line

Hits

Series1; RB; 5
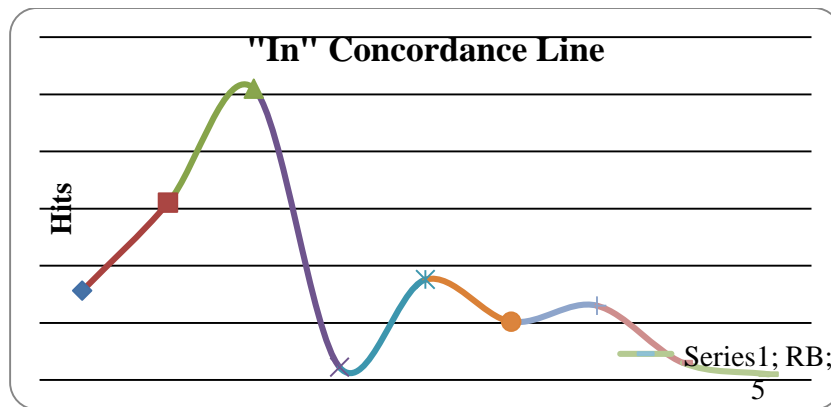
Chart 1 "In" Concordance Line

The other preposition which was frequently used was "to". The concordance line analyzed found that the following collocation appeared after "to" was base form verbs (VV). Learners applied to infinitive a lot while they reported the business plan. It showed that learners could apply the corretly grammatical function of preposition "to". The other forms of verb also appeared in the corpus even though not in high frequency; be verb, "have" verb, and also verb –ing.

"To" Concordance Line

Hits
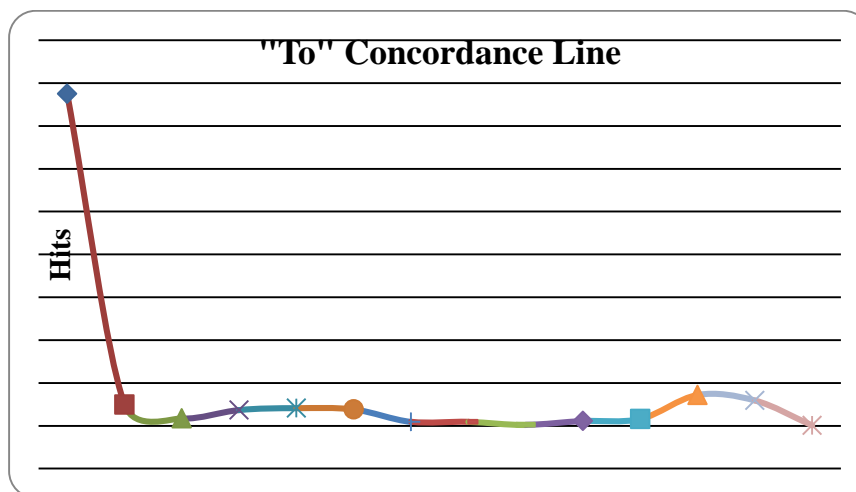
Chart 2 "To" Concordance Line

For the definite article used in the corpus, the result showed that learners collocated it with nouns. The nouns following were singular noun, plural noun, and proper noun. However, the article was also followed by adjective, verb-ing functioning as adjective, cardinal number, personal pronoun, preposition, and also determiner.
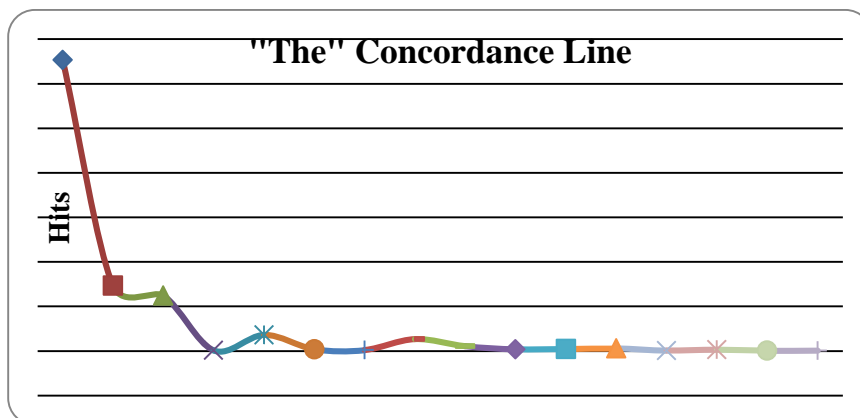
Chart 3 "The" Concordance line

New General Service List (NGSL) 2

In the 2nd thousand words of NGSL, there were four words / lemmas found in having more than 100 hits. The highest one was the word "coffee". This was frequently used because apparently, there were some business plans discussing coffee. It was understandable due to Lampung is one of areas having qualified coffee, and learners were interested to run the business in this commodity. Also, because many of learners wrote the business plans in culinary and cafe, the word "taste" was frequently used to describe their business products.

Table 3 Frequency of Top Ten Words in NGSL 2

WORD/LEMMA	HITS
Coffee	284
Taste	195
Studio	101
Owner	59
Executive	52
Description	49
Atmosphere	47
Consumers	47
Content	46
Brand	33

Interestingly, the word "coffee" was found in different functions of part of speech. It was found as a noun and as a proper noun. The proper noun was found as learners created the brand of their own product such as "Star Coffee", "Lampung Coffee", "Vintage Coffee", "Balado Coffee", and "Strawberry Coffee". When if functions as noun, coffee mostly collocate with the other noun, either singular or plural nouns. For instance, learners put collocation of "coffee" with "shop", "coffee", "taste", "product", and "ice". Meanwhile, the proper noun of "coffee" was also found

collocating with another proper noun. The frequency of "coffee" collocation was showed in the following chart.
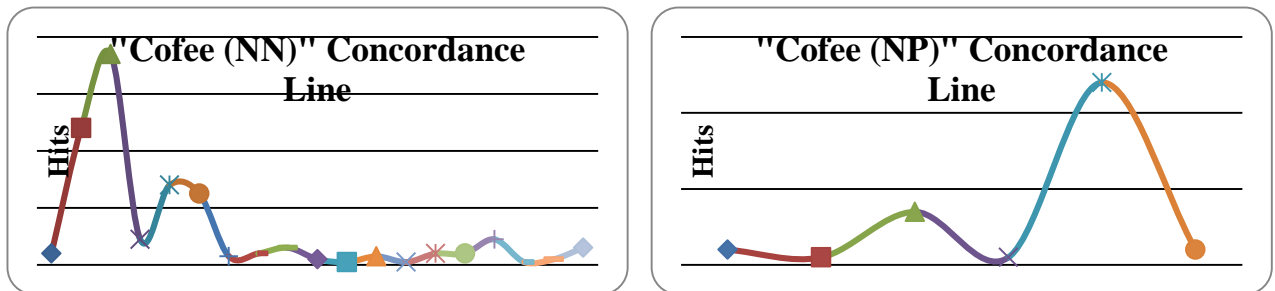
Chart 4 "Coffee" Concordance Line

The next high frequency word was found in "taste". As mentioned earlier that most of learners planned culinary and cafe as their business plans, the word "taste" was undoubtedly found in their reports. They use "taste" to describe their products. However, since the word "taste" was found as having two functions of part of speech, as noun and as verb. In its function as noun, the most frequent collocation was preposition. Also, the collocation after noun "taste" was more varied than the verb "taste". Unlike the noun "taste", the verb "taste" collocated only with coordinating, preposition, base form verb, and adverb. The frequency of the concordance line was described as follows.
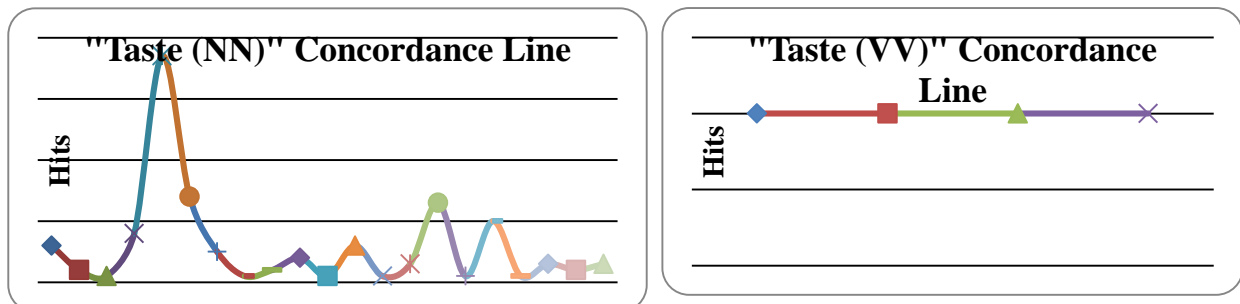
Chart 5 "Taste" Concordance Line

The third most frequent word in NGSL was "studio". As "studio" functions as noun, it has several variations of collocation. In its concordance, it collocated with adverb, coordinating, noun, modal, cardinal number, personal pronoun, noun, determiner, and others. The highest frequency of word was present in personal noun and preposition. The frequency of each collocation was presented as follow.
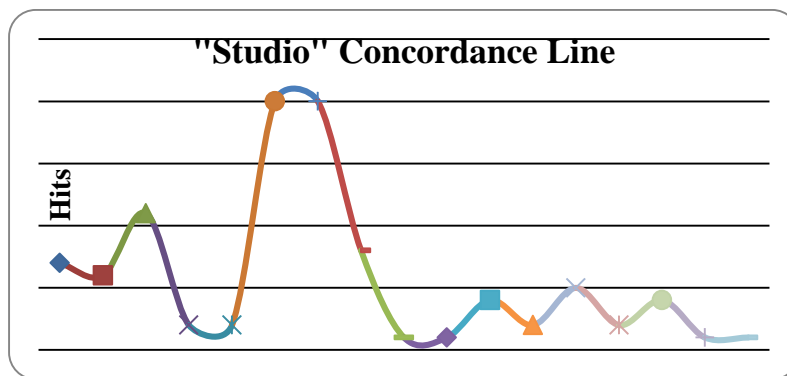
Chart 6"Studio" Concordance Line

New General Service List (NGSL) 3

In the 3rd thousand of NGSL, the frequency of the words found in this list was not as high as in the 1st list and 2nd list of NGSL. It was due to the function and common words were listed in the previous two lists. However, several specific words / lemmas listed in NGSL 3 were found even in the low frequency. Most of the words found were the words related to specific field or topic described in the following table. Because the topics discussed were culinary, cafe, and also fashion, the frequently specific words are as listed in the following table.

Table 4 Frequency of Top Ten Words in NGSL 3

WORD/LEMMA	HITS
Menu	79
Summary	56
Cream	33
Bread	31
Promotion	31
Cake	25
Chocolate	25
Cake	25
Vegetables	23
Competitors	21

The word "menu" was positioned in the first place in NGSL 3. This is due to the notion of this learner corpus itself which mostly discussed culinary business, either food or drinks. Even though occurred in low frequency, the concordance line of "menu" was varied. The highest number of "menu" collocation occurred in preposition. The other collocations were noun, plural noun, cardinal number, determiner, adjective, verb "have", proper pronoun, wh- determiner, and verb – ing.

"Menu" Concordance Line
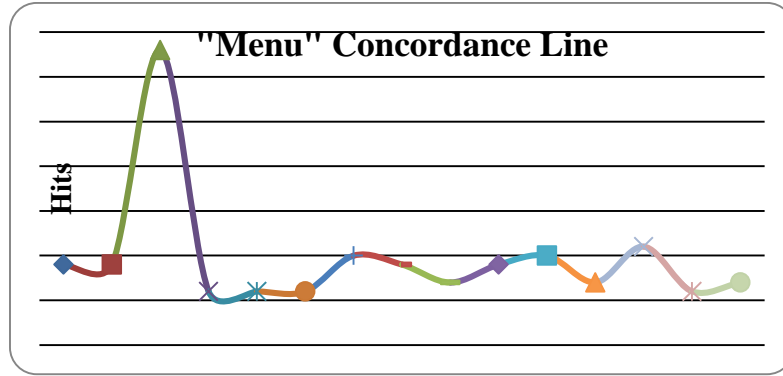
Chart 7 "Menu" Concordance Line

The next frequent word in NGSL 3 was "summary". It was not surprisingly found since the corpus was constructed from the business plan reports. In each report, based on the writing system, learners must write it at the end of the report to sum up the reports. The most frequent collocation occurred in noun. The other collocation was described as follow.

"Summary" Concordance Line
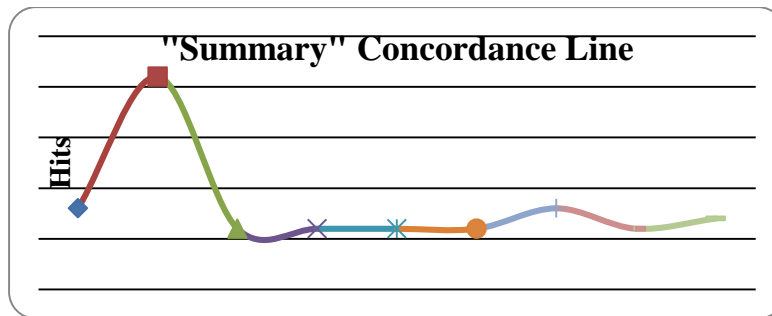
Chart 7 "Summary" Concordance Line

The third frequent word in NGSL 3 was "cream". It was relevant with the most topic of learners' business plan, coffee shop. Apparently, this word "cream" was used by learners in mentioning the ingredient of their business products. For its concordance line, the word "cream" collocated mostly with preposition.

"Cream" Concordance Line
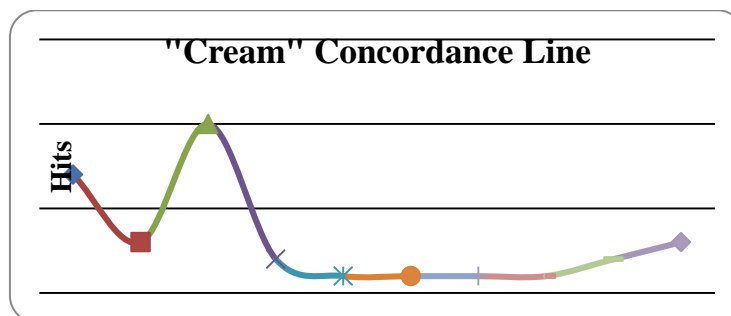
Chart 7 "Cream" Concordance Line

Business Service List (BSL)

This learner corpus was constructed in the sub-register of business setting. Therefore, it was presumed that there would be a lot of words listed in BSL. However, the findings showed the different result. Of all the tokens counted in corpus, this corpus just covered 1,24% of the corpus. It was found out that there were few numbers only words listed in BSL. The top ten words of BSL found this corpus were listed as follow.

Table 5 Frequency of Top Ten Words in BSL

WORD/LEMMA	HITS
Media	125
Website	52
Ingredients	33
Operational	30
Beverage	27
Affordable	25
Internet	25
Faculty	24
Segmentation	23
Strategic	22

The top word in BSL which was found more than 100 hits was "media". This word was found as learners were acquired to elaborate their marketing strategy for their business plan. Therefore, the use of media was found in the promotion section. The highest frequency occurred in its concordance with coordinate. Meanwhile, still related to promotion, most learners stated that they were going to use online promotion. Therefore, the word "website" was the second frequently found in the corpus.
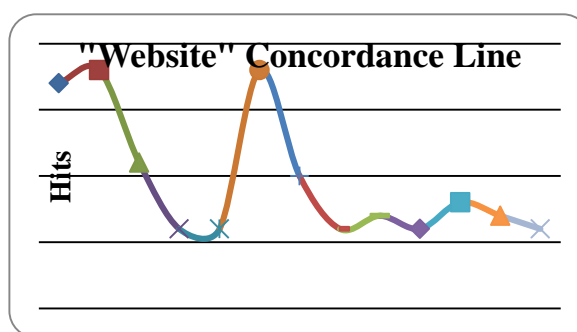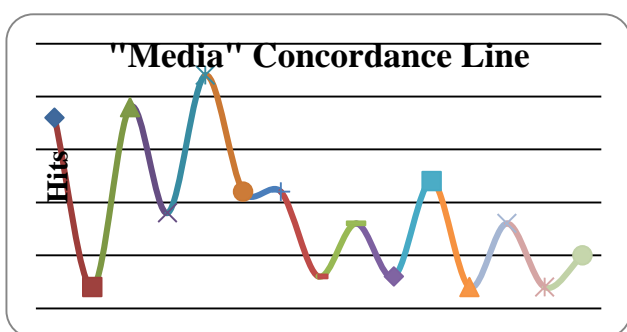
Chart 8 "Media" and "Website" Concordance Line

The next business list frequently appeared in the corpus was "ingredient". As mentioned earlier, most of the business field learners chose was culinary. Therefore, they frequently mentioned the "ingredient" in the report. This "ingredients" occurred not only in food culinary, but also in coffee

business. The top collocation of "ingredients" was preposition. Other collocation variation this word were described in the following chart.
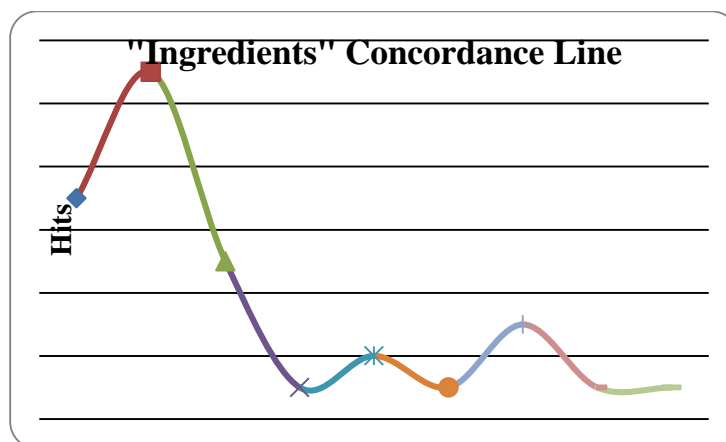
Chart 9 "Ingredients" Concordance Line

CONCLUSION

To sum up, this learner corpus in the sub-register of business English was found as having the lexical coverage in both NGSL and BSL. Even though the lexical coverage of NGSL was found as not covering the high percentage, based on the learners' proficiency, their lexical competence was considered good enough. The use of several high frequencies of words was also found grammatically correct. In addition, learners could structure the words' function in varied way in grammar. For instance, learners could vary the collocation of preposition "in", "to", and "of" in their writing. Furthermore, several words in NGSL 3 and also in BSL were found particularly specific and relevant to the topic of learners' business plan topics. Some words were also found relevant to the notion of business plan report writing, such as summary, media, and website. In the future, it is suggested for the similar research on sub-register business English to enrich the data to construct the corpus. This way, the richer corpus could enrich the learner corpus in general in more comprehensive way.

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FINDING AN INTERSECTION AMONG VISION, MOTIVATION AND LANGUAGE ACQUISITION: A STUDY IN INDONESIAN CONTEXT

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ABSTRACT

Numerous studies have been conducted to find how motivation works in language learning. Some studies also revealed that high motivation did not always guarantee good achievement. In general, the students' competency in English was low and they were unmotivated to learn English. This article reports the dynamic nature of a young learner's journey in language acquisition through narrative inquiry. Data were collected through interview to people around the subject of the study. The main concern of this article tries to examine the dynamicity of the potentially synergistic use of English from entertainments, learner's motivation and leaner's language acquisition. The main findings show that there was glimpse of clue of how vision may impact learner's motivation and in the end acquire the language.

Keywords: vision, motivasion, language acquisition

INTRODUCTION

Keeping the students motivated is placed as second most complicated challenge for teachers (Hadfield & Dörnyei, 2014) while teachers argued that motivation is the first priority that students must have from Language Learning Psychology (LLP) construct in learning L2 in secondary and tertiary school (Gkonou, Mercer, & Daubney, 2018). It has probably been a general consensus to say that motivation is believed to be the most important driving force for language learners to master the language due to the growing numbers of research in this area (Dörnyei & Ryan, 2015). Even though so, there is still growing debate about the application of this aspect in classroom activities.

This research comes from the consideration that giving encouragement during the class sessions, in order to increase motivation, to high-school students and university students has not given expected results on their achievement in second language acquisition. In a quantitative study in non-English major University students in Indonesia, high motivation is not translated into motivated learning behavior (Subekti, 2018). It seems there is a misinterpretation, especially from teachers in Indonesia, about motivating students in learning L2. Basically, teachers give some shout-out and yelling some slogans when the students appear to be bored or unmotivated. It has been done for ages. In results, even though English had been acknowledged as an important factor to modernization and referred to as 'the first foreign language' in Indonesia since the 1960's

(Lamb, Astuti, & Hadisantosa, 2017), it should be admitted that Indonesian students' competency in English is below average (Hutabarat, 2016; Ivone, 2005; Tanjung, 2018).

It seems to be caused by both, the teacher and the students. The study shows that many English teachers in Indonesia are hesitant to using English in the classroom (Sulistiyo, 2016). The teachers are not equipped with the mindset to conduct active learning and how to use holistic assessment in teaching. Since the exposure to English is very limited, it seems fair to say that the students do not acquire enough to be able to use English. In the students' side, it is found that the willingness to be actively involved in English is really low (Suherdi, 2010). This accumulation of problems is suspected to be the never-ending results in demotivation in learning English, specifically in Indonesia. The next question to be solved is what teachers in high school and university should do to light the fire up to acquire L2.

Recently, the studies on L2 motivation have upgraded itself by considering more influence from dynamics in social known as L2 Motivational Self System framework (Dörnyei, 2005, 2009). This framework is a reconception from Gardner's motivational framework. Gardner's concept, based on students who learn language as formal subject in the classroom, considers socio-educational focus (Gardner, 1986). Gardner (1986) emphasizes motivation involves motivational intensity, desire, attitude and the influence from the environment that will eventuate in second language acquisition. It was put in a latent factor named 'integrativeness' which closely associated with attitudes toward L2 speakers/community and instrumentality (Dörnyei, 2005). The interpretation of self also explain why instrumentality, as an antecedent of integrativeness, has strong relationship with integrativeness (Csizér & Dörnyei, 2005).

In details, Dörnyei (2009) proposes L2 Motivational Self System as follows:
1) *Ideal L2 Self*, which is the L2-specific facet of one's 'ideal self': if the person we would like to become speaks an L2, the '*ideal L2 self*' is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves. Traditional integrative and internalized instrumental motives would typically belong to this component.
2) *Ought-to L2 Self*, which concerns the attributes that one believes one *ought to* possess to meet expectations and to *avoid* possible negative outcomes. This dimension corresponds to Higgin's ought self and thus to the more extrinsic (i.e. less internalized) types of instrumental motives.
3) *L2 Learning Experience*, which concerns situated, 'executed' motives related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group, the experience of success). This component is conceptualized at a different level from the two self-guides and future research will hopefully elaborate on the self aspects of this bottom-up process.

Based on that, motivation is built from some steps which related to vision, namely creating the vision, strengthening the vision, substantiating the vision, keeping the vision alive, operationalising the vision, and counterbalancing the vision (Dörnyei, 2009). The long journey

to keep the vision on track and in some point meeting the vision with the need to learn L2 is actually the goal for language teachers and learners.

This beautiful imagination, to draw together vision and need, is probably the explanation of problems mentioned below

> '*the possibility that ideal selves tend to be idealistic in early adolescence, then it becomes vague and it less likely to stimulate actual learning behavior*'. (Lamb, 2012)

A relevant problem is also described as follows:

> *As a language teacher, you sometimes work with students who have very defined goals and a disposition to learn. Sometimes this translates into a more productive and satisfying teaching and learning experience. Nonetheless, other students seem to take a language class because they "have to" and their learning process might result in a slower or less enjoyable process.* (Guerrero, 2015).

From the writer's personal experience of teaching English in Indonesia, the energy to learn English as second language seems to be abundant in Elementary students aged 6 – 12. Unfortunately, the opposite situation is experienced by young adults and adult students where they even have difficulties in mentioning their hobby which seems to be a sign of drained willingness to learn. It probably happens because they never think about their life deeply. The willingness from the teacher to teach English based on contextual situation and on what the students like finds obstacles here. Therefore, this study is meant to find the intersection between the student's vision and the student's need.

It may result in a paradigm of language teaching where motivation and language learning collide. It may also include language learning psychology, which is possible, because psychologically, when someone faces an obstacle upfront, he will look back to find the similar experience in the past to deal with the situation.

> *PLL has been defined as being 'concerned with the mental experiences, process, thoughts, feelings, motives, and behaviours of individuals involved in language learning'* (Mercer, Ryan, & Williams, 2012)

There is suspicion that students are probably hesitant in learning English due to uncomfortable experience in their past because of their mental experiences. Unfortunately, Language Learning Psychology is said to be a new interdisciplinary field combined from applied linguistics and psychology (Mercer & Ryan, 2016). Therefore, the literature about that is still a work in progress.

Taking-off from where it is at, this research is an effort to answer this arisen problem. Many language teachers have been skeptical with the findings in applied linguistics since the result in research is irrelevant with the practical (Mercer & Ryan, 2016). Even though so, the prospect of the goals mentioned above is still worth to try.

Due to its complicatedness, the research basically started from student's previous mental experience and whether it has contribution to their recent vision and motivation and later it will step up to the acquisition of the language. This study is set out to observe the influence of motivation to second language acquisition, hypothesizing that motivation is built from vision, when the vision is on track, the need blossoms and it can be driven to second language acquisition.

METHODS

Participants

This study uses data from Kan, an accidental learner of English and later diagnosed as dyslexic. Her language study started unconsciously in local environment which did not use English for daily communication while English was presented through films and songs and later was exposed through a member in the family and teachers at school.

Before, until the age of 5, Kan used Indonesian in her daily life with her parents, kindergarten teachers and friends, the neighborhood and some workers at home. She was labeled as 'quiet' at school and produced only necessary speech but her parents acknowledged that she had good understanding in L1 when she talked about the story of her favorite animation and used language in daily basis. As an Elementary school student, Kan had a native teacher (A Zealander) which taught once a week for 90 minutes for almost 4 years and was attentive to all her teacher's speech.

The participant was chosen since the sign of language acquisition seems decent in understanding all dialogues and explanation in English, reproducing a story as well as creating imaginary conversation. Her dyslexia was also a considered factor where it meant that she acquired the language not from written materials. Through this, the narrative created a sign of productive learning motivation and learning experience which led to her language acquisition as her English developed.

Procedure

This study is made by doing back-tracing activity elicited through noted data that existed in the mind and notes of the researcher and the people around the participant, and the portfolio of the participant's collected work which showed her understanding in the language. The notes were taken in natural set up where the father noted down any sign of language acquisition in daily basis. The portfolio was taken from the participant's story telling in form of comic books drawing. As had been done by Thompson (2017) there was not any specific mention of motivation in the process of data taking.

After the data were collected, the notes were examined to find the specific theme of Language Acquisition, Ideal-L2-Self and Learning Experience. The possibilities were highlighted in the transcripts. The examples are presented in illustrative examples. Before publication, the

manuscript was read by the people around the participant and the native teacher since the participant herself had not been able to make a judgment.

Analysis

Rationale for the narrative approach

In some research dealing with motivation as the main issue, quantitative inquiry through questionnaire is mainly used and gives essential information, especially when it employs a large cross-sectional study or longitudinal design. This research chooses narratives to explore the possibility of motivation in language learning since it focuses on the motivation of one person since her childhood. It is possible to be done to discover information which may not be realized by the participants themselves (Savin-Baden & Major, 2013). Moreover, the story is not fictional but based on real experience, so it can be seen as complex, multifaceted, and evolving (Savin-Baden & Major, 2013). Another background of why this study was presented in narratives is because of the limitation in gathering the previous data. At one point, the subject has shown that the second language is acquired effortlessly but the data are not gathered from the beginning. Therefore, narrative approach was chosen to trace back the experience of acquiring the language. This study explores the possibility of the complex system inside someone's mind and its relationship to the specific language learning environment or context which is found by the learner herself (Thompson, 2017).

The narrative used in this research is an effort to answering John Schumann's personal communication cited in Dornyei & Ryan (2015).

> *We are not doing science, we are doing the difficult stuff. Science was developed for the physical world. We deal with the symbolic world of abstract conceptualizations such as motivation, intention, goals, rewards, wishes, imagined futures. So we don't do science; we explore phenomena of interest. Sometimes we use techniques that are also employed in scientific investigation, and sometimes we listen carefully to the stories that learners tell us about their second language learning. And we realize the stories are complex and fascinating and can't be constrained by experimental procedures.*

RESULT AND DISCUSSION

In this section 'the complex and adaptive subsystems' in an individual's form (Larsen-Freeman & Cameron, 2008) of the participant motivational profiles and language experiences are presented to answer the question "How do vision, motivational self system, and language learning intersect to each other to support language acquisition?"

Kan's situation was that a child growing up in a province in Indonesia which did not support language learning. The surroundings used Indonesian and local language in daily life. Although her father was an English teacher, the exposure of English was gained from music videos of some

children songs in English which her father downloaded and played since she was 1 year old. Through what her parents remembered, some experiences were told.

Result

Excerpt 1:

F: Kan loved to watch animation. Until the age of 4, she had already showed interest to 'Dora the Explorer' cartoon. Until then, she watched the animation which had already been dubbed to Indonesian. One day, when she was around 5 years old, accidentally she watched Dora which was still using English (undubbed) and since then refused to watch the dubbed version of Dora and demanded to watch only the English version.

At the beginning, the parents knew that Kan was quite different, but only assumed that Kan had interest in different language.

Excerpt 2:

F: Kan loved to draw on the board and on the wall. One day, she went to her father's class and borrowed a marker. She drew a mouse, a man, and other animals. She had known the English word for mouse and the animals she drew.

The acquisition of the language developed bit by bit started from the animals and other goods which were shown in the cartoon she had watched.

Excerpt 3:

F: At the age of 6, when she was walking with her father, her father incidentally used English to ask
      F: What is that?
      K: A chicken
Since then, the father understand that Kan had acquired the language and increased the use of English even though Kan replied only in words or short phrases such as 'Blue Car'. She also started to like more complicated cartoon such as My Little Pony. Since then, it could be seen that Kan's acquisition in English grew well.

Excerpt 4:
F: When she was 7 years old and started to go to school, the teachers called the parents and said that she preferred to speak English and in talking she translated English to Indonesian which caused her to speak formal Indonesian. The teacher said that Kan understood and looked interested on what the teacher said every time the teacher told stories. At home, she could retell the stories such as 'The Gingerbread Man' and 'The Water Man'.

Excerpt 5:

F:Due to her interest in drawing, the father, except from the regular bedtime stories such as My Little Pony, told her stories about the early career of Walt Disney which she still remembered years after the story was told. This is probably the where vision had started to build.

Excerpt 6:

F: One day, when she was around 8 years old, she showed a picture of a family of pony which was not from the original movie. She explained that the green one is the father with specialty in computer and marker since her father was a teacher, the purple one is the mother with specialty in cookies since her mother liked to make traditional cakes to be sold. The last one is a portray of herself as a pony with specialty in a book and a pen which was called as 'an illustrator' by her.

Excerpt 7:

F: At age 9, the parents find it difficult to channel Kan's interest in drawing since nobody in the family share the same interest and skill in drawing. Therefore they started to find an artist in real life. Before that, the father introduced her to Youtube channel to find more examples of drawing in real life and therefore she always asked about the tools used by the people who worked for cartoon production.

Excerpt 8:

F: At first, Kan was hesitant to use the new digital pen tool until the parents took her to meet a comic artist who had a studio nearby. She looked how the artist work use the digital tool and started to try. With the combination of Youtube and real life experience, she started to learn how to use the programs from her favorite channel. She was interested in Behind-the-scene of her favorite cartoon, the process of making animation, and speedpaint.

Excerpt 9:

F: At age 9, Kan tried to make her own story in comic-book-style and tried to sell it to her friends at school. She sold some and felt excited by this experience.

Excerpt 10:

F: Kan showed her interest in Youtube and said she wanted to become a Youtuber. The content that she chose was making speedpaint of customized My Little Pony character.

Data of Language Acquisition

The data in this part are showed to value her acquisition of the language. In a situation when she was in the car while her father was driving, she opened her mouth, touched one of her teeth and said

K : Ayah (Dad), my tooth is wobbly (While holding her tooth)
D : What?

K   : (She let off her tooth) I said my tooth is wobbly.
D   : What is wobbly? (for a confirmation)
K   : Ini … (This) (while showing her wobbly tooth.)
D   : Oh, goyang.
        (Oh, wobbly).

The highlight in the conversation was the word 'wobbly', which was rarely used in Indonesian context but she acquires the word and understands to use it in the right context. It seems that she acqcuires that word from videos that she had watched. As mentioned before, she like watching "Dora the Explorer" in English version. While she was watching, she learnt some new vocabularies from the video. Related to this condition, the videos that she had watched give clear context so she can use that word in the right context. Movies with audiovisual and written clues help to promote student's deeper understanding and give them the opportunity to listen to a natural conversation by native speakers that act in real situation (Swaffar, Flatten, 1997).

Another conversation was when the father was driving and the road had not been asphalted yet.

K   : Ouch, the road is very bumpy.
D   : What?
K   : I said bumpy.
D   : What is bumpy? (for a confirmation)
K   : Jalannya jelek.
        (The road is bad)

The highlight in the conversation was the word 'bumpy'. In this case, Kan did not understand meaning of bumpy in Indonesian but she knew it can be used to represent the condition of the road. In Indonesia, bumpy may mean (jalan bergelombang). It might happen since the culture in Indonesia and the culture presented in the videos were different. So it sounds strange for Indonesian to use bumpy for the road which had not been asphalted yet. It shows that video influences Kan's choice to choose the appropriate word for the condition that she faced.

Another rare word produced by her was 'chillex' which stood for 'chill and relax'. It happened when the father came back home on a Sunday and found the girl was laying down on her bed while holding a smartphone.

D   : What are you doing?
K   : Hi, Dad. I'm having **a chillex** time.
D   : What is chillex?
K   : Santai (relax)

While We were sitting in the dining room, she talked about her need of having a camera to record her drawing in the computer. She argued that using phone as camera may share the privacy of the house to others.

K   : Tapi kalau pakai hand phone akan... Akan.....

D   : How do you say that in English?

K   : It will **exploit** the room

Based on the fact above, the word "exploit" was highlighted in the conversation. It is interesting since the word shows that Ken has wider thought about that condition and it is rarely happened to children in her age. It assumed that she learnt the social and cultural issue containing in the video. Authentic videos are made for native and have references to social and cultural items that often need to be explained (Oddone, 2011). For some Indonesians, sharing the pictures of their house or activity is something common. While, in western, sharing about your house or activity is a privacy.

Discussion

The study focuses more on the possibility of how L2 motivational self system, mainly L2-selves, is developed and its role in language acquisition. It is elicited through narratives with the inspiration from John Schumann's conversation in Dornyei & Ryan (2015). The topic is built around vision, how motivation is built and its probability in affecting language acquisition.

Vision

Vision can be seen as the center of motivational construct (Dornyei & Kubanyiova, 2014). People can see and hear their future self based on the same imaginary and semantic way as the here and now self (Markus & Nurius, 1986) which leads to 'vision of what might be' (Dornyei & Ryan, 2015). Dornyei & Kubanyiova (2014) proposes the six-phase of visionary training programs, namely (1) the learner has a vision, (2) the vision is elaborate and vivid, (3) the vision is perceived and plausible, (4) the vision is accompanied by effective procedural strategies, (5) the vision is regularly activated, (6) the learner is also aware of the negative consequences of not achieving the vision.

From the data of language acquisition, the struggle of language acquisition seems to be effortless. This is based on the excerpts where the parents' and the teacher's testimony where they think that the subject has complete comprehension of the stories told by the teacher at school when she was eight or nine years old. The data of language acquisition show that the vocabularies chosen by the subject are also rare and it is confirmed by the parents and the teacher to have never been used at home or at school. It was all the role of the media. Then where do we find the trace of vision?

From the excerpts, the trace of how vision built revolves around the subject's interest on visual media. It seems to build up faster since her spot-on activity revolves around pen-paper activities which are shown in her drawings since her childhood. Moreover, the bedtime story about Walt Disney's biography in excerpt 5 seems to create a deep and lasting immersion on the subject's mind. The construct is align with the first step of six-phase visionary training program from Dornyei & Kubanyiova (2014) which is mentioned as construction of desired future selves. Another fact is that Kan has already had a picture in mind that is represented by the image of

herself in the form of comic book character which specializes in books and pens/drawing tools (excerpt 6).

Excerpt 6 might be a representation of the second phase of visionary training program which is to be elaborated and vivid. It might show on her interest to make her own comic books and to make her own dialog in her drawings. The process of strengthening the vision is done as a confirmation every time Kan makes a new creation.

To make the vision is perceived to be plausible can be seen in the Excerpt 7 where the family guided her to find examples of people working in creative area from Youtube. Mostly about the 'Behind-the-Scene' footage of her favorite cartoon which is not provided in Indonesian. Therefore, she found that the vision is perceived and plausible because she has hopes that her own story may come true in big screen.

The fourth step proposed by Dornyei & Kubanyiova (2014) states that the practice can be turned into reality by developing an action plan where vision is transformed into action. For this, the excerpt 7 seems to be a possible action to motivate the subject of study to keep reaching her possible self in the future. Excerpt 8 might represent how her vision is transformed into reality.

The fifth step which can be seen as 'activating the desired future self' is might be represented by all the efforts of to keep the vision alive since her childhood (Excerpt 9). She has not changed her mind and vision about being an illustrator or comic-maker even after three years. Excerpt 10 seems to show that it can also be shifted into 'becoming a Youtuber' but still the main idea is about drawing. The next step, 'Considering failure' is yet to be seen in these excerpts. But probably the seventh excerpts may represent her will to get better and better when failure comes.

Motivation

To correlate these excerpts with language acquisition is done in inductive way. After the father who is an English teacher found out her daughter's ability to comprehend and produce the language, the possibilities of what have happened then traced back. It can also be seen that in this study language acquisition can be described as collateral damage, where it is obtained because of the curiosity of a specific matter, in this case the process of drawing, the process of finding the answer for 'what am I good at?'. This phenomenon is similar to Dornyei & Muir's (2016) Directed Motivational Currents (DMC) conceptualization where they argued that DMC is not only providing a direction for action but it also energizes action. Moreover, they make arguments that the motivated behavior does not use up energy, instead it generates energy. Unfortunately, there is still lack evidence on how these feelings may lead to language acquisition.

The finding of this study shows that it might become evidence that it is possible in making language acquisition as a secondary or even tertiary goal. Second language, in this case English, can be seen only as a media to learn what the student wants to learn. DMC is probably the answer for the previous problems mentioned by Lamb (2012) and Guerrero (2015) about the decline of motivation in young adult and adult students. What they found in the classroom may deplete their energy level and appear as demotivated.

In further studies, Zarrinabadi, et.al (2019) have dragged DMC into classroom activities and again, the study was done qualitatively and the students were interviewed personally one by one. The study mentioned that the analysis of the data suggest that all participants had several concrete goals (e.g., getting the highest score, translating a movie, or passing IELTS exam, finding a job, traveling around the world.). These types of goals are probably not captivating for Indonesian students.   Whereas, the current study puts the subject on further goal in life, the subject has chosen to become an illustrator since her childhood and keeps going until the study is presented.

CONCLUSION

It is a general consensus to say that to be able to learn the language, someone has to be motivated enough to learn the language. Instead, what appears in the classroom is the condition where a big number of students are not able to take the challenge reflected from the lacks in acquisition of the language. The occurring problem is the lack in motivation to learn English due to unknown factors which causes the depletion in learning the language. There is suspicion that language learning experience that the students had is less pleasurable and causes less success (Liu & Thompson, 2017). Therefore, big decision should be made. Using the data from this study, it seems obvious to change the perspective in learning English, that is to use English as a media but teaching other motivational factors that the students need to grow their curiosity, interest and in the end their motivation to learn the language. So teachers are teaching other things but using English.

The variety of students may make controversy on what to teach. Due to the nature that each person has personal interest it is probably difficult to find what subject matter might increase the student's awareness in learning English. Then the next study will focus on what might possible to be taught in English classes as a general topics that fulfill the needs of majority of the class or to find a representative of teaching method that gives pleasurable learning experience and may pump up the student's motivation in learning the language.

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DEVELOPING E-MODULE OF ENGLISH FOR TOURISM BASED ON BRAIN-BASED LEARNING APPROACH AT STATE POLYTECHNIC OF LAMPUNG

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ABSTRACT

The development of the global tourism industry rapidly, make the importance of English communication skill at tourism workplace. State Polytechnic of Lampung has provided English subjects 1, 2, and 3 for its students. Unfortunately, the implementation does not give a significant contribution to improve students' English communication skills. The English instructional materials do not fulfil students' needs and stakeholders' needs so that English instructional materials need to carry out through a new concept of developing English material for tourism with a brain-based approach. The brain-based learning approach has a significant contribution to how instructional English learning was designed to achieve the effectiveness of learning results. This paper aims to present a new concept of developing an electronic module or e-module of English for tourism base on the brain-based learning approach. The developing e-module applies research and development (R&D) model of Dick and Carrey and Hardiman Meriale Model. The result of this paper is a concept of developing an e-module of English for tourism with a brain-based learning approach that focuses on four skills of English for communication namely speaking skill, listening skill, reading skill and writing skill.

Keywords: developing English e-module, English for tourism, brain-based learning

INTRODUCTION

The global tourism industry develops rapidly and opens a large workplace in Indonesia. There were 15,81 million foreigners who visited Indonesia in 2018. Foreign tourism visitors have increased by about 58% in 2017 with total visitors was 245 million in Lampung province. It has caused tourism industries in Lampung province was growing well. Tourism industries play an important role in Lampung province because they become one of the mainstays of Lampung revenue sectors. The development of tourism industries makes English communication skills getting more important. Employees who work in the tourism sector have to be able to communicate with foreigners use foreign languages such as English.

The minister of manpower and transmigration republic of Indonesia had set a decree in the tourism sector at sub-sector tour and travel (Framework of Indonesian National Qualification (Kerangka Kualifikasi Nasional Indonesia, KKNI: 2004) that English communication competences in speaking, reading and writing in the levels of elementary working proficiency, intermediate working proficiency and advanced working proficiency. Puspita sari (2018) found that employees who work in tourism sector required skills are speaking (100%), listening (75%), writing (25%), and reading (25%) and face some problems such as less practice for hotels and tourism, inactive

cooperating with tourism industry to strengthen business network from all tourism stakeholders, less practice in reading and explaining about tourism city map, and difficulty in understanding English accents such as English speakers from China, Japan, India.

ASEAN study center reported that the quality of Indonesian skills and professional workers have competences in English communication skills was 44%, computer skills was 36%, ability to learn faster was 30%, thinking skill was 33% and basic skills was 13%. In addition department labor dan manpower noted that the Indonesian barrier in ASEAN Economic Community is English communication. The survey result of EPI (English Proficiency Index) conducted by EF (English First) in 2018, Indonesia was categorized as low proficiency (score: 51.56) in the 51st rank from 80 countries and in 13th rank from 21 Asian countries.

State Polytechnic of Lampung (Polinela) is the only vocational higher education located in Lampung province. It supports Lampung province government by establishing a tour and travel study program to provide human resources who professional and dedicated to tourism workplaces. Lampung government give scholarship to 40 senior high school graduates every year to continue their study at tour and travel study program in Polinela. The alumni will work in the tourism workplace in Lampung province or other provinces in Indonesia. Therefore Polinela has to make sure that the graduates have competences in English communication.

The Curriculum of State Polytechnic of Lampung has provided English subjects 1, 2, and 3 for students in all study programs. Unfortunately, the implementation does not give a significant contribution to improve students' English communication skills. The result of TOEIC (Test of English for International Communication) test conducted by ETS (Educational Testing Service) in 2018 showed that 300 students' English communication skills on average were categorized at the elementary level (average score 329). There are 2 students (0,67%) in the level of advanced working proficiency (score 785-900), 7 students (2.33%) in basic working proficiency level (score 605-780), 40 students (13,33%) in intermediate level (score 405-600), 192 students (64%) in elementary level (score 255-400) and 59 students (19,16%) in novice level (score 5-250). It can be concluded that in general, the students' skills in English communication is very low.

The gap of learning performance discrepancy is caused by three factors; 1) limited resources, 2) less motivation, and 3) less knowledge and skills (Branch, 2009). In edition Gagne (2005) explained that internal factors namely learner characteristics which deal with store memories, state of mind, willingness and learning goal and external factors such as learning neighborhood, learning resources and learning management both factors influence the learning have correlations. Furthermore Ashraf (2017) concluded non-threatening environment and a relaxing helps students to stimulate meaningful learning and emotional support which can motivate students to learn and help memory working better in exploring and understanding the content. Emotion is fundamental to learning and instruction that neglects the emotional dimension of learning is likely to be ineffective, therefore brain research suggests that schools have to provide a positive learning environment (Christina, 2008).

Brain-Based Learning Approach (BBLA) is one of the effective teaching approaches that refer to the learning method which concerns to the characteristics the brain is naturally designed to learn (Jensen, 2000). Brain-based learning is a combination between brain science and common sense that learning activities simultaneously engage right and left hemispheres of the brain, better relating, more meaningful experiences of learning and permanent brain connection (Jayalakshmi, 2013). Mary (2016) reported that brain-based learning has a significant effect on academic achievement, total stress and students habits.

Based on the interview and observation were done by the writer at State Polytechnic of Lampung (Polinela) that English class for tourism faced some problems related to students' English communication competency and learning materials development. The students of Polinela have low proficiency in English (at the elementary level, TOEIC average score 329), difficulty in expressing ideas verbally, lack of vocabulary, poor collocations i.e. incorrect or inappropriate word choices, poor pronunciation, unmotivated and lack of confidence when speaking English. In addition problems in learning material development that lecturers have to develop English materials to meet not only the standard Frameworks of Indonesia National Qualification (KKNI) in the tourism sector but also stakeholders' needs.

Considering the phenomenon explained above the writer tries to propose a concept of how to develop English for tourism material which can solve currents learning problems. Developing e-module of English for tourism base on brain-based learning is one of ways to overcome internal students learning problems which answer the following research questions: 1) What are the needs of students of tour and travel study program in State Polytechnic of Lampung and the needs of stakeholders in tourism sector in Indonesia especially in Lampung province, 2) How is e-module of English for tourism developed? 3) How is e-module of English for tourism implemented and 4) How is the effectiveness of e-module of English for tourism evaluated?

LITERATURE REVIEW
Brain-based Learning Approach
Educational neuroscience is a new discipline from inter-relatedness of psychology, pedagogy and neuroscience. Psychology is the study of mental processes responsible for cognition and behaviour and pedagogy which is the study of the art and science of teaching education and neuroscience is the study of the brain's development, structure and function (Karinca, 2013). Educational neuroscience has provided a new framework for rethinking about learning and teaching and an attempt to bridge the gap the understanding of the brain through the study of neurobehavioral integration. From this point of view the brain will be relevant for thinking about educational practices, that the experience of educators is relevant for better understanding the brain, which proves to be the milestone and leads to the Brain-based Learning development (Sousa, 2003).

Brain-based Learning (BBL) is principles derived from understanding the processes of the brain based on research derived from a collaboration of disciplines including, but are not limited to: cognitive neuroscience, social neurosciences, biology, and artificial intelligence modeling (Jensen, n.d.). The brain learns best when it processes cognitive, effective, and psychomotor information simultaneously (Jensen, 2005). Brain-based learning is a natural, motivating, and positive way of maximizing learning and teaching.

In light of the research carried out on the brain, Caine & Caine (1991)(11) with regard to the effect of the brain functions on learning have put 12 fundamental principles. It is crucial that these brain-based principles are known and the curriculum is designed accordingly for a more efficient learning environment. The principles of fundamental brain-based learning as follows:

1) The brain is a parallel processor.
2) Learning engages the entire physiology.
3) The search for meaning is innate.
4) The search for meaning occurs through "patterning".
5) Emotions are critical to patterning.
6) The brain process parts and wholes simultaneously.
7) Learning involves both focused attention and peripheral perception.
8) Learning always involves conscious and unconscious processes.
9) We have at least different types of memory: a spatial memory system and a set of systems for rote learning.
10) We understand and remember best when facts and skills are embedded in natural, spatial memory.
11) Learning is enhanced by challenge and inherited by threat.
12) Each brain is unique.

Brain-based learning can be practiced in teaching strategies through three instructional techniques namely; relaxed alertness, orchestrated immersion, and active processing (Caine & Caine, 1991).

a. *Relaxed Alertness:* To create optimal emotional dan social climate for learning, relax learning/teaching environment is needed. Providing a relaxing teaching/learning environment creates an optimal emotional and social climate for learning. Teachers have to do their best to eliminate fear in the learning environment. Learners' interest in the material taught optimizes their learning, and relaxed brain triggers learn. The brain does not retain some information when the amygdala block them because learners feel anxious or fear and demotivated to learn (Hardiman, 2013).

b. *Orchestrated Immersion:* Teaching practice will be effective if involve student's concentration on the contents they learn. Students also have to use their memory to explore the content that is characterized by holistic and correlative nature (Caine & Caine, 2002).

c. *Active Processing:* Teachers should allow learners to consolidate and internalize information through active processing (Caine & Caine, 1991). Students with active brains

achieve meaningful learning through their memory work that relates new objects to the ones already exists in their cognitive structure.

Brain-based research has assisted the educator in identifying optimal strategies, assessment, and learner engagement, thus inspiring educators to consider a framework embracing brain-based strategies to promote students' learning success. Hardiman (2012) developed a model of The Brain-Targeted Teaching (BTT) to utilize research-based teaching strategies steeped in neurological and cognitive science findings which promote learning and enhanced student outcomes. This model embodies the alignment of research and practice to further pedagogical skills so that all students can become creative and innovative thinkers and learners (Hardiman, 2012a, p. 11). Furthermore, BBT provides educators with a cohesive framework for fragmented principles and concepts of the brain in education.

The BTT model identifies six focus areas conducive to effective learning environments (Hardiman, 2012). The six interrelated focus areas, also referred to as brain-targets, include:

1) Brain-Target One: Establishing the emotional climate for learning; Exploration of the interconnection of emotions and learning. It is important that educators understand the influence of emotional arousal, both positive and negative, on attention, memory and high order thinking.
2) Brain-Target Two: Creating the physical learning environment; Classroom can shape learning. The strategies of classroom arrangement, classroom displays, encourage movement, bring sense of order and beauty in the classroom environment will engage students' attention and learning tasks.
3) Brain-Target Three: Designing learning Experience; prior knowledge usage to categorize stimuli and combine them with new knowledge to create patterns of thinking and learning.
4) Brain-Target Four: Teaching for mastery of content, skills, and concepts; Exploration of the connection between learning and memory, reviewing how to process, encode, and stored the information and experience. Learning content, skills, and concepts require that learners retain information and use it meaningfully.
5) Brain-Target Five: Teaching for the extension and application of knowledge-creativity and innovation in education; teaching and learning must promote the application of knowledge into real-world and problem-solving task.
6) Brain-Target Six: Evaluating learning; It is a critical component of the learning and teaching process that demonstrates continuous evaluation can enhance learning and memory.

English For Tourism

The quick tourism development and hospitality industry can straightly influence the English language which is the most widely used and spoken language in global tourism in the twenty-first century (Aliana, 2011). English for tourism has a major role in the delivery of quality services in the tourism sector. Therefore employees who work in the tourism and hospitality industry are

entirely and highly aware of the importance of English and have to have good English communication skills in their workplace. English is the first important foreign language for the tourism industry in Indonesia as a means to communicate, negotiate, and execute transactions with tourists by tourism employees. Since the tourism industry is one of the fastest-growing business in Indonesia. English for tourism and hospitality has been categorized under English for the specific purpose (ESP) and it is very important and essential in all professional fields specifically in the tourism and hospitality industry due to its specific nature and concepts (Nahid, 2017).

Studies of English for tourism showed that students and employees in tourism and hospitality have got English communication skills problems in their workplaces. The English problems are; oral communication/speaking (Sofyan and Damayanti, 2018), listening, writing and reading (Puspitasari, 2018, Al-Khatib, 2005), inability to understand foreigners' accents, inappropriate words and expressions, inadequate vocabulary, and lack of grammar knowledge (Pracanant, 2012). In addition Khuong (2015) investigated that the problems dealing with English for tourism are quality of the lecturers, English subject in the tourism curriculum, teaching materials, students' opportunities to communicate in English and the assessment processes.

English communication skills for tourism are suggested to cover; general language skills namely speaking, listening, reading and listening (Puspitasari (2018), Aliana (2011), Prachanant (2012), Kusum (2016)) and specific English skills in tourism workplace such as; were writing and sending email and faxes, making on-line ticketing, browsing the internet, making online hotel booking and offering destination guides (Nahid, 2017), elaborate written documents such as letters or budgets, telephone conversations, make presentations to audiences, attend fairs and conferences and understand all types of written information on tourist destinations (Kusum, 2016). Puspitasari (2018) investigated tourism industry workers need to be able to communicate English in some tourism services English topics such as; greeting, facial expression and body movement (non verbal communication), cross-cultural understanding, types of accommodation, hotel facilities, staffing and internal organization, reservation and check-in, hotel and restaurant services, phone calls, complaints and solution, describing tourism object, tour guiding and presentation skill (presenting destination).

Electronic Module (E-module)
The development of information and technology had eased learning and teaching in the industrial 4.0 era. Both teachers and students can access instantly millions of learning resources online through their electronic devices such as android smartphones, laptop and personal computers. One of the technological devices used widely in the era of globalization is an Android smartphone. The research institution of digital marketing predicted that more than100 million Indonesian people are smartphone active users. So there is no doubt that almost adults students have Android smartphones. Unfortunately many of them use their devices unproperly for example to play games. Innovative and creative educators ought to see this phenomenon as a challenge to have more effective learning and teaching activities by developing excellent instructional materials for learning such as e-book and e-module.

The technology development of e-book or electronic book encourages a combination between printing technology and computer technology in learning activities. Various print learning media can be transformed into electronic one of the example is e-module or electronic module. Muladi (2018) defined electronic module as a form of self-learning material presentation that systematically arranged into a small learning unit to achieve certain learning goals, which are presented in an electronic format, where each learning activity is linked as navigation that makes students become more interactive with the program, equipped with the presentation of tutorial videos, animations, and audio to enrich the learning experience. E-module is considered as an independent, integrated and interactive media which can be accessed anytime, anywhere and whoever. Therefore e-module could be the solution of learners who have not had enough time to learning in the classroom. E-module as instructional material in e-courses in higher education institution where traditionally connected with the lack of academic hours is become potentially solve this problem (Ludmila M, 2015).

Study of developing e-module as learning material showed that use of e-module in the learning process is more effective than the print module, effective to improve the learning outcomes, to motivate and encourage the students to be active in the learning process, more active and responsible (Imansari, N. & Sunaryantiningsih, 2017, DeWitt, et al., 2014, and Asad Ali, 2014).

METHOD

This research will be conducted in the State Polytechnic of Lampung at tour and travel study program. The developing e-module of English for tourism based on brain-based learning applies and adapts research and development (R&D) model of Dick and Carrey and Hardiman Meriale Model, Brain-Based Targeted Learning (BBTL).

Dick and Carey Model research and development consist of ten main stages; 1) Identify Instructional Goals, 2) Conduct instructional Analysis, 3) Analysis learners and context, 4) Write performance objective, 5) Develop Assesment Instruments 6) Develop Instructional Strategy 7) Develop and Select Instructional Material 8) Design and conduct formative evaluation of instruction, 9. Revise Instruction, 10) Design and Conduct summative evaluation.
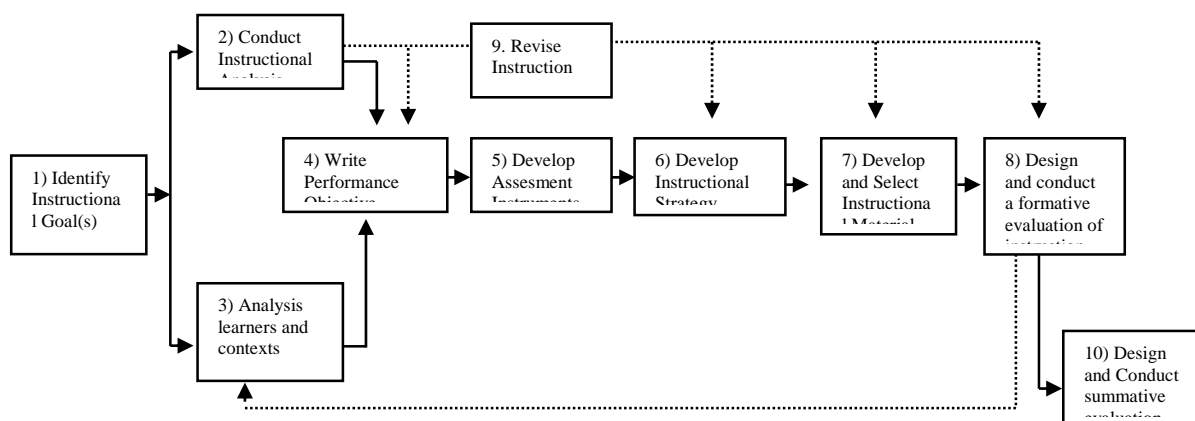
Figure 1. Dick and Carey Instructional System Design Model

Hardiman Meriale Model Brain-Based Targeted Learning (BBTL) has six interconnected focus areas as brain-target of learning; 1) Establishing the emotional climate for learning, 2) Creating the physical learning environment, 3) Designing learning Experience, 4) Teaching for mastery of content, skills, and concepts, 5) Teaching for the extension and application of knowledge-creativity and innovation in education, and 6) Evaluating learning.
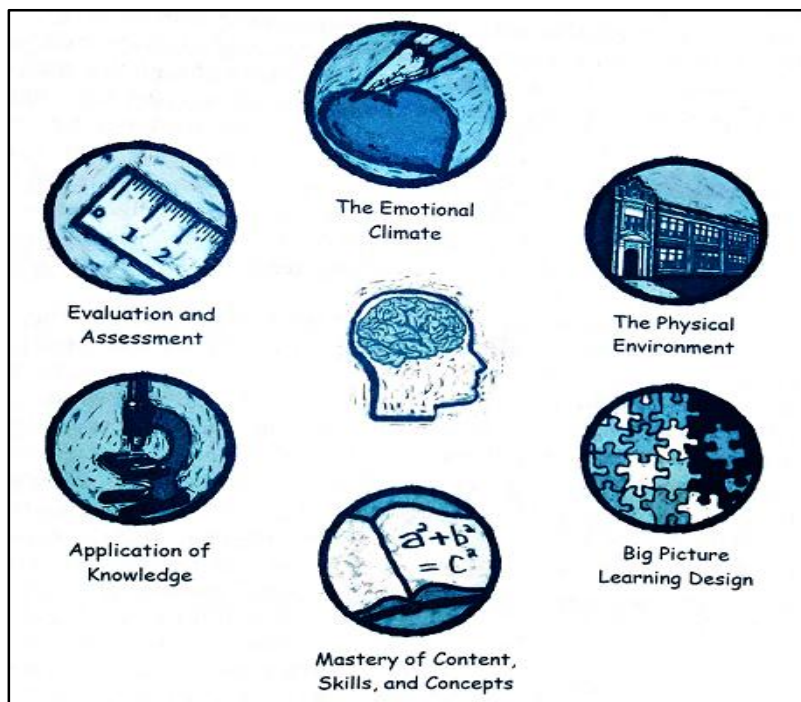
Figure 2. Hardiman Meriale Model-Brain-Based Targeted Learning (BBTL)

DISCUSSION

Providing a qualified source of learning materials is one of an effort to minimize the gap of learning discrepancy. Designing English learning materials for tourism has to consider about student's needs and stakeholder's needs that is tourism industrial. Tourism industries such as tour and travel companies, hotels and restaurants need employees who can communicate English well both in spoken and written. A lot of employees faced English problems generally in the skills of speaking, listening, reading and writing. Specific problems of English competences which identified are writing and sending email and faxes, making on-line ticketing, browsing the internet, making online hotel booking and offering destination guides, elaborate written documents such as letters or budgets, telephone conversations, make presentations to audiences, attend fairs and conferences and understand all types of written information on tourist destinations.

Information technology and communication (ITC) have been developing very rapidly in the twenty-first century. The usage of technology in language learning especially English for tourism is considered very important to help learners improving their English competency. Developing interactive English instructional materials need to aline with technology which learners can use and access on their devices (Android smartphone, netbook, and personal computer) everywhere, every time and everyone. It is important for achieving the learning goals due to the lack of academic hours in English class. In addition internal factors; store memories, state of mind, willingness and learning goal and external factors; learning neighborhood, learning resources and learning management that influences English learning need to be analyzed as the bases of designing e-module.

The concept of developing e-module of English for tourism base on brain-based learning for students of State Polytechnic of Lampung is to answer research questions; what student's needs and stakeholder's needs in English for tourism, how to develop the e-module, how e-module will be implemented, and how to evaluate the effectiveness of the e-module. It is the adaptation of two models (Dick and Carey and Hardiman Model) as the basis of developing e-module of English for tourism which has the following main steps;

Step One : Identify Instructional Goal(s)

This step is the most critical event in developing this e-module. It must do properly unless it will not serve the real of student's need and stakeholder's needs. The goal has to accurate to avoid the risk of planning instructional material solutions. Identifying goals could be done with four common methods as suggested by Dick and Carey (2015);

1) Subject-matter expert approach; to develop e-module of English for tourism would have a great result by getting some suggestion from tourism and hospitality expertise,
2) Content outline approach; developing e-module by considering curriculum standards of tourism and framework of Indonesian National Qualification Framework (KKNI) in the sector of tourism at tour and travel sector,
3) Administrative mandate approach; national and local government of Lampung province has a certain goal on tourism industries, It would be become one of the references in design e-module of English for tourism, so that e-module could be used for government purposes.
4) Performance technology approach; e-module is set to respond to problems or opportunities in tourism industries.

Step Two: Conduct Instructional Analysis

The first phase in performing the instructional analysis is classifying the goal of learning English for tourism into the domain of learning (intellectual skills, psychomotor skills, attitudes, and verbal information), and the second is sequencing the major steps required to perform the English for the tourism learning goal. The second phase is analyzing subordinate skills by examining each step to determine what learners must know and able to do before they perform step goals.

Step Three: Analysis learners and context

Analyzing learners means determining the target of population that is students of Polinela. This step writer would have structured interviews and give questioners and to head of department and study program of tour and travel, lecturers, and students. This interview to find information about (1) entry skills, (2) prior knowledge of the topic area, (3) attitudes toward content and potential delivery system, (4) academic motivation, (5) educational and ability levels, (6) general learning preferences, (7) attitudes toward the organization giving the instruction, and (8) group characteristics. To know the entry skills of English and prior knowledge of English for tourism, and educational and ability levels, researchers might have pre-test of English (example; TOEIC or TOEFL). To know attitudes toward content, motivation, attitudes toward tourism study program and group characteristics researchers might have interviews and give questioners of multiple intelligent and dominant hemisphere. Performing context analysis needs to know the information of stakeholders where English for tourism would be used. In this activity researcher must concern about the characteristics of the tourism industry to solve problems of English communication skills faced by them.

Steps Four: Write performance objective

In this steps researcher should write performance objective which describes detail about what students able to after they complete each unit of learning instruction in e-module of English for tourism.

Step Five: Develop Assesment Instruments

Developing assessment instruments aims to know whether learners can accomplish the performance objective of English for tourism instructional. The researcher would compose assessment instruments or performance tasks (criterion-referenced assessment) that directly measure competencies described in the performance objective. The assessment instrument might in the form of entry skill test, pretest, practice test, posttest.

Step Six: Develop Instructional Strategy

This step is to develop strategies on how unit content of English for tourism in the e-module is delivered. The instructional strategies would be developed base on the brain-based targeted learning model; 1) Brain-target one; Establishing the emotional climate for learning, 2) Brain-target two; creating the physical learning environment; an online class can shape learning. The strategies of materials layout, displays, encourage movement, bring a sense of ordor and beauty in e-module of English for tourism will engage students' attention and learning tasks, 3) Brain-Target three; designing learning experience; use students prior knowledge about English for tourism to categorize stimuli and combine them with new knowledge, 4) Brain-target four; teaching for mastery of content, skills, and concepts; exploration of the connection between learning and memory, reviewing how to process, encode, and stored the information of tourism and hospitality and tour and travel experience, 5) Brain-target five; teaching for the extension and application of knowledge-creativity and innovation in education; learning unit in e-module English for tourism must promote the application of tourism information and knowledge into real-

world and problem-solving task, 6) Brain-target six; evaluating learning; to demonstrate continuous evaluation (pretest, formative test and posttest assessment) which can enhance learning and memory.

Gagne suggested that instructional strategy should be organized into five major learning components as part of an overall instructional strategy; 1) Preinstructional activities; what learner have to do before doing task in the unit of e-module, 2) Content presentation; how content of English for tourism presented in e-module, 3) Learner participation; how learner actively involved in e-module, 4) Assessment; how to measure learner's achievement by formative test, and 5) Follow-through activities; how to give review of the entire to determine whether learner's memory and transfer needs have been addressed. For delivering a system of e-module English for tourism researcher would use internet web-based instruction where ranges from independent study to instructor-facilitated, textual drill and practice to fully interactive multimedia, a simple online syllabus to a comprehensive solution organized within a learning portal that includes content, instruction, interaction,and assessment.

Step Seven: Develop and Select Instructional Material
Developing instructional material has to consider three factors that often cause compromise in selections of media and delivery system; (1) availability of existing instructional materials, (2) production and implementation constraints, and (3) the amount of facilitation provided by the instructor during instruction. In this step researcher would search and select existing appropriate materials English for tourism in the library (textbook and course book) and online sources; film, video, audio, website and youtube, then adapt them to meet the instructional goals. In selecting material for e-module of English for tourism have to meet with the principle of brain-base learning.

Developing and selecting materials for e-module English for tourism is started by developing a rough draft material dan rapid prototype of material. Instructional materials transform in the form of electronic module or e-book which develop with website base system that can be accessed through android smartphone or netbook. The e-book of English for tourism might be uploaded and publish in google play store through an android application.
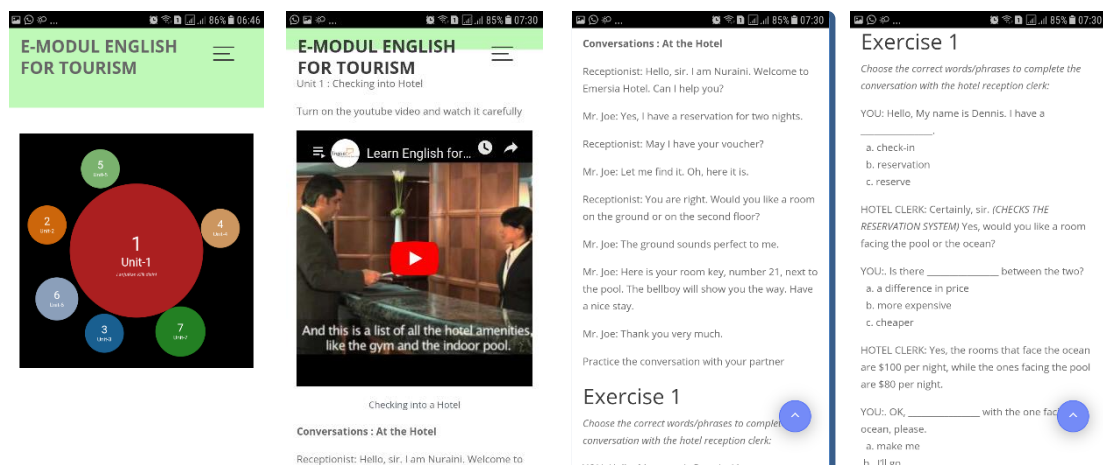
Figure 3. The prototype of an android smartphone for e-module English for tourism.

Step Eight: Design and conduct formative evaluation of instruction

In this step researcher would design and conduct a formative evaluation of the instruction to collect data and information during the development of e-module English for tourism that can be used to improve the effectiveness of the instruction and to make it efficient. In conduction formative evaluation researcher need to conduct; 1) one to one evaluation with leaners; choose one student who is above the average in ability of English for tourism, one student who is average ability, and one student who is below average ability, 2) small group evaluation; choose a number of students that represent target learners randomly (8-20 learners). 3) Field trial; state polytechnic of Lampung would be the place where the researcher could conduct the formative evaluation.

Step Nine: Revise Instruction

The revise instruction researcher will summarize all data collection from formative evaluation; one-to-one evaluation, small group evaluation, and field trial. All the data collection (instruments, questioners, interviews and observation) which have been gathered would be analyzed and used as consideration to revise instructional material in the e-module of English for tourism. The e-module revision then re-uploaded on the website base system in order to accessed by students.

Step Ten: Design and Conduct summative evaluation

In this step researcher would conduct an evaluation on the e-module for tourism by collecting data and information to make decisions about whether the instruction in the e-module of English for tourism actually works as intended in the performance context. The summative evaluation would be conducted by expertiies through some phases;

1) expert judgment phase; a) to examine the congruence between instructional material in e-module of English for tourism and stakeholders (national and local government and tour and travel study program of Polinela) whether it solves the English communication skills for tourism problems, b) to analyze whether content, design and feasibility of transferring are complete, accurate, and current, b) to examine whether the principle of learning,

    instruction, and motivation clearly evident in the materials of e-module. In this phases also would be examined whether e-module of English for tourism has impact learners, job and stakeholders (tourism industries and Polinela).

2) Impact phase; conducted within stakeholders to analyze the outcome of e-module English for tourism with the following parts: focusing the impact study, establishing criteria and data needs, selecting respondents, planning study procedures, summarizing and analyzing data, reporting results, and negotiating resources.

In designing and conducting a summative evaluation step, the researcher would conduct a combination of formative and summative evaluation. The document finding is not undertaken to revised instruction but for decision maker whether want to obtain or maintain the materials in e-module of English for tourism.

CONCLUSION

The quality of learning materials is one of a component of successful learning instruction. It could be designed by considering student's needs and stakeholder's needs (university institution, tourism industry and government institution). Tourism industries such as tour and travel companies, hotels and restaurants need human resources who able to communicate English properly both in spoken and written. English problems for tourism commonly in speaking skills, listening skills, reading skills and writing skills. While specific problems of English competences which identified by researchers are writing and sending email and faxes, making on-line ticketing, browsing the internet, making online hotel booking and offering destination guides, elaborate written documents such as letters or budgets, telephone conversations, make presentations to audiences, attend fairs and conferences and understand all types of written information on tourist destinations.

The usage of technology in English learning especially English for tourism is necessarily important in helping learners to improve their learning performance. ICT devices such as Android smartphone, netbook, and personal computers ease learners to learn everywhere, every time and everyone. The lack of academic hours is a big problem in learning English in the university.

It is believed that by adapted two models (Dick and Carey and Hardiman Model) as the basis of developing the e-module of English for tourism which can be accessed by students on the smartphone, English for tourism goals could be more effective and efficient.

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IMPROVING STUDENTS' ENGLISH QUALITY
IN MILLENNIAL ERA BY SOCIAL MEDIA

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ABSTRACT

Many young generations use social media for various purposes in millennial era. One of them is for improving their English quality. This study aims to know the social media applications mostly used by the students, the English skills can be improved and the reasons why they use social media for improving English quality in millennial era. The participants are 25 students of Class B, third semester of English Education Department in Muhammadiyah University Kotabumi. This research is qualitative research with observation, interview and documentation as the way in collecting the data. Based on the data, there are three results. (1) The social media applications mostly used by the students are youtube, instagram, facebook, and whatsApp. (2) The students' English skills can be improved by social media in order are listening, speaking, writing and reading. And (3), they use social media for improving English quality in millennial era because it is fun, interesting, easy to use/access, effective, simple and informative.

Keywords: social media, English quality, millennial era

INTRODUCTION

In the current modern societies where mass life is gradually increasing, almost all the communication is executed through mass communication instruments. The traditional instruments such as newspapers, journals, radio, and television and new mass communication instruments such as internet and social media are used for the same purposes. Among them, new communication instruments provide the users opportunities such as being faster than the traditional ones, more advantageous, more entertaining, either individual or mass depending if required and being stored easily.

Media as one of the important things in teaching and learning process. Media is every tool to convey information or messages from one place to another place. In teaching learning process also use media to make the process run effective and interesting. Various media are introduced and used in teaching and learning also. By using media teaching and learning process will be more effective and learning is highly signifcant. We can bring the media into the classroom through visuals, sounds, smells, and tastes. Because our brains rely heavily on stimulus from the outside for learning, this is just one of the reasons that teaching with media is brain friendly.

Teacher uses media as a means to teach which can stimulate students to learn. In teaching and learning process, teacher may select various kinds of media. The media chosen by the teacher depends on his needs and purposes in teaching. The teaching and learning process will be interesting if the teacher use the appropriate media which can attract students' attention. Using media in the classroom makes students aware of the ever-changing world of electronic communications; giving them a better understanding of such resources now will prepare them to be successful in the future. Students not only learn how to use the internet to access educational videos or locate digital periodicals for information, but they also learn the value of respecting and protecting pricey media tools. In addition, they can learn how to determine the value of media and become familiar with methods to produce their own media.

The word media comes from Latin word "medius" which is literally interpreted as the middle, the introduction or the intermediary which means being in two positions between the teacher and the language (Rosyada, 2008:7). According to Bakri (2011:3) media is plural form of *medium*, which derives from Latin word *medius* that has meaning "*middle"*. Media in wide meaning is people, material or event which can create condition so that students can get new knowledge, skill or attitude. In this meaning teacher, book, and environment is included in media. While media in narrow meaning is graphic, photo, picture, mechanic and electronic tools that use to express, process and also convey visual and verbal information.

According to Arsyad (2009:6-7), teaching media has some basic criteria, those are:
a. Teaching media has physical meaning that called by hardware. The hardware is an object that can be seen, heard, and touched by five senses.
b. Teaching media has non-physical meaning then we called it software that is the massage which wants to deliver for pupil in hardware.
c. The emphasizing of teaching media is in the visual and audio.
d. Teaching media is a tool to help teaching-learning process both inside and outside class.
e. Teaching media used to communicate and interact between teacher and students in teaching-learning process.
f. Teaching media can be used massively (for example: radio, television) big group and small group (for example: film, slide, video, OHP), or individual (e.g.: module, computer, video recorder)
g. Attitude, act, organization, strategy, and management that related with application of certain knowledge.

From the explanation above, it can be seen that media has a significant role in teaching and learning process. Media relates to technique, method in teaching and learning process. In otherword, media is all aids/tools which may be used by teacher and learner to attain certain education objectives. Media can help students to receive the lessons or knowledge easily. In addition, learning foreign language like English really needs media as a tool to learn. In learning a language, a learner should comprehend about grammar, memorize new vocabularies, and practice how to pronounce the words correctly and so on.

Nowadays, the advance of technology should be utilized properly by all of the people especially students. Internet which is as an example of technological advances can be utilized for learning. Internet can be used for learning English. The **importance of internet in** that it makes them easier to research things, and relearn the content taught in the school. People use it according to their needs and interests. The existence of internet cannot be separated from the development of information and communication technology. Internet stands for interconnection networking. Internet can be used for many purposes including educational purposes. Internet also brings a great influence in many aspects. By using internet, everyone can interact each other wherever and whenever. Furthermore, nowadays people are getting easier to access internet. Worldwide, governments, education systems, researchers, school leaders, teachers and parents consider technology to be a critical part of a child's education. Technology create, share, use and develop information in society, and that young people need to be highly skilled in their use of information and communications technologies (ICT).

The trend to use social media among university students is always increasing day by day and most of them use it for interactions and communication. Nevertheless, a big number of the students use it for academic or learning purpose. Social Networks according to (Oxford Dictionary, 2011) is defined as 'the use of dedicated websites and applications to communicate with other users or to find people with similar interests to one's own'. Social Networks is: internet-based tools for sharing and discussing information among human beings. Social Networks is all about networking and networking in a way that espouses trust among parties and communities involved. Any site which allows user to share their content, opinions, which encourages interaction and community building can be classified as a Social Networks.

Social Networks are an important tool for learners. Social networks sites engage students and need to be studied as distributors of information (Achraf:2016). The internet has evolved with growth in its applications. The interactive nature of online environments has developed with social networks. Social Networks connection started as a simple activity, but with time it turns to a phenomenon. The Social Networks sites are using in various ways like exchanging information, chatting, and blogging. So we think that the importance of Social Networks turned to be more than chatting or just creating new relationships to a way of expression and sharing all kinds of ideas.

Related to the use of social media for learning English, there are some previous studies which discussed it. The first is research from Erzad et al (2018) entitled *Social Media for Improving Students' English Quality in Millennial Era.* In their research, there were 30 participants from the second semester of English Education Department in IAIN Kudus. The biggest number of applications mostly used by the students are youtube, instagram, facebook, and line. 40% of students use youtube, 35% use instagram, 16% use facebook, 5% use line, and 4% used whatsapp, messanger, wattpad and pinterest. Youtube is as the social media mostly used by the students

because they can study from the native speakers. From the video in youtube, the students can imitate or practice, get knowledge and so on.

The second research from Hussain (2012) entitled *A Study to Evaluate the Social Media Trends among University Students.* From his research found the types of social media which are preferred by the university students. 45% of them were preferred to use Facebook, 23% LinkedIn, whereas 15% used twitter, and 10% had their own web-blog; however, 7% joined Google Groups for their academic and social purpose. Related to the reasons of using social media by university students, 55% the users community used social media for getting enjoyment, 30% for searching and 15% for making friends.

The third previous study is from Mahadi (2016) entitled *The Impact of Social Media among Undergraduate Students: Attitude.* In that research, Mahadi (2016: 472) analysed the impact of social media on Art students' attitude from Art and Design Faculty in University Technology Mara. And, finally the research result showed that most of students are involved in social media actively and they do realized the effect of social media to their daily life, especially their attitude.

Social Networks are an important tool for learners. Social networks sites engage students and need to be studied as distributors of information. The internet has evolved with growth in its applications. The interactive nature of online environments has developed with social networks. Social Networks connection started as a simple activity, but with time it turns to a phenomenon. The Social Networks sites are using in various ways like exchanging information, chatting, and blogging. So we think that the importance of Social Networks turned to be more than chatting or just creating new relationships to a way of expression and sharing all kinds of ideas.

Social media becomes one of applications which is mostly accessed by people especially teenagers. Teenagers and young adults have especially adopted these sites as a way to connect with their friends, share information, rebuild their personalities, and to show their social lives (Boyd, 2007). Social media networks such as twitter, facebook, whatsapp, BBM, path, line, instagram and many others. Social media is a convergence between personal communication in the sense of sharing between individuals (to be shared one-to-one) and public media to share to anyone. Social media as a medium on the internet that allows users to represent themselves as well as interact, work together, share, communicate with other users, and form a virtual social bond. So, it can be concluded that social media is a medium to interact, communicate, and share with friends or everyone in the world by using internet. Due to the widespread use of social media by teenagers, researchers are eager to know the use of social media for learning English. Furthermore, researchers are interested in conducting a study about improving students' English quality in millennial era by social media.

METHODOLOGY
In this study the researcher used descriptive qualitative research. The participants were 25 students of Class B, third semester of English Education Department in Muhammadiyah

University Kotabumi. They use social media to improve their English quality. This research aims to know the social media applications mostly used by the students, the English skills which can be improved and the reasons why they use social media for improving English quality in millennial era. In conducting this research, the researchers used observation, interview and documentation to collect the data. After collecting the data, the researchers analysed the data as follows: (1) transcribe the interview, (2) identify the various kinds of social media used by students, (3) identify the students' English skills improved by using social media, and (4) identify the reasons why students use social media for improving English quality.

RESULT AND DISCUSSION

Social media refers to websites and applications that are designed to allow people to share content quickly, efficiently, and in real-time. Nowadays, many kinds of social media that develop well include Facebook, Twitter, WhattsApp, YouTube, Snapchat, Blogger, Instagram Google+, and others. Social media brings a combination of the scope of cyberspace elements in online service products such as blogs, discussion forums, chat rooms, emails, websites, as well as community power built through social networking (Juju and Sulinta, 2010: 1). Hamid et al (2016: 2) classified the most popular social media in some categories. They are weblogs or blogs (i.e. Blogger and WordPress), social networking sites (i.e. Facebook, Twitter and MySpace), photos and videos (i.e. Flickr and YouTube), online encyclopaedia (i.e. Wikipedia), online bookmarking (i.e. Delicious), virtual social worlds (i.e. Second Life) and virtual game worlds (i.e. World of Craft).

Social media has some positif and negative effect, especially on education field. According to Lad (2017), give some positive effect from social media, they are:

1. New Skills: Social media makes the teacher and the students has a new skill to create and maintain connections to many people in integral part of developing a career or building a business.
2. Quality Education: Social media can be used to communicate with each other, share information quickly, which can increase productivity and help them learn how to work well in groups.
3. Familiarity with new Technology: By spending much time working with new technologies, students develop more familiarity with computers and other electronic devices. With the increased focus on technology in education and business, this will help students build skills that will aid them throughout their lives.
4. Enhance Creativity: By using social media, the users can upload pictures, videos or stories. It can develop their creativity works.

Beside that, another positif effect from social media is as the way for sharing article or journal from the author in social media. So, if the students need more information or more source of learning, the student may to look for about them by searching in internet without going to the library, buying books, photocopying books, or borrowing books. So, social media make the students easier in adding they knowledge or refrence in education. The teacher also can use social

media as the way to share about their material or assignment for the students. Beside that, by social media the teacher can add some material or refrence for teaching. So, it can make the teacher be rich of refrences.

Beside that, the negative effect from social media as said by Lad (2017), are:
1. Reduces Learning:Today students rely on the accessibility of information on social media specifically and the web in general to provide answers, this can reduce focus on learning and retaining information.
2. Poor Academic Performance:Students, who attempt to multi-task, checking social media sites while studying, show reduced academic performance. Their ability to concentrate on the task at hand is significantly reduced by the distractions that are brought about by YouTube, Facebook or Twitter.
3. Privacy is not maintained: The degree to which private information is available online and the anonymity the internet seems to provide has made students forget the need to filter the information theypost. Many colleges and potential employers investigate an applicant'ssocial networkingprofiles before granting acceptance or interviews. Most students don't constantly evaluate the content they're publishing online, which can bring about negative consequences months or years down the road.

Social media cannot be separated from English language because most of them use English language in its application or fitures. This is indirectly so effective to learn English. Moreover, if the students want to learn English more, they can use social media because they can find the examples of the written and spoken English language there. The useful one is being able to find and know the way native speakers using English language. For that reasons, they can study the four English skills (listening, speaking, reading and writing). Learning English through social media is more fun because there are various features that stimulate the users' thinking to stay happy and not bored.

In learning English by social media, there are some ways that can be done by the student to improve their English, they are:
Join an **English**-language **learning** group: Joining an English-language learning group will allow you to lean on each other for support and ask questions to others who are in the process of learning English.

Create your own Facebook group: You can invite fellow English learners from your school or class and use the group as a place to post questions and get answers quickly. It's also an ideal place to share helpful tips and articles you come across so that others can benefit from them, too.

Follow organizations, companies, and teachers who share language advice: Facebook and Twitter are both great platforms on which to follow people or companies that post grammar and writing advice that can really help improve your English.

Use YouTube to learn pronunciation: There are countless videos and tutorials that explain English grammar and pronunciation. Some are funny, and some are more informational. Either way, watching videos is a great way to improve your English and pick up pronunciation tips.

Connect with native English speakers: If you're looking to improve your English in informal settings, Twitter is an excellent place to engage in conversations. Since there is a limit of 140 characters for every tweet, many people use abbreviations and short forms; this means that, although it won't necessarily teach you perfect formal English, it will introduce you to English slang.

Practice pronunciation with friends using Snapchat: Snapchat is a platform that lends itself to practicing writing and pronunciation. You can send short videos to your friends or pictures with captions. The best part: the videos and pictures delete after 10 seconds, so any mistakes go with them!

The components that must be fulfilled in preparing the English learning process using internet or social media are integration, computer capability, and teacher activity. First, the most important thing in an English education program is that the program should be integrated, not as an additional program. Teachers should be directly involved in the program, such as providing homework and classroom interactions. Second, students do not always have expertise in using computers, but some of them can share each other so they can study together. And, teachers must actively motivate students to use the internet.

This study is conducted to know social media applications mostly used by the students, the English skills which can be improved by social media and the reasons why they use social media for improving English quality in millennial era. The social media applications mostly used by the students, the English skills can be improved and the reasons why they use social media for improving English quality in millennial era. The participants are 25 students of Class B, third semester of English Education Department in Muhammadiyah University Kotabumi. So, this research is different from some of previous related research above.

Social media is very popular and famous for the students, especially the third semester students of to comunicate one each other because it is easier to used than they use SMS (short message service). Beside that, in social media they can make a group based on their own group to make them easier in giving new information, news, or reccomendation from their teacher. Based on the data, the students of English Education Department use various social media applications. They are Facebook, Twitter, WhattsApp, Line, YouTube, Snapchat, Blogger, Instagram, and Google+. The biggest number of applications mostly used by the students are 35% of students use youtube, 30% use instagram, 20% use facebook, 15% whatsapp.

In the result of the interview, the students said that they often use socia media to study English in this millennial era. They can use social media to improve their skill in English, and the result is listening, speaking, reading, and writing. To improve their ability in listening, they can open

youtube or instagram to watch film or video of English song, tutorial, monologue, or dialogue. To improve their ability in speaking, sometimes they always try to speak after they watch a video or practice an English song and how the native says. In writing skill, the students try to write or update status in English language or they can make a chat with native speaker or their friends in abroad. In reading, many articles or information that they can read from facebook, instagram, or whatsapp, and So, by accessing the social media, they can practice English everytime and everywhere. They feel so lucky because they live in millennial era where they can find or access everything fast and easily.

The reason why the students always use social media for improving English quality because they feel that is fun, interesting, easy to use/access, effective, simple and informative. The students want to have an easy things in facing this millenial era where technology and information going fast. Social media is very useful to be used by students because it make them easy in following this globalization era. It means that social media is usefull and help education field.

CONCLUSION

Information and Communications Technologies (ICT) development is used in millenial era right now. One of technology about information in globalization era is social media. For the third semester of English Education Department in Muhammadiyah University Kotabumi also use social media such as youtube, instagram, facebook, and whatsapp to help them in improving their English quality like listening, speaking, writing, and reading. The students use social media for improving English quality in millennial era because they are fun, interesting, easy to use/access, effective, simple and informative. Social media brings big effect for education field because education is the important thing in developing human in facing millenial era, so students cannot be separated from the information and technology development.

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THE USE OF VOA (VOICE OF AMERICA) TOWARD STUDENTS' SPEAKING ABILITY

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ABSTRACT

Speaking is one of the productive skills in English. It considered as an important skill to see students' achievement in learning English. Their success in speaking is measured by how the language is used in English conversation because it serves as a tool to interact between humans both individually and socially. In fact, the process of learning English which is less interesting may not support enough students in mastering speaking ability yet. The use of VOA Learning English video which is believed can improve students speaking skill. This research is aimed to find out whether the use of VOA Learning English video is effective as the media in teaching speaking. The population of this research is 47 students in the second semester of English Department at the Muhammadiyah University of Metro. The research used true-experimental design. The researcher conducted the systematic of random sampling design and used pre-test and post-test as a research instrument. To analyze the pre-test and post-test score, the researcher used t-test analyzes. The result of the first hypothesis test which uses 5% significant degree, where the t-test obtained is (8,981) which also higher than t table (2.073). The second hypothesis test where the t-test obtained is (2.971) which is higher than that of t table (2.073). It shows that the students who are taught by VOA learning English Video having a higher score. In conclusion, the teaching speaking by using VOA Video is more effective and gives a significant different ability.

Keywords: Speaking Ability, VOA Learning English Video

INTRODUCTION

Speaking is one of the most important skills that must be mastered in learning English. It considered as an important skill to see how students' achievement in learning English. Their success in speaking skills is measured by how the language is used in English conversation because it serves as a tool for communicating between humans both individually and socially. Furthermore, speaking ability is an intermediary to deliver and construct any kinds of information containing meaning in English. It is not only pronouncing the words or sentences but also delivering the message.

However, as a matter of fact, the process of learning English which is less interesting may not support enough students in mastering speaking ability yet. Many students get difficulties to speak English well and speak fluently. The other problem are many students' error in vocabulary,

pronunciation, grammar, and comprehension, they have a too long time for pausing, even many hesitations in speaking. Feeling shy and less confidence is make them are afraid to make a mistake in speaking English. This phenomenon will absolutely influence students' learning behavior in the future. The students have a low interest in following speaking learning. The most important thing is the way how to choose and to use effective media, so that the learning process and result will be increased. In this study, the researcher uses VOA (Voice of America) Video which is believed can improve students speaking skill.

Based on the background of the study, the problems are formulated as follow:
1. Is there any effectiveness of using VOA learning English videos in teaching speaking for students' in the second semester of English Education Study Program at the Muhammadiyah University of Metro?
2. Is there any significance different ability of the students by using VOA learning English videos in teaching speaking for students' in the second semester of English Education Study Program at the Muhammadiyah University of Metro?

There are some previous research overviews which are done by researchers in this research. Detail of explanation about those previous research will be discussed as follows: The first researcher is Indah Muzdalifah, Lucky Laura Van FC (2013) under the title "Increasing Students' Speaking Skill at Faculty of Computer Science". The second previous research is from Indah Muzdalifah (2013) entitled "The Effect of Listening VOA Special English On The Speaking Competence of The student's Computer Science At Lancang Kuning University". The last research is from Alfin Nurfitri, Ikhsanudin, Endang Susilawati (2014) under the title: "The Effectiveness of VOA Video Learning English "Education Report" To Teach Speaking".

LITERATURE REVIEW
This theoretical review in this research is divided into four parts, they are: the concept of speaking ability, the concept of teaching speaking, the concept of voa (voice of america) video, the last part is about the use of voa learning english video in teaching speaking. The explanation of sub topic is as follow:

The Concept of Speaking Ability
Speaking is a language skill that can be delivered orally. This is a skill that is used by people while doing communication in daily activities. Thornbury (2005, p.13) mentions that there are two main purposes for speaking. Speaking has the function as a transactional function related to conveying information and interactional function related to establish and maintain social relations. So, the people will be said have a good speaking when they are able to communicate both transactional and interactional.

That is why speaking is very important in our life because when the people could speak English well, they will get a lot of great opportunities in their life such as continue to higher education and easily get a job. In conclusion, it is important to be learned since people, including students,

need to interact and communicate in society. It means speaking is one of the skills which useful in daily life, but there are several things that need to be considered in English namely when, why, and in what ways to produce language.

The Concept of Teaching Speaking

Teaching speaking is not merely asking the students to produce sound but also how they can produce sound. Speaking is a process of communication that is about how to arrange words and form meanings that are appropriate to the context.

Speaking is a productive oral skill. As a matter of fact, speaking especially in a language other than our own is quite a complex undertaking which involves using all the different levels of language. The lectures have to use various strategies to make the students easily to practice in speaking English.

The concept of VOA (Voice of America) Video

Yao and Zuo (2009, p.29) explain that VOA Learning English videos offer learning opportunities for extensive speaking and writing. It also increases the enthusiasm of learners to learn English with their interesting, informative and detailed reports. Learners will be motivated to learn from relevant material as expressed by many words and expressions that meet their communicative needs. VOA videos are suitable for teaching English in Indonesia.

The Use of VOA Learning English Video In Teaching Speaking

The use of video, games, songs, and humor in teaching speaking are more effective in helping the students in learning. Harmer (2007, p.282) claims that learner motivation increases when they learn a language using video. Many language elements are delivered clearly by using video one of them VOA Video. There are six videos from VOA which is showed by researcher those are education, health, technology, science, economics, and agriculture report. The positive effect of using VOA Learning English video as a media of speaking learning can give a lot of information to students and learn how to pronounce the word correctly, even they will get new vocabularies from the native speakers, after they watch the video, the students present what the information they get from the video in front of the class.

RESEARCH METHODS

Research Design

Arikunto (2002, p.45) explains that research design is a plan or program made by researcher, as the activity target that will be done. So the researcher has an exact mind to make plans and programs that will be done in this study.

The research is executed in English Department of the Muhammadiyah University of Metro. The design used in this research is pretest-posttest in both experimental and control group design. It can be looked at the following table:

Class	Pre-test	Treatment	Post-test
C	$O1$	-	$O2$
E	$O1$	X	$O2$

Note:

E : Experiment Class

C : Control Class

O1 : Pre-test

X : VOA Video

- : Conventional Technique

O2 : Post-test

(Sugiyono, 2010, p.112)

Based on the explanation above, the study includes two classes which are divided by random sampling as a technique and then classified as experiment class and control class. both of experimental and control groups get a sequence of steps; pre-test, treatment, and post-test to see how students' improvement in their speaking ablity by using VOA video.

Research Population, Sample, and Sampling Technique

Population

A study must have a sequence of thing or people to be a research subject. Dowdy (2004, p. 25) explains that a population is commonly understood to be a natural, geographical, or political collection of people, animals, plants, or objects. The population is all the students on the second semester of English Education study program at the Muhammadiyah University of Metro in academic year 2018/2019 which consists of 46 students undergraduate students of English Department of the Muhammadiyah University of Metro.

Sample and Sampling Technique

Ahmad Tanzeh (2004, p.56) explains that the sample is a part of the total and characteristics of the population. Based on the definition, the researcher used cluster random sampling as the technique to determine which class will be the experimental group and the control. In this study, the researcher took two classes that class B as the experimental which consist of 23 students, while class A as the control class which consists of 23 students.

Instrument of The Research

In this study, research instrument is equipment that can be used in the research conducted to get the final goal of the research. The researcher gave a test as an instrument in this research. The type of speaking test is an oral test. The score of the test is based on Hughes (2003, p.53) criteria on the speaking test rubric. For more detail information the research instrument can be seen by the table below:

Table 1 Speaking Assessment Rubric

No.	Categories	Rating Score	Description
1	**Pronunciation**		
	Excellent	5	Easy to understand, there is no mispronunciation and has a native speaker accent.
	Good	4	Easy to understand even with certain accents.
	Fair	3	There are mispronunciation that make listeners have to concentrate fully and sometimes there is a misunderstanding
	Poor	2	It is difficult to understand because there are mispronunciation which often asked to repeat.
	Failed	1	Serious pronunciation problems so they cannot be understood.
2	**Grammar**		
	Excellent	5	There are no or few grammatical errors.
	Good	4	Sometimes it makes grammatical error but does not affect meaning.
	Fair	3	Often make grammatical mistakes that affect meaning.
	Poor	2	Many grammatical errors that hinder the meaning and often rearrange sentences.
	Failed	1	Grammar errors are so severe that the listener difficult to understand.
3	**Vocabulary**		
	Excellent	5	Use vocabulary and phrases like native speakers.
	Good	4	Sometimes using incorrect vocabulary.
	Fair	3	Often using inappropriate vocabulary, conversations are limited due to limited vocabulary.
	Poor	2	Using vocabulary incorrectly and vocabulary is limited so it's hard to understand.
	Failed	1	Vocabulary is very limited so conversation is not possible.
4	**Fluency**		
	Excellent	5	Speech as fluent like a native speaker.
	Good	4	Fluency seems a little disturbed by language problems.

	Fair	3	Fluency is somewhat disturbed by language problems.
	Poor	2	Often hesitated and stopped because of language limitations.
	Failed	1	Talk is intermittent and stops so the conversation is not possible
5	**Comprehension**		
	Excellent	5	Understand all of the content without experiencing difficulties
	Good	4	Understand the meaning of nearly everything, even though there are repetitions in certain parts
	Fair	3	Understanding most of what was said, the speaker speaks slowly and there was a slight repetition
	Poor	2	Difficult in following what is said, and repetition often occurs.
	Failed	1	Can't understand even though it's a simple conversation

The table speaking assessment rubric above is aimed to limit the research instruments in order to fit the research plan which is carried out by the researcher.

Validity and Reliability

Validity

The researcher analyzed the test from content validity. Content validity examines whether the test is a good representation of the material that needs to be tested. There are two experts to test which provide an assessment on the suitability in each item with indicators and basic competence, this is done to see whether the question items which is used is valid or not to be used as the test.

Reliability

To test the reliability of speaking test on this study, the researcher used Cohen Kappa reliability test with the formula is as follows (Mary, 2012, p.276):

$$K = \frac{\Pr(a) - \Pr(e)}{1 - \Pr(e)}$$

With:

$$\Pr(a) = \frac{a}{n}$$

And :

$$\Pr(e) = (n_{i+} \times n_{+i}) + (n_{ii+} \times n_{+ii}) + (n_{iii+} \times n_{+iii})$$

Mary (2012, p.276)

The result of reliability will be categorized by some criteria base on Altman(1991, p.44) with the level of reliability as follows:

Table 2 Kappa Score Criterion

K Value	Strenght of Agreement
< 0.20	Poor
0.21 – 0.40	Fair
0.41 – 0.60	Moderate
0.61 – 0.80	Good
0.81 – 1.00	Very good

Data Collecting Technique

In this section, the researcher used a test to collect the data. So, an improvement of students' achievement can be tested by using a test as a method. Kind of the test is an oral test which consists of pre-test to identify the students' real competence and post-test to see students' achievement after giving the treatment. Then the result can be compared between the score both pre-test and post-test to see whether there is an improvement of students' speaking ability or not.

Data Analysis Technique

After the researcher collected the data, the researcher analyzed the result of data from pre-test and post-test related both of them through the formulas of normality test, homogeneity test, and hypothesis test.

The procedures to treat the data as follow:

Normality Test
The object test for normality to determine the distribution of the data follows a normal distribution or not. The detail explanation can be seen as follow:

Normality test using the formula Chi-quadrate as follow:

The hypothesis formula:

   Ho: sample comes from the population that has a normal distribution.
   H_1: sample did not come from the population that has not a normal
         distribution.

Statistic formula:

$$x^2_{count} = \sum_{i=l}^{k} \frac{(O_i - E_i)}{E_i}$$

   Arikunto (2006, p.273)

Homogeneity Test

A homogeneity test was applied to analyze whether or not the scores of one group have homogenous variance compared with the score of other groups. In this study, the researcher used F-test. The formula can be seen as follow:

The hypotesis formula:

$H_0 : \sigma_{1^2} = \sigma_{2^2}$ both sample have the quality of variants.

$H1 : \sigma_{1^2} \neq \sigma_{2^2}$ both sample have different of variants.

The used statistic formula of the test is:

$$F = \frac{biggest\ variants}{smallest\ variants}$$

The test criterion

Accepted H_0 if $F_{ratio} \geq F\frac{1}{2}\alpha$ (V_1 - V_2), with $V_1 = n_1$-1 and $V_2 = n_2$-1

Setiadi (2006, p.249)

Hypothesis Test

Hypothesis testing is intended to see whether the hypothesis that is proposed in this research is accepted or not, to test the hypothesis, Repeated Measures T-test was conducted and the used formula of the test is t-test which frames at this below formula:

$$t-_{test} = \frac{\overline{X}_{1-}\overline{X}_2}{\sqrt{\frac{S_{1^2}}{N_1} + \frac{S_{2^2}}{N_2}}}$$

The criteria are:

H_0 : H_0 is accepted if t-ratio < t-table

H_a : H_a is accepted if t-ratio > t-table

FINDINGS AND DISCUSSION

The Validity of Research Instrument

In this study, the researcher used pre-test and post-test as the instruments with validation of the content validity. The test was validated by two advisors to know the validity level before the researcher committed the test. The expert of this validation are speaking lecturer of the Muhammadiyah University of Metro, they are Dedy Subandowo, M.A. as the first validator and Aulia Hanifah Qomar, M.P.d as the second validator. After the experts signed the legalized by the head of English Education Study Program as well.

The Reliability of Research Instrument

The result of the reliability result can be seen from the table below (based on Murti, 1997):

Table 3 Cohen Kappa Specification Table

K Value	Strenght of Agreement
< 0.20	Poor
0.21 – 0.40	Fair
0.41 – 0.60	Moderate
0.61 – 0.80	Good
0.81 – 1.00	Very good

Based on the data obtained, it could be seen that the value of Kappa index (K) was 0.600. Then, the K value was consulted to the Kappa score criterion which was presented in Table 1.6. It could be concluded that the reliability of the instrument is moderate.

The Result of Pre-test and Post-test Score
A pre-test is conducted as the preliminary research to identify the students' real competence and problems in speaking learning. The post test was given on April 5th, 2019 to the 46 students, where the 23 students were experimental class and the 23 students were included as the control class. The following is the table which will show more detail information about the result of the pre-test which has done by the researcher.

Table 4 Data Description of Pre-test Result in the Experimental
and Control Groups

Data Description	Score	
	Experimental group	Control group
Number of Cases (N)	23	23
Mean (M)	57.04	55.35
Standard Deviation (SD)	12.44	9.65
Range	43	43
Maximum Score	43	43
Minimum Score	86	86

Source: the result of pre-test in experiment and control class.

Below is a chart of students' average score in pre test:
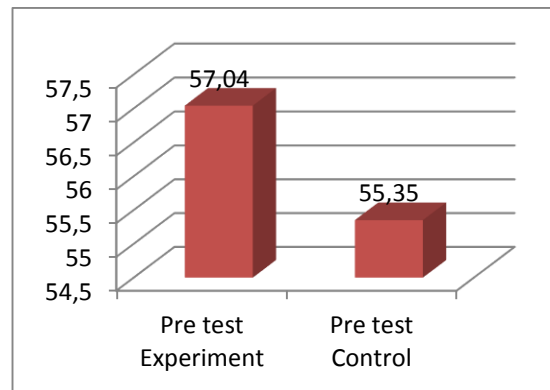
The data of students' pre-test shows that it could be summarized that among 23 students there are 2 students or 8,70% that could achieve into the excellent category. Moreover, there are 13 students or 56,52% get fair category then 8 students or 34.78 failed into a poor category. Meanwhile, the mean difference is not significant so it could be said that the two groups had the same result in the pre-test score.

Table 5 Data description of Post-test in the Experimental and Control Groups

Data Description	Scores	
	Experimental group	Control group
Number of Cases (N)	23	23
Mean (M)	70.87	59.87
Standard Deviation (SD)	12.53	12.57
Range	60	48
Maximum Score	40	43
Minimum Score	100	91

Source: the result of post-test in experiment and control class.

Below is a chart of students' average score in post test:
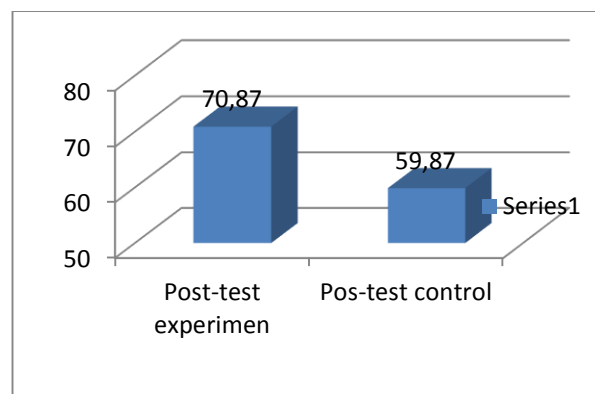
The data of students' post-test shows that the mean and standard deviation are 70.87 and 12.53 respectively for the experimental group while 59.87 and 12.57 are the mean and the standard deviation of the control group. Furthermore, the maximum and minimum scores are 100 and 40 for the experimental group and for the control group the maximum and minimum scores are 91 and 43 with the range of 60 for the experimental group and 48 for the control one. The mean difference is significant so it could be said that the experimental group is better than control group in the post test score.

The Result of Normality Test

The values of normality test of pre test experimental and control groups (Asymp. Sig. (2-tailed) are higher than 0.05. They are 0.583 and 0.106 so it indicates that the data distribution is normal. Furthermore, the data of post-test in experimental and control groups (Asymp. Sig. (2-tailed) are higher than 0.05, that is, 0.150 and 0.462. It means that the data distribution is normal.

The Result of Homogeneity Test

The value of F-test obtained (Fo) is 1.564 and Ft is 4.06 at degree of freedom 1:44. It means that the two groups are homogeneous because the value of Fo is lower than that of Ft (1.564<4.06).

The Result of Hypothesis Testing

The first hypothesis indicates that the value of t obtained (8.981) is higher than t table (2.073) at the significance level 0.05 and the significance (0.000) is lower than 0.05 (See Appendix 6). In conclusion, the teaching speaking by using the VOA Learning English video is effective.

The second hypothesis testing shows the value of t obtained (2.971) is higher than t table (2.073) at the significance level 0.05 and the significance (0.000) is lower than 0.05. It means that teaching speaking using the VOA learning English Video gives a significant different ability.

CONCLUSION AND SUGGESTION

Conclusion

After the treatment has done to be applied the result then calculated to recognize the final information coming from those data. So, the result of the pre-test and post-test from the control group and experiment group will be known the difference result of each other. In the pre-test, the average score of the experimental group and the control group are 58.04 and 55.35. From the score of two groups, the result of the post test of the experimental group is higher than the control group; they are 70,87 for the experimental group and 59.87 for the control group.

Then, the result of the first hypothesis from the two classes both the experimental and control group that the measurement shows that increasing line of the speaking ability of the experimental group is higher than the control group. The t-test measurement obtained is (8,981) which is higher than t table (2.073) at α: 5% and the probability is 0.00. The t-test table is 2.037 out of degree of freedom (df) 22.

The second hypothesis proves the t-test measurement obtained is (2.971) which is higher than t table (2.073) at α: 5% and the probability is 0.00. The t-test table is 2.037 out of degree of freedom (df) 22. It means that the teaching speaking by using the VOA videos at the second semester of English Education Study program is effective and gives a significant different ability. Due to some strengthens belong to VOA videos, it can be stated that the students' speaking ability in the second semester of English Department at the Muhammadiyah University of Metro increases significantly than those taught using the conventional method.

Suggestions
Referring to the result of the research, the researcher gave some suggestion as follows: (a) for the students; students should do much practice in speaking English. The use of VOA learning English videos in improving speaking is not only for classroom teaching-learning process, but also it can be applied in a daily activity. (b) for the teachers, English teacher should improve their knowledge of the use of VOA learning English videos in teaching speaking. English teacher must be able to use these media to learn about how to speak English well and fluently in speaking class, so that the students will be interested in learning English. (c) for the other researcher, this research result can be used as theoritical references for the sake of improving English teaching quality and English learning process especially in teaching speaking. Because of the lack of experience and another weaknesses of the researcher, it very wide open for another researchers to develop this research. The researcher invites another English teacher to use VOA Video in their class. In this video the students will avoided from getting bored in teaching learning activity.

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FACILITATING MEANING RECOGNITION OF ENGLISH VOCABULARY THROUGH AUDIO-VISUAL INPUT: A STUDY OF INDONESIAN LEARNERS

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ABSTRACT

Vocabulary is considered one of the most important aspects in ELT. Without vocabulary, there will be nothing to be conveyed in the sense of form and meaning. Despite its importance, in some EFL countries like Indonesia, the teaching and learning of vocabulary depends mostly on prescribed text books which are less authentic and provide only a few of examples of contextual language use. This study analyses the impact of using English movies to facilitate vocabulary meaning recognition of Indonesian EFL learners. The participants of this study were 26 students of English Department in Universitas Bandar Lampung, Lampung, Indonesia. The participants were given vocabulary pre-test to see their prior vocabulary knowledge. After the pre-test, the participants took part in four-session movie class where they watch 'The Social Network', a movie about the invention of Facebook, to acquire and understand the targeted vocabulary items. After three weeks, the participants did another test to assess their understanding towards the vocabulary items. The results of both pre-test and post-test were compared. The findings show that watching English movies help EFL learners to retain vocabulary meaning.

Keywords: Vocabulary, Meaning Recognition, EFL Learners, Audio-visual, The Social Network

INTRODUCTION

Vocabulary is an important aspect in the field of language teaching and learning. Without vocabulary, there will be nothing to be conveyed in the sense of form and meaning. However, the importance of vocabulary was not highlighted until 1980s when more communicative approaches in language teaching emerged. Thornbury (2002) stated that the development of language teaching and learning has raised the awareness to the essential role of vocabulary. Despite its necessity and the rise of awareness towards vocabulary, the effective ways of teaching vocabulary are still debated.

Dezfoulian, et.al (2015:3281) mentioned that, most teachers still do not pay enough attention to the effective ways of teaching vocabulary. However, it is believed that vocabulary should not be separately taught or learned as a stand-alone element of language. Instead, vocabulary learning must be integrated with language skills such as listening and reading to maximize the process of delivering both the form and the meaning of target vocabulary items. Moreover, involving

authentic sources such as videos or movies in vocabulary learning may provide more contextual inputs which help learners to retain meanings and forms of vocabulary.

English movies can provide learners with authentic use of language by native speakers which is more contextual, natural, widely varied in different speech situations and rich in idiomatic expressions. In addition, movies are primarily intended to entertain and are naturally engaging. Thus, watching a movie may increase learners' motivation to learn the language. Lansford (2014) emphasized the significances of using videos to enhance learning activities in language classroom. He stated that audio-visual aids such as videos can substitute the use of printed texts. Moreover, the entertaining nature of videos and movies can attract more attention and motivate learners to participate more during the lesson.

There are number of reasons to believe that using audio-visual aids especially English movies can facilitate vocabulary learning. These reasons include: authentic language use by native speakers of English language, contextual and natural use of vocabulary items, abundant use of idiomatic expressions and collocations, entertaining content that motivates learners, cultural knowledge that helps learners to relate the language more and expanding creativity of

both languages teachers and learners as the teachers need to design challenging and equally interactive tasks to accompany the movie and the learners need to solve the given tasks by activating their schemata and pushing their critical thinking.

Objectives

As many teachers and educators become more aware of the importance of vocabulary in ELT, many research studies have discussed the issues in vocabulary learning and how to tackle those issues by presenting various techniques to enhance vocabulary teaching and learning. The aim of the current study is to emphasize the significance of using English movies to facilitate vocabulary meaning recognition for young-adult EFL learners in Indonesia. The following are the objectives of the current study:

- to prove that having contextual sources to introduce vocabulary items can help EFL learners retain the meanings of different lexical items;

- to facilitate vocabulary meaning recognition through watching English movies;

- to prove that using English movie as an aid to teach vocabulary is significantly beneficial.

Hypothesis

This study hypothesizes that watching English movies can help EFL learners to understand vocabulary meanings. The study also believes that EFL learners in Indonesia, including the advance level learners, do not get enough exposure to the authentic use of English language. Most of them learn from textbooks and non-native English teachers. Learners may become competent in grammar but possess limited knowledge and understanding about other aspects of the language especially vocabulary. Hence, the study assumes that by watching English

movies, which are inherently enjoyable and very rich in authentic language use, EFL learners can recognize vocabulary meanings easily and be more motivated in learning the language.

Methodology

The present study was conducted in the English Education Department of Universitas Bandar Lampung in Lampung, Indonesia. The participants of the study were first year undergraduate students of English Education Department. The study is organized in three phases: vocabulary pre-test, intervention using English movie and vocabulary post-test.

On the pre-test, the participants were asked to identify the definitions of 40 vocabulary items. 30 items are multiple-choice while the other 10 are writing words definitions.

The intervention took place after the pre-test and lasted for four sessions in three weeks. An English movie entitled 'The Social Network' was shown to introduce the use of vocabulary items given in the previous test. The movie is about the beginning of 'Facebook' and how Mark Zuckerberg, the founder of Facebook, started the well-known social media. The movie was chunked into four parts and each part was played in every one session. Some vocabulary items were discussed in the class. During the discussion, the researcher took field notes. The participants were finally asked to re-watch the whole movie after the last session of intervention was done.

The post test was conducted to evaluate learners' meaning recognition after watching the movie. 40 vocabulary items were given to the participants. Similar to the pre-test, they had to identify the definition of those items. However, to slightly elevate the difficulty, the multiple choices items were decreased to 20 items while the writing definitions items were increased from 10 items to 20 items. Moreover, even though the post-test had identical items to the ones of pre-test the numbers of the items were shuffled and the layout was re-arranged so the participants did not feel as if they did the same test twice.

RESULTS AND DISCUSSION

The data analysis of the current study will be presented based on the three phases of data collection: appraisal, intervention and evaluation. Specifically, the analysis will include the analysis of pre-test results, the analysis of intervention activity, the analysis of post-test results.

Phase 1: Appraisal

In the first phase of the current study, the researcher used a pre-test to determine the prior knowledge and understanding of the participants regarding the vocabulary items selected for the study. The pre-test consists of 40 items which is divided into 30 multiple choice items and 10 writing definitions items. In the second part of the test, where the participants write one definition for each vocabulary item, the answers of the participants should represent the definitions of the items as they are defined in the standardized English dictionaries; Oxford English Dictionary, Merriam Webster, and Cambridge Dictionary. The items of the test are

taken from an English movie, 'The Social Network'. 26 participants from the English Language Department of Universitas Bandar Lampung completed the pre-test.

Mean	14.07692308	35%
Mode	13	33%
Std. Dev	3.772776982	

The table shows the two central tendencies: the mean and the mode. The average score of 26 participants is 14.07 or 35% of the maximum score. 13 is the most achieved score as it is given on the 'mode' column. The standard deviation indicates the homogeneity of the scores achieved by learners; the smaller the value of SD, the more homogenous the scores are.

The data obtained from the pre-test illustrate the knowledge of the participants about the targeted vocabulary items. From the average score, it can be assumed that the participants are only familiar with 35% or around 14 items of the total lexical items given in the test. The mode shows many participants can only make sense of only 13 items or 33% of the total vocabulary items. The standard deviation (3.77) indicates that the scores of the participants are varied and show slightly wide gap. Based on the results of the pre-test, it could be determined that the knowledge of the participants about some vocabulary items is low.

Phase 2: Intervention

After the pre-test was conducted, the participants were involved in four sessions of classroom teaching as part of the intervention. The class activities were divided into two parts: 30 minutes for watching the movie clip and 10 minutes for post-watching discussion. The post-watching discussion was intended to ensure participants' understanding of the story of the movie and some targeted lexical items.

At the beginning of every session, the participants watched 'The Social Network' in sequenced clips. The movie was divided into four clips and each clip was played in four sequential sessions. To avoid direct translation, the movie was given without Bahasa Indonesia subtitles. Instead, the English subtitles were used to help learners notice the lexical items and understand the story. Besides understanding the storyline of the movie, the participants were expected to notice some words that were given in the pre-test and make sense of those lexical items based on the context presented in the movie. Given below are the lexical items that the participants were expected to notice while watching 'The Social Network'.

Adjectives	Verbs	Participles (can be used as verbs or adjectives depending on the context)
Capable	Demonstrate	Accused
Competitive	Deserve	Assumed
Cryptic	Distinguish	Condescending
Delusional	Exchange	Elected
Exclusive	Expand	Finished
Genius	Impress	Interconnected
Intellectual	Manage	Invented
Priceless	Monetize	Motivated
Snide	Rephrase	Obsessed
Trite	Specialize	Reincorporated
Valuable	Sue	Supposed
World-class	Stipulate	Stolen
	Torture	

Watching the Movie

As the participants watched the movie, the researcher made field notes in each session. It was noticed that the participants attentively watched the movie in each session. Most of them focused only on the movie, watching closely, while some of them appeared to take some notes every couple of minutes watching, as if they jotted down some items they found peculiar or familiar from the pre-test they took. The researcher also noticed some participants talking to each other, discussing and commenting about the movie at the start of the second to the fourth meeting, the researcher asked the class to retell a short part they remember about the previous clip of the movie before they continued watching. From this warming-up activity, the participants seemed to understand the context and the story-line of the movie. Moreover, from this activity, some participants unintentionally mentioned some of the targeted lexical items when they recalled the scene or some parts of the conversations.

Before the end of each session, the participants were invited to share the words they noticed

while watching the movie clips. They were also asked the definitions of the words they found. The researcher discouraged the use of dictionary to find definitions of each word. The participants should recall what they have watched to understand the meaning of the words. Thus, instead of using the dictionary to find out the meaning, the researcher replayed the part where some particular words are used in contextual talks whenever the participants could not identify the definition of some words. Some participants could guess the meanings of some words given in the pre-test after watching how those words were used in the movie. Given below are some targeted vocabulary items that most of the participants shared in the post-watching discussion.

Words	Use of the words in the movie	Definitions by participants
Genius	'Did you know that there are more people with <u>genius</u> IQs living in China than there are people of any kind living in the United States?	A very smart person. Very intelligent. A quality of being so smart.
Distinguish	'How do you <u>distinguish</u> yourself in a population of people who all got 1600 on their SATs?'	To notice some differences.
Delusional	'To row crew? No. Are you, whatever, <u>delusional</u>?'	Being irrational. Unrealistic.
Assumed	'I <u>assumed</u> you had met one.'	Making prediction. Having opinion.
Obsessed	'You're <u>obsessed</u> with Finals Club.'	Becoming so demanding about something.
Prescribe	'You have Finals Club OCD and you need to see someone about it who will <u>prescribe</u> you some sort of medication.	Something related to medicine. Having schedule to use medicine.
Stolen	'Selling a <u>stolen</u> car to pay for the stolen gas.' 'He stole our website.'	To take something without permission. Taken away without permission.
Invented	'I <u>invented</u> Facebook.'	To create something new.
Sue	'What? You want to hire an IP lawyer and <u>sue</u> him?'	Related to law. To process under the regulated law.

Elected	You think Teddy Roosevelt got <u>elected</u> as the president because he was a member of the Phoenix Club?	Chosen by voting.

Based on the list, it can be assumed that the participants are able to understand some meanings of vocabulary items when they are used in particular context. The statements and questions of the actor, which are set in natural interactions, help the learners to acquire meanings. However, the researcher believes that watching only once will not be effective.Thus, at the end of the fourth session, the participants were asked to re-watch the movie once more at home to be prepared for the evaluation.

Phase 3: Evaluation

Evaluation was conducted after the four sessions of intervention and the participants were assumed to acquire some take away points from the movie they have watched. This phase includes post-test.

Post-test

Before conducting the post-test, the participants were asked several questions related to the movie including the main idea of the movie, some scenes they could remember, some quotes from the actors and finally the words they recognized.

After a short review, the post-test was given to the participants. The post-test was intended to assess participants' vocabulary knowledge about the selected lexical items after watching the movie, 'The Social Network'. Moreover, the post-test also aimed to prove the hypothesis that movie watching facilitates vocabulary meaning recognition.

The participants were given 40 vocabulary items in the post-test. The post-test is the re-arranged and shuffled version of the pre-test with identical vocabulary items. The first part of the test consists of 20 multiple choice items and the second part consists of 20 short writing items which require the participants to write a short definition for each vocabulary item. As the participants have been exposed to the contextual use of each vocabulary item, it was expected that the participants could achieve better results in the post-test.

Mean	27.42308	69%
Mode	27	68%
Std. Dev	3.061674	

The tables shows the two central tendencies, mean and mode, the standard deviation and the percentage of each value are also pointed out in the table.

The data obtained from the post-test results illustrate the knowledge of the participants about the targeted vocabulary items after they were exposed to authentic use of English language in

the movie, The Social Network. As it is shown in the average score and the most achieved score –the mean and the mode columns, most of the participants are able to achieve more than 65% of the total score. These results indicate that the participants are able to retain the targeted vocabulary items after they are exposed to the contextual use of each item in the movie.

To have clearer comparison between the results of pre-test and the post-test, and to examine the significance of the intervention in helping learners to retain vocabulary meaning, the two central tendencies and the standard deviations of both tests are presented in the following table.

Tests	Mean	Mode	SD
Pre-test	14.076923	13	3.772777
Post-test	27.423077	27	3.061674

The table shows that the mean score of vocabulary post-test is higher than the mean score of pre-test. Moreover, the value of standard deviation of the post-test is also smaller than the one of pre-test (M=27.4; SD=3.0).

Based on the table above, it can be concluded that the participants' scores have significantly increased after the four sessions of intervention which include the use of English movie to facilitate vocabulary meaning recognition. Both the mean and the mode of the pre- test doubled the ones of the pre-test. Moreover, the standard deviation of the post-test indicates that the scores of the participants are more homogenous compared to their scores in the pre-test. Hence, it could be initially claimed that the use of audio-visual aids to facilitate meaning recognition is significant in helping learners understanding the meaning of English vocabulary items.

Findings

The study revealed the following findings:

- Use of English movies is one of the most effective ways to deliver meanings of vocabulary items.
- Vocabulary items should be delivered in authentic contexts to help learners acquire and retain them better.
- Watching English movies can help language learners to retain vocabulary and increase their motivation to learn the language.
- EFL teaching and learning in Indonesia should use more authentic materials that provide learners with the actual use of English.

CONCLUSION AND IMPLICATION OF THE STUDY

The current study reveals that English movies can be gainfully used in the EFL classroom to facilitate vocabulary learning. Using movies to deliver vocabulary items ensures learners attention which is a significant step towards vocabulary recognition. The authentic language use and the interesting story line of English movies offer not only abundant instances of how the language is used but also provides motivation for the learners to learn the language further.

More importantly, using movies as teaching aids allows learners to understand not only the content of the movie and the vocabulary items but also some other aspects of language such as pronunciation, idiomatic expressions and cultural knowledge. This study found that vocabulary learning in Indonesia often lacks contextual and authentic inputs; the process of teaching and learning vocabulary depends mostly on the English text-books where in most of the content and the language use are artificial and unappealing to learners.

In spite of all advantages and benefits that yield from the use of English movies in vocabulary learning, they are still sparingly used. EFL teachers in Indonesia have to be aware of the effectiveness of English movies, understand the limitations of using movies and finally start using them to experience the advantages of using English movies in teaching vocabulary. Teachers should be aware that despite the advantages that English movies have, there are some limitations that need to be considered. First of all, it is necessary to choose the right movie which contains the targeted vocabulary items. Then, the learners should not just watch; some activities should be designed to accompany the movie. It is only when teachers are aware of both the advantages and the limitations of using movies, will the learners experience contextual and authentic vocabulary learning.

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PADLET AS AN ALTERNATIVE LEARNING JOURNAL IN LISTENING CLASS

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ABSTRACT

Electronic learning (e-learning) has become a new custom and has been broadly used in language learning. The intervention of technology in teaching and learning process benefits both teachers and students. Padlet as one of the digital tools is a website that can be utilized in a classroom. This paper attempts to investigate the use of padlet in listening class and also to reveal the students' attitude toward the use of padlet as a learning journal. This study is descriptive qualitative research which involves 52 participants of English learners in listening class. The writer did the observation on the teaching and learning process by using padlet and also administered the close-ended questionnaire to all the participants to know the students' attitude towards using it in listening class. The results showed that there's positive attitude towards the use of padlet as learning journal in listening class. Padlet is an effective tool for gathering materials in one virtual board. The finding also showed that most of the students experienced interesting activity through padlet which is useful for enhancing their learning especially in practicing listening.

Key words: padlet, learning journal, listening skill

INTRODUCTION

The integration of ICT in EFL learning has been broadly used nowadays by the teachers. It is essential for the teacher to integrate their teaching with the technology in order to optimize the objectives of the lessons and enhance students' learning. Web 2.0 technologies are the current trends in education recently. As what is stated by Sigala in Cole, the advent of Web 2.0 technologies, collectively known as social software, present HE (higher education) with the opportunity to go beyond traditional delivery formats and develop student-centred personalized learning environments (Sigala 2007 in Cole, 2009). In other words, technologies can activate students learning and give chance to the students to explore the materials further.

There are so many web 2.0 technologies in education that can be used in teaching and learning process. Online platform is familiar technology that has been used by teachers in EFL class. It facilitates the users to interact with other user asynchronously. Archambault et. al. (2016) in Cakrawati (2017) stated that the use of social networking tools accommodates feedback between instructors and students and it makes them communicate more efficiently and effectively.

One of the beneficial online platforms for classroom setting is padlet. Padlet is a web 2.0 technology that can be used to create a virtual wall and is beneficial to accommodate the simple tasks such as starters and plenaries or could be used to run an entire lesson (Weller, 2013). Padlet is a piece of 'social software' in which the users become publishers rather than merely consumers

of information (Cole, 2009). The users can interact with the content of the web such as leaving comments, live text, audio or video discussions instead of just receiving information (reading a text or viewing an image). Padlet enables the users to post multimedia files and documents in a virtual wall.

In this research, padlet is used to teach in listening class for the first semester students of English Education Department. It is used when teaching and learning process happened in the classroom and as weekly learning tasks that the students should do after class. By integrating this platform in listening class, the teacher will be easier in monitoring the students' activities related to listening practice in and out the class since it enables the students to post any video/audio that they have listened.

Many researches have been conducted by the researcher about using padlet in EFL. Lowe and Humphrey (2018) recommend that padlet is a worthy application to use at the 'idea-gathering' stage of a project. It is also useful for sharing ideas and 'bombarding' resources into a shared space. Padlet also offers a 'pin board' style of platform to review content and ideas with colorful presentation in which it is useful for visual learners. Another research was carried out by Haris (2017) from Universiti Kebangsaan Malaysia. The result showed the positive attitude from the participants towards using Padlet as a means for learning grammar. The findings of the research indicated that the use of Padlet is effective in enhancing students" performance in language learning.

However, in Indonesian context of EFL, researchers employed some studies related to the use of padlet in teaching English. Sari (2019) carried out a study to figure out the students' response in using padlet especially for peer feedback through chatroom in padlet. The finding showed that chatroom in Padlet becomes preferable media in giving peer feedback because it is fun, can be used via mobile phone, time efficient (can collect huge number of feedback in a quick time), and accessible for students and teachers. Thus, regarding to that background, this research investigated two research questions, as follows:
1. How is the use of padlet as a learning journal in listening class?
2. What are the students' attittude in using padlet in listening class?

METHOD

This research is descriptive qualitative study. This study was conducted on August-October 2019. It involved 52 students of English Education Department which has been using padlet online platform in listening class. In this research, the writer administered close-ended questionnaire which is electronic-based questionnaire to the participants to gain the information about the students' attitude towards the use of padlet in listening class. The question items were divided into three section, those are: students' familiarity towards padlet, students' attitude towards the usage of padlet, and students' attitude towards padlet as learning journal in listening class. The questionnaire consists of 17 questions using a four-Likert scale. Furthermore, direct observation was also conducted to record the data about the teaching and learning process by using padlet.

RESULT AND DISCUSSION

The Use of Padlet as Learning Journal in Listening Class

Padlet enables the students to post anything such as link, audio, video, document, images and text on virtual wall which has interesting display. It is also possible for the students to post something in teacher's wall without having an account of padlet. In listening class, padlet can be used in various ways in order to enhance students' learning. In this study, the teacher uses padlet in and out of class hour.

In the classroom, the teacher integrated padlet as a tool for discussing of a given topic. It is in line with Stannard in Haris (2017) who states that 'in classroom setting, Padlet works well with activities such as brainstorming, discussion and project work'. The teacher provided short video about a topic in a padlet wall then asked the student to discuss about what they have listened. They were given 15 minutes to discuss in group then they have to write the result of their discussion on to the padlet wall. In this activity, the students didn't need to make an account of padlet. This can be done by giving the students the URL then the students can simply add a comment to the wall. The group can directly see the comment from other group in a wall. This may be beneficial for the students to compare their discussion result with other groups' result.

Meanwhile, out of class hour, the teacher also utilized this online tool as a learning journal for the students. She asked the students to search a video/audio file from the internet every week. The topic of video/audio was determined based on the materials have been discussed in every meeting. After the students got the video/audio, they have to post it on their own padlet wall and add the summary of what they have listened from their audio/video. At the end of the semester, each student will at least have 16 posting of video with the summary in each video.
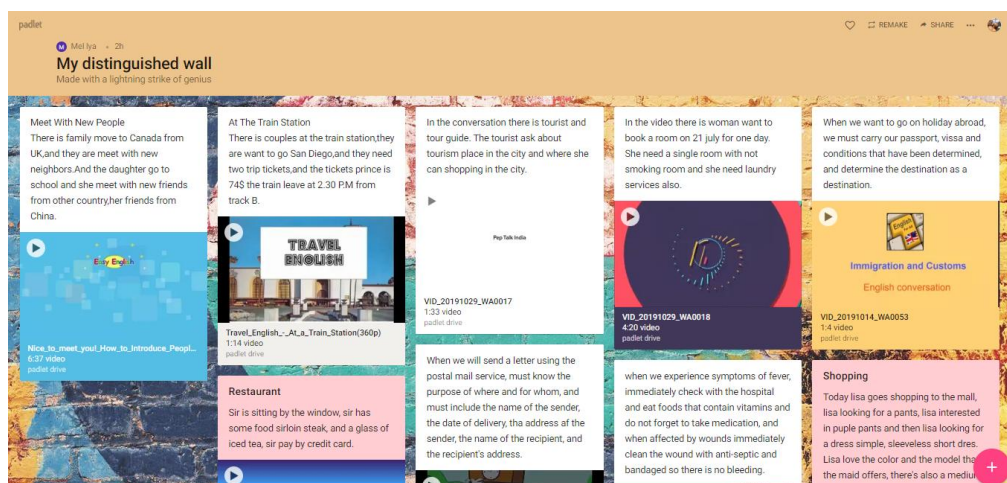
Figure 1. Screen Capture of Student's Padlet wall as learning Journal

Students' Attitude in Using Padlet

In this part, the finding was divided into three parts, such as: students' familiarity towards padlet, students' attitude towards the usage of padlet, students' attitude towards the benefits of padlet in

listening class as learning journal. Regarding to the result of questionnaire, there are 51.9% students who have never used padlet before. Meanwhile, 48.1% students have been familiar with padlet. The result of students' familiarity towards padlet can be seen in the following chart.
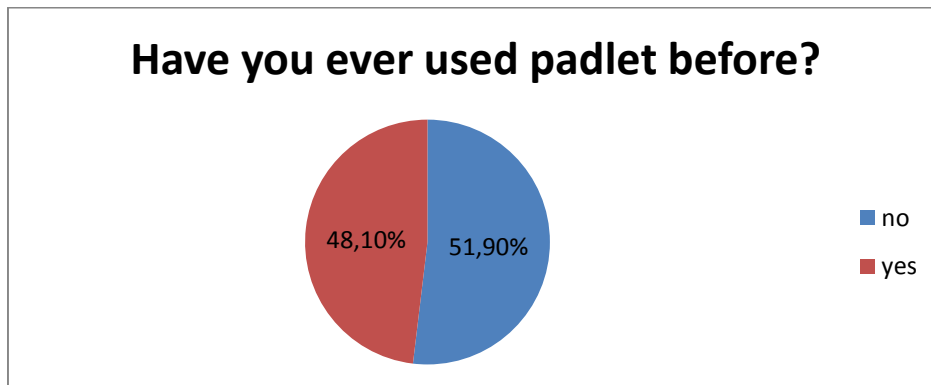
Figure 2. Students' familiarity towards padlet

Besides students' familiarity towards padlet, the study reveals about whether or not the students found difficulties in using and operating padlet. The initial thing is that most of the students agree and strongly agree with the statements about the usage of padlet. It encompasses creating and publishing padlet, posting video/audio through padlet, and using symbols /icons in padlet. The result showed that the students who agree and strongly agree that padlet is easy to operate are 63.4%. Meanwhile, 71.7% from 52 participants agree and strongly agree that the use of padlet as mobile learning application is easy.

However, from the result of the questionnaire, the major difficulty faced by the students is the low signal of their own gadget. From all the participants, 53.8% students disagree and strongly disagree with the statement that they have no difficulty in using padlet because of low signal in their gadget. The following table showed the students attitude towards the usage of padlet.

Table 1. The Result of Questionnaire about the Usage of Padlet

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly agree
2.	It is easy for me to operate padlet.	5.8%	30.8%	34.6%	28.8%
3.	The use of padlet as mobile learning application is easy for me.	3.8%	25%	34.6%	36.5%
4.	It is quite easy to create and publish my own padlet.	5.8%	28.8%	34.6%	30.8%
5.	It is easy for posting video/audio in padlet.	7.7%	25%	30.8%	36.5%

6.	It is easy to use icon/symbols in padlet.	11.5%	26.9%	38.5%	23.1%
7.	I have no difficulty in using padlet because of low signal in my gadget.	19.2%	34.6%	28.8%	17.3%

Regarding the survey of the benefits of padlet in listening class, the result showed that only 25% students who think that padlet is difficult to use for collecting materials as learning journal. The rest of students state that it is easy for collecting materials as learning journal. Most of students (86.5%) also state that padlet is effective for learning journal. A big number of students (73%) agree and strongly agree that padlet is helpful for organizing learning journal. This is supported by Lowe & Humphrey (2018) who state that padlet was easy for sharing things 'seamlessly' and also that it was a good way of 'collecting stuff together'. In other words, the students can easily gather the information, in this case, the video or audio, in one virtual board anytime and anywhere. Further, they can also organizing the template of the virtual board as they like in interesting display.

Moreover, the data from the questionnaire indicated that only few students (19.2%) disagree that learning language through padlet especially listening is interesting. Most students (73%) also state that padlet encourages independent learning especially in listening. Furthermore, a big number of students (67.3%) state that padlet helps them to be more active in practicing listening. In this case, the students can replay the videos they have posted on their own padlet wall anytime and anywhere. They can also see their friends' padlet wall and listen to videos and audios they like. By listening to the video and audio over and over again, the students can comprehend more about what they listen. They can also see their friends' summary in each video then check and compare with their own thinking. Table 2 showed the detail of the questionnaire result about the benefits of padlet in listening class as learning journal.

Table.2 The Result of Questionnaire about Padlet as Learning Journal in Listening Class

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly agree
8.	Padlet is easy to use for collecting materials as learning journal	0%	25%	30.8%	44.2%
9.	Padlet is effective for collecting materials as learning journal	3.8%	9.6%	28.8%	57.7%
10.	I can easily save the audio/video that I have learned through padlet.	0%	17.3 %	28.8%	53.8%

11.	Learning language through padlet especially listening is interesting for me.	0%	19.2%	40.4%	40.4%
12.	Padlet encourages independent learning especially in listening.	1.9%	25%	34.5%	38.5%
13.	Padlet is helpful for organizing learning journal.	1.9%	25%	44.2%	28.8%
14.	The use of padlet in listening class makes my listening experience more interesting.	3.8%	15.4%	42.3%	38.5%
15.	Padlet improves the effectiveness in practicing listening.	1.9%	25%	50%	23.1%
16.	Padlet makes me more active in practicing listening.	5.8%	26.9%	42.3%	25%
17	Padlet helps me practicing my listening skill.	1.9%	17.3%	38.5%	42.3%

CONCLUSION

The intervention of ICT has become current trend in education. One of essential technology that can be used in EFL learning is Padlet. It is an online platform that offers great visual and enables the user to access and gather information in one virtual board. The data obtained from the study proved that there's positive attitude towards the use of padlet as learning journal in listening class. Major students found that padlet is an effective tool for gathering materials in one virtual board. The finding also showed that most of the students experienced interesting activity through padlet which is useful for enhancing their learning especially in practicing listening. In other words, the use of padlet generally helps the students in practicing listening and it can be an effective tool for organizing learning journal in listening class.

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DIGITAL STORY: ITS EFFECT ON STUDENTS' PRONUNCIATION MASTERY

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ABSTRACT

The objective of the research is to find out whether there is a significant influence of using digital story towards students' pronunciation mastery at the second semester of the tenth grade of SMA N 1 Sidomulyo in the academic year 2018/2019 especially in the aspects of segmental and supra-segmental. The methodology of the research used was quasi experimental design with three meetings actively of the treatment. The population of the research was the tenth grade students of SMA N 1 Sidomulyo and the samples taken were two classes: X MIPA 1 (experimental class) and X MIPA 2 (control class) consisting of 69 students. Digital story was applied to experimental class and textbook was used in the control class. The instrument was a test of reading two paragraphs of narrative text. In analyzing the data, this research managed two raters in judging the students' scores and utilized SPSS in the statistical computation. The researcher analyzed the data obtained from both pre-test and post-test. The result of the data analysis showed that independent t-test result was 5.26 from the critical value 1.996 with level of significance 0.05. From the analysis, the score of $t_{observed}$ was higher than $t_{critical\ (0.05)}$, so H_o was refused. It meant that digital story has a significant influence towards the students' pronunciation mastery at the second semester of tenth grade students of SMA N 1 Sidomulyo in the academic year 2018/2019.

Keywords: Digital Story, Experimental Design, Pronunciation Mastery, segmental & suprasegmental aspects, Quantitative.

INTRODUCTION

Communication among speakers can be restricted unless the interlocutors pronounce the language clearly. In case, any force on the aspects of pronunciation such as inaccurate spelling, stress, or intonation may cause to misunderstanding and blurring. As a "sender" of information whether to convey something in general or to intend about personal information, using an intelligible communication is necessary to avoid judgments. Unclear spoken language of language user will cause a judgment of being uneducated, incompetent or lack of knowledge, even though the listener only responding to the pronunciation (AMEP Pronunciation , 2002:1). People who have a good pronunciation will ease themselves in communication by means of understanding the language and using the language. Even if someone has perfect grammar mastery but has an under-rated ability of pronouncing in proper way, he/she will have a limited access in communication. Thus, working in pronunciation area is highly essential for communication.

As for teaching process, pronunciation is a useful basis affecting other aspects of language. For example, pronunciation easies the listening comprehension and enables one to be intelligible during verbal interaction. It furthermore assists learners to gain the skills they need for effective

communication in English (Ahmadi &. Gilakjani: 2011: 78-83) ˙ Learning pronunciation helps someone recognize on how sounds are created and performed and so do how they are different from each other. Pronunciation, nonetheless, enticed little attention to be taught, comparing to grammar and vocabulary. As the area changes and so does the perception, teaching and learning pronunciation has begun to evolve from being neglected to being recognized as an important element in a language class.

In English class, the most basic idea to bring pronunciation practice in the classroom is by doing the drilling. It is commonly done by having the teacher particularly mentioning a word or sentence on textbook or flashcard with the students repeat after it. Theoretically, Kelly (2001:16) mentioned that this technique is fundamental language skill which has its root to behaviorist psychological theory and audio lingual approaches. However, applying technique would be wiser if it is accompanied by effective and good resources. As a solution, the teachers can set up media in the classroom. Media can stand a chance as the best weapon to get the learning more interactive and communicative, and the learning activities can even be more fascinating for students.

Media, in terms of educational background, refers to any kind of components which are utilized in the process of teaching. It concludes textbook, chalkboard, real object, picture, flashcard, or such as the new technology like computer, DVDs, CD-ROM, video and audio tape, internet, or various tools that technically used in classroom. Those media, if efficiently given, can stimulate students and ease them to understand difficult material. Sadiman cited in Ruis (2009: 2) argued, media is anything used to send message(s) from the sender(s) to the receiver(s), so the learners' thought, feeling, and interest are aroused. For teachers, media itself can demonstrate "invisible" aspects and bring understandable description to represent the insight which students need to acquire (Nagami, 2011: 12). From the cause and effect on the top, it has led to the fact that teacher and media are linked and cannot be separated to one and another, and indeed they are crucial to the learning process in the classroom.

The advancement of technology has been benefited in educational area as it provides resources and media to help and ease the learning process. Utilizing produced media would probably be brilliant in teaching pronunciation especially by applying audio-visual media. Anderson cited in Hidayati (2016: 30) says that this kind of audio-lingual method such as listen and repeat will be an efficient way to improve learners' pronunciation. Digital story as one of the examples is suitable to be used since it exhibits visual and auditory presentation. Frazel (2010: 109)explained that applying digital story in the classroom can ease to difficult topics and stimulate students into active learning process that can produce an exciting atmosphere of studying.

According to some previous research, the effect of audio-story on students' pronunciation resulted with significant influence and positive impact. As Goklani (2013: 9-10) reported, the result of applying audio-story showed an improvement in the post-test and statistically described with the t-test result of $t_{observed}$ 5.78 from critical value 1.72 after the given treatment. This one indicates that digital story is proved in developing the pronunciation ability. Another relevant research pried to the impact of audio stories (listening skill) on pronunciation of EFL learners. In this study which 40 students were responsible as research subject, the aftereffect of the study revealed that

certain development has taken place. It is presented by the t-test observed with the score 5.95, which means that the audio story can help students improve their English pronunciation (Motallebi and Pourgharib, 2013: 710). To sum up, these findings have shown that the implementation of the digital story in the class is great deal of helping students' pronunciation mastery.

Referring to the previous research and questionnaire that researcher gave to the students, the researcher is curious to fill the incomplete task of the previous researches. As previous researches have investigated to the segmental aspects of pronunciation, the researcher plans to deal with both aspects of pronunciation: segmental and suprasegmental. Segmental aspects deal with individual sounds or word. According to Frazel (2010: 109) it encompasses individual sounds such as vowels, consonants, and diphthongs. Furthermore Peter and Susan (1992:11) argued that speech sound is made by air moving outward from the lungs through the mouth or nose. Broughton (1980: 51) pointed out Sounds used in language are distinctive so that words can be distinguished from each other when heard, and so can be distinguished in written. Hence, sound is vibrations that go through the medium, or operationally move outwards from the lungs to the mouth and nose and can be heard from one's ear. Moreover suprasegmental features contents of stress, intonation and pitch

One of the major problems faced by most language students is the ability to deliver their ideas verbally. This existence of problems relating on the speaking skills can probably be caused by the absent of suitable resources and the attitude of pushing the speaking practice away. However, it is important that students should be able to naturally use the language and practice it in various conditions (Broughton: 1980: 82). Yet, the students have a difficulty to speak English, because they have no such experience of learning how it is done so their speaking ability is not improved. In addition, students are less contaminated by the authentic learning, because the resources may not be provided or may not be appropriate for the students. It is such a vital problem, as learning foreign language, to be neglected. Henceforth, practicing speaking skill is crucial, in every condition and with good strategy and effective resources so that mastering English as an active skill will be achieved.

In addition, as the mentioned researches investigated the pronunciation through a long audio of story, the researcher come up to the idea of giving a shorter duration of video as an effective strategy to develop students' pronunciation. Hence, the researcher tried to investigate the influence of using digital story towards students' pronunciation mastery at the second semester of tenth grade of SMAN 1 Sidomulyo South of Lampung

Based on those explanation, the researcher focused on how the influence of using digital story towards students' pronunciation mastery. Moreover, the researcher limited on the use of digital story from a YouTube Channel Pinkfong to specifically influencing both aspects in pronunciation: segmental & suprasegmental aspects of students' pronunciation mastery. In the end, the researcher' objective was to find out whether or not there was a significant influence of using digital story toward students' pronunciation mastery at the second semester of tenth grade of SMAN 1 Sidomulyo South of Lampung in the academic year 2018/2019.

METHODS

In conducting the research, the researcher applied quantitative research, especially experimental research design. According to Creswell (2002: 38), experimental research design seeks to determine if a specific treatment has an influence to an outcome. Ary (2010: 301) additionally states that an experimental design is the general plan for carrying out a study with an active independent variable. Interest of the experimenter in the effect of environmental change, can be called as treatments and demanded designs using standardized procedures to hold all conditions constant except the independent (experimental) variable (Steven and Marison, 2003: 1022). This design is used to establish possible cause and effect between independent and dependent variables. Typically, the researcher used quasi experimental design. Creswell states that Quasi Experimental includes assignment, but not random assignment of participant group. Moreover Fraenkel and Wallen (2008:42) pointed out, the variety of quasi experimental design can be divided into two main categories, they are post-test only design and pre-test-post-test design.

The research used quasi experimental design. In this research, the researcher managed two groups of classes: control class and experimental class. Sugiyono (2010: 76) states that there are two groups chosen randomly and given pretest to know whether there is difference situation between in the experiment and control class. This research selected two classes, one is control class and the other is the experimental class. The researcher used pre-test and post-test group design.

Table 1. Pre and Post-test Design

Select Control Classs	Pre-test	Non treatement	Post-test
Experimental Classs	Pre-test	Treatement	Post-test

Based on the table , the researcher used two classes as sample of this research consisting of an experimental class which were treated by using digital story and the other as the control class which were taught by using textbook. the researcher operated cluster random sampling technique. After operating the cluster random sampling, the first paper that was out was written X MIPA 1 which meant, as experimental class. Then the second paper came out was X MIPA 2 which meant chosen as control class in this research.

Before teaching pronunciation by using digital story to the students, the researcher gave the students pre-test to know the skill of the students before the treatment. After administering digital story, post-test were conducted to measure the progress made by the students.

There were two variables in this resear 57 ely independent variable and dependent variable. An independent variable is variable selected by the researcher to determine their effect on the relationship with the dependent variable. The dependent variable is observed to determine what effect, if any the other types of variable may have on it. There were two variables in this research, they were:

Independent Variable (X)

Digital story is media consisting of coherent narrative that resulted from cyber technology which usually presented through videos, audio, text, or the combination of all those. In this research, the digital story was three fable videos with English subtitle taken from one of well-known YouTube Channel, Pinkfong.

Dependent Variable (Y)

Students' pronunciation mastery means as an ability of students to pronounce every words in English properly. The major aspects on mastering pronunciation are segmental aspects and suprasegmental aspects. Segement covers up to the attention to the particular sounds of a language. Meanwhile, aspects of speech beyond the level of the individual sound, such as intonation and stress are called as suprasegmental aspects. The pronunciation learning was focused on both aspects.

Research Instrument

In this research, the instrument was pronunciation test in form of instruction test of reading 2 paragraphs (shortened version from the original text) which covered up all 90% of English phonemes, stress and intonation (further explanation of instrument specification is described in discussion on chapter 4). The paragraphs in narrative text which used in this research as the instrument of pre-test and post-test were obtained from qualified online source (learningbritishaccent.com) which provides paid online courses and contents within theme of pronunciation. As the websites also distributes audio, video including its transcript, the researcher took two stories from the websites as the instrument. As a tool for testing, this instrument was aimed to know students' pronunciation mastery. For the pre-test, the paragraphs were from the story entitled "The Wolf and Seven Little Kids", and the post-test was from the story entitled "Little Red Riding Hood".

There are some aspects corresponding to speaking ability and one of them is pronunciation. To measure speaking ability, Brown proposes speaking scoring rubric that can be used to measure learner's speaking ability. Specifically to this research, the researcher however derived only the pronunciation scoring rubric from the Brown (2010: 173) . It is presented in table 2 :

Table 2 Scoring in Pronunciation

	Scale	Description
Pronunciation	1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty

	3	Errors never interfere with understanding and rarely disturb native speaker. Accent may obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speaker.

For getting the score, the researcher determined the scale based on the students' performance from the given test with the help of inter-rater. Thus, the score was counted with the following formula:

$$S = \frac{n}{N} \, x \, 100$$

Notes:
S: Score
n: Student's obtained scale
N: highest scale possible

The researcher used independent sample t-test to know whether the treatment had an impact on students' performance. In this case, the researcher used manual calculation using the formula by Ravid (2010: 148) which shown below:

$$t = \frac{X1 - X2}{\sqrt{\frac{(n1-1)S1 + (n2-1)S2}{n1 + n2 - 2} (\frac{1}{n1} + \frac{1}{n2})}}$$

Where:

X1: Mean of gain in experimental class
X2: Mean of gain in control class
S1: Variance of experimental class
S2: Variance of control class
n1: Number of students in experimental class
n2: Number of students in control class

RESULTS AND DISCUSSIONS
The researcher got the data in the score. The score was derived from pre-test and post-test. The research was conducted on April 26th to May 26th 2019 for 5 meetings in each class. Before giving treatment, the researcher gave pre-test. The pre-test was conducted to both classes: experimental class and control class. They were given the same instrument, instruction and time allocation. The given test was aimed to know their pronunciation mastery before the treatment. The pre-test was conducted to both classes: experimental class and control class. They were given the same instrument, instruction and time allocation. The given test was aimed to know their pronunciation mastery before the treatment.

Result of Pre-test in Experimental Class

Pre-test was administered on April 30th 2019. The test took 74 minutes on having students read the narrative text that was chosen based on some criteria regarding aspects in pronunciation. Each

student had 3-4 minutes in turn on themselves to read as best as they could with proper sounds, stress and intonation. In measuring students' performance of pronunciation, the researcher classified students' performance into 5 interval scale. The scale was ranged from 1 until 5—lowest to the highest. The data distribution of pre-test can be seen below:
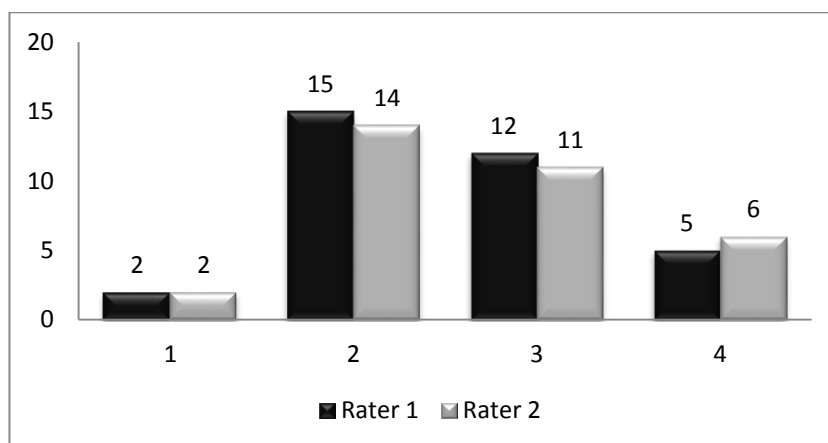
Figure 1 Result of Experimental Class Pre-test

From the chart, it can be seen that most of students were still in the scale 2 showed by 15 students (from rater 1) and 14 students (from rater 2). Only a few students had the good performance ranging in scale 4 and at bad on scale 1. The scores however were converted into quantitative data (interval scale) by using mathematical calculation so the obtained scale of each student was multiplied by 100 and divided by 5 (the number of scale). Thus the mean of pre-test in experimental class was 52.65; the median was 50; the mode was 40 after the scales were conversed.

Result of Pre-test in Control Class

In control class, in which the same instrument was also given and the test was also assessed by two raters, the result or data distribution can be seen in the chart below:
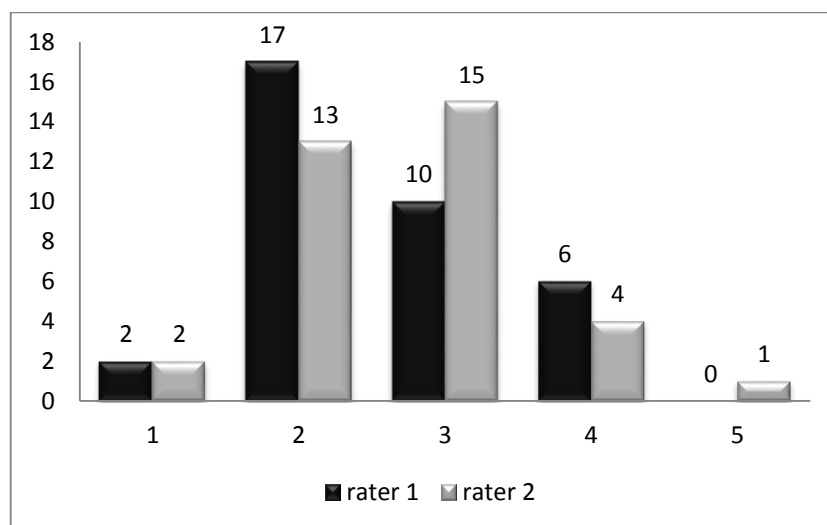
Figure 2 Result of Control Class Pre-test

From the chart, it is recognized that most of students were on the scale 2 but the rater 2 scored at the scale 3. The result however showed that two raters had the same argument of placing two students on scale 1 and one student placed at the highest scale by the rater 2 which meant the student performed best among students. Thus the average of the control class pre-test score was 52.37; the median was 50; the mode was 40 after getting the conversion.

From the result of pre-test in both classes, it directly showed that both classes had no big gap in aspect of pronunciation mastery. It can be seen from the mean of the classes which was not really far. Hence given treatment that had been applied could give further information on the development of students' performance with treatment or no treatment (teaching in usual way).

Result of Post-test
Post-test was not administered on the same day for both classes. The experimental class post-test was conducted on April 30th 2019, while the control class was on May 8th 2019. The researcher nevertheless gave the same instrument and instruction so both classes were assessed equally. The post-test itself gave deep information on how was the students' development during the treatment. The conclusion could be drawn in accordance to the gain of pre-test and the post-test to know whether the treatment had an influence on students' pronunciation. The results of post-test were presented below:

Result Post-test in Experimental Class
In experimental class, the treatment was given exclusively for third meetings. The post-test in experimental class was aimed to know whether the treatment helped students successfully in learning pronunciation. The result of the experimental class post-test was described below:
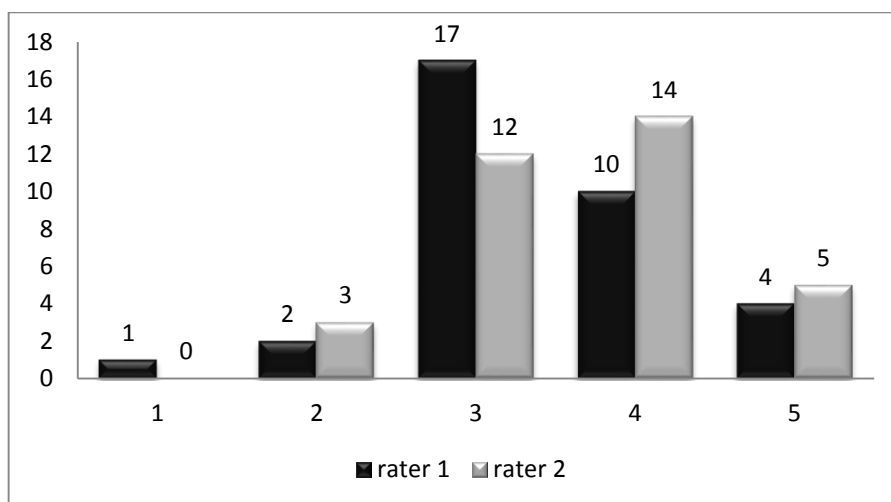
Figure 3 Result of Experimental Class Post-test

From the chart, it can be seen that students were assessed mostly in range 3 to 5. Rater 1 had the 3 as the most scale for students while the rater 2 had the 4 scale. 4 until 5 students by measurement were regarded as in highest scale, the 5 scale. It was interpreted that before the students were not placed at the 5 scale but they had made an improvement after the treatment given. The classification of those two raters also resulted an agreement as the final score of measurement. From that, the final scores were converted into interval data and it was obtained that the mean score was 70.29; the median was 70; the mode was 60. Comparing to the mean of the pre-test, the students in experimental class made a significant improvement.

Result Post-test in Control Class

In control class, the students were technically taught using the textbook as media. It was taken from how the English teacher teaches the students English in daily basis. As the control class, the result of post-test ruled as the comparison to the experimental class concerning to know the difference between the given material and usual teaching ways. Here are the results of students in their post-test term:
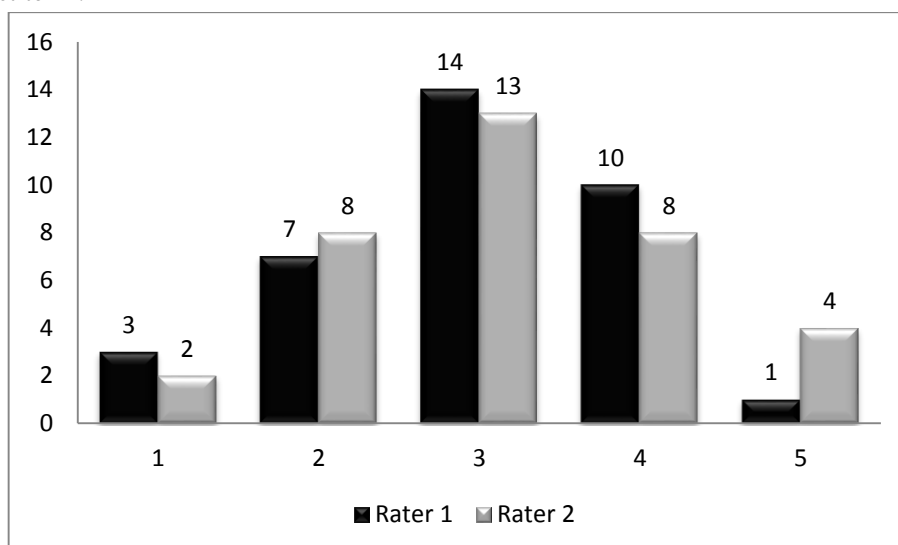
Figure 4 Result of Control Class Post-test

From the chart, rater 1 and rater 2 agreed to put most students in scale 3. Rater 2 nonetheless set 4 students as in the scale 5 which meant they made a great test accomplishment. Hence, the final scores were obtained from the average of two raters' judgment in which they would be turned out into interval data. The mean score calculated was 60.86; the median was 60; the modus was 60. Comparing to pre-test result, the students of control class seemed to make a progression in its mean value. Yet the mean score did not pass the experimental class mean which meant the given treatment had a significant influence rather than the textbook.

From the result of post-test in both classes, the researcher obtained the mean score of experimental class was 70.29 and the control class's mean score was 60.86. It was clear to recognize that the treatment conducted on experimental class produced higher result. Hence the treatment of using digital story was effective to help students learn both narrative text and pronunciation.

Result of Homogeneity Test

As the data must be normal, in conducting parametrical statistics the data also must be homogenous. In analyzing homogeneity test, the researcher operated the SPSS to know the homogeneity result.

H_o = the variances of the data are homogenous
H_a = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test were as follow:
H_o is accepted if Sig. $> \alpha = 0.05$
H_a is accepted if Sig. $< \alpha = 0.05$

The result which was appeared was shown that the data of pre-test and post-test were homogenous. The result of pre-test homogeneity test was 0.801 and the post-test homogeneity test was 0.440. Those two values passed the minimum value 0.05 which meant that the data obtained were homogenous.

Result of Hypothetical Test

After the two requirements which were normality and homogeneity fulfilled, the hypothetical test can be carried out. In this analysis, the researcher came up with manual calculation of Independent T-Test by Raviz Ruth. The hypotheses were:

H_a: There is a significant influence of using digital story towards students' pronunciation mastery in the second semester of the tenth grade at SMA N 1 Sidomulyo in the academic year of 2018/2019.

H_o: There is no a significant influence of using digital story towards students' pronunciation mastery in the second semester of the tenth grade at SMA N 1 Sidomulyo in the academic year of 2018/2019.

While the criteria are:

$$H_a \text{ is refused if } t_{observed} < t_{critical}$$
$$H_a \text{ is accepted if } t_{observed} > t_{critical}$$

The result of the calculation was 5.26 and the df (degree of freedom) was 67. To know the interpretation of the result, the $t_{critical}$ should be measured first (in range of 0.05) and it was obtained 1.996 as critical value. Therefore $t_{observed} > t_{critical}$ showed by 5.26 > 1.996 which meant that there was significant influence of using digital story towards students pronunciation mastery at the tenth grade of second semester of SMA N 1 Sidomulyo in the academic year 2018/2019.

CONCLUSION AND SUGGESTIONS
Conclusion
Based on the research conducted at the second semester of SMA N 1 Sidomulyo in the academic year 2018/2019 and data analysis of students' pre-test and post-test in both classes, the researcher concludes that there is a significant influence of using Digital Story towards students' pronunciation mastery. It is based on the analysis of the data calculation on hypothetical test in which the null hypothesis (H_o) was rejected. It is presented by the result of independent t-test where $t_{observed}$ was 5.26 and $t_{critical}$ was 1.996. It means $t_{observed}$ is higher than the $t_{critical}$ shown by 5.26 > 1.996. The Digital story can give a positive influence towards students' pronunciation. It can be clearly seen from the gain of students' score before the treatment and after the treatment) compared to the score from control class which taught using textbook. By applying digital story, students' pronunciation mastery can be improved. Hence, digital story in teaching and learning can make a good improvement.

Suggestions
Based on the conclusion, the researcher proposes some suggestions as follows:

Suggestion for the Students

Regarding to the advanced technology, students should utilize them to learn pronunciation as it provides a vast and deep knowledge for the students in which it is free and accessible. It would be better if students arrange and plan to take digital story as their helping in learning pronunciation.

Suggestion for the Teachers

The teacher therefore can have digital story as a solution as it is free access and applicable—but still has to be considered for its content and effectiveness. In this research, the researcher found out the media used by the teacher was less interesting and effective for students. It is essential to provide more media which helpful and ease students to learn pronunciation. Since sounds play an important role in learning pronunciation, teacher can take digital story to explore English pronunciation for students regarding that students need more than just printed media and non-native speaker's voices. Due to the finding, English teacher can apply digital story for students to improve their pronunciation mastery inside the classroom since the students are allowed to access smartphone. Utilizing technology can create beneficial learning both for students and

teacher. The teacher nonetheless should manage well especially in the instruction to avoid out-of-management classroom.

Suggestion for Next Researchers

In this research, the digital story was only applied for the students as media. It would be much better that next researcher asks the students to create digital story as a process of practicing speaking with correct pronunciation.

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THE USE OF INSTAGRAM TO BOOST STUDENTS' WRITING SKILL IN EXPLANATION TEXT

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ABSTRACT

The aim of this research was to improve the students' writing skill using Instagram in explanation text. This research was an action research study which involved some steps. Those were reconnaissance, planning, action, observation, and reflection. The subjects were 23 students of second semester (class A) of English Education Study Program Muhammadiyah University of Metro. The research was done in two cycles and obtained the qualitative and quantitative data. The data collection instruments were observation checklists, interview guidelines, and writing tests. The data were in the form of field notes, interview transcripts, observation checklists, and scores. The result of the research showed that the use of Instagram in the teaching and learning process significantly improved the students' writing skill. The students could develop their ideas to produce an explanation text. Based on the quantitative data, the students' mean value for the writing skills improved. In the pre – test, the students' mean value was 50,82. Then, after Cycle 1 (post – test 1), the students' mean value of post – test 1 was 62,26. At last, after Cycle 2 (post – test 2), the students' mean value in the post – test 2 was 76.08. In conclusion, the use of Instagram can improve the students' writing skill significantly.

Keywords: explanation text, Instagram, writing skill

INTRODUCTION

Writing is a skill which express idea, feel and thought which are arranged in words, sentences and paragraph. Writing skills deal with the ability to arrange the graphic such as letters,words and sentences of certain language being used in written communication in order the reader can understand the message or information. Writing is basically the process of expressing ideas and thought of the writer using knowledge of structure and vocabulary to combine the writer's ideas as a means of communication.

There are some problems found,especially in explanation text.Many students are difficult to writebecause of the lack of media use in teaching learning, therefore the students are bored and inactive in learning writing. The students also lack of vocabularies and understanding about generic structure and language features knowledge.These problemsmake students low motivation in writing subject.

These are why most of English students get still limited in writing skill. The researcher has got some data from English lecturer and the data was shown in the table below. There are many ways

that can be used to increase their writing, one of them is using media. Media is needed to incresase teaching and learning process in the class. The development of technology contributes to the spread of application, and social media. The media can help the students, and lecturers to support the teaching and learning process. Seeing the problems that occur, one of the important media to teach writing is using instagram. Instagram is one of application is created by Kevin Systorm and Mike Krieger on October 2010. Nowadays, instagram is very novelty because almost 95% of Indonesian people have instagram.This application is apply by digital filters and share it with add some caption or story from the photos.

LITERATURE REVIEW

Writing is also known as a combination of processes and products. This means that the writer should imagine, organize, draft, edit, read, and reread Darmasanti (2013:1). Harmer (2001:250) states that writing is one of the productive skills which are closely bound up with the receptive skill work.Students will increase if they master many words and expressions. Richards and Renandya (2002:203) opine that writing is the most difficult skill in learning foreign language.

Social Media

Social media technologies have been said to offer great promise for language learning, as evidenced in numerous journals, book chapters (e.g., Blattner & Fiori, 2009:17; Brick, 2011:18; Forlano, 2009:43; Meskill & Quah, 2012:39). Because of the social nature of social media, the tools can encourage language socialization and engagement with communicative practice in a meaningful way (Mills, 2011:345; Stevenson & Liu, 2010:233). A wide range of social media tools are now available to lecturers, such as blogs (e.g., WordPress), social networking sites (e.g., Facebook), Microblogs (e.g., Twitter), Wikis (e.g., Wikipedia), Video Podcasts, RSS Feeds, virtual worlds (e.g., online games), and Photo sharing sites (e.g., Instagram). Social media have been also investigated for other affective responses or attitudinal effects and showed some positive effects in increased confidence (Thorne, 2009:81; Wu & Wu, 2011:323), increased motivation (Harrison & Thomas, 2009:109; Lee, 2010:212), reduced anxiety (Stevenson & Liu, 2010:233), decreased shyness (Bosch, 2009:185), and more positive attitudes towards language learning (Thorne, 2009:81; Toetenel, 2014:149).

Instagram

Instagram was launched on October 6, 2010. It is one platforms of social media which its user can share photos, and starting from mid-2013. Risa and Tina (2014:12) Social Media Instagram is a fun and quick way to share one's life with his or her friends through a series of pictures, snap a photo with a mobile phone, then choose a filter to transform the photo into a memory to keep around forever.

According to Kelly (2015:1) Instagram is currently one of the most popular SNSs (SocialNetwork Sites) in the world with over 300 million active users.The focus of Instagram is for users to post individual images orvideos with a description on their profile, some 70 million imagesand videos are posted daily.Therefore, Prichard, C. (2013:752) Instagram seems toprovide an ideal environment for L2 learners to produceexplanation writing.Users form connections by 'following' each other's profileswhich enables them to view the content posted on these

profilesand response in the form of comments or 'likes'. A 'like' is a taguser scan place on images to indicate they view them favorably.Once a user follows other users, all postings from these users willbe collected and presented on the user's 'News Feed'.

Instagram members also have the ability to message each other privatelyusing 'Direct message'. These facilities allow users to engage insynchronous andasynchronous communication, both publicly andprivately.21 Instagram profiles with default settings can be viewer publicly by anyone who visits the site; there are also privacysettings which can restrict the access to one's profile to approvedfollowers only.

METHODS

Research Design

This research study is classified as classrooms action research. Classrooms action research is a method of finding out what works best in your own classroom so that you can improve the teaching-learning process.

Action research is broadly defined as a process through which practitioners study their own practice in order to solve problems in their day-to-day practice Mitchell (2009:344), It is often accepted as a valuable form of promoting meaningful professional development and lifelong learning Furlong & Sainsbury, (2005:15).

Drawing on the principles of action research, according to Friedman, (2001:159), classroom action research aims to develop an adequate understanding of the problems and issues in real settings through continual learning and progressive problem solving; the development of an action, plan and an improvement in the lecturers' instructional practice which is embedded through participatory research Mitchell et al., (2009:344).

Carr (2006:421) argues that in action research there is a set of methods that can be adopted rather than one coherent methodology. Similarly, a collective case study method Stake (2000:435) was adopted for its "ability to examine, in-depth, a case within its "real life context" Yin (2003: 111), thus providing both description about how lecturers engaged in classroom action research and explanation regarding the nature of the professional development that occurred. A significant aspect of the methodology is the mentorship I provided as the university lecturer/lecturer educator working as a facilitator with six practicing lecturers of English on this classroom action research project, established as a school-university collaborative partnership.

RESULT AND DISCUSSION

Pre-Test

Preliminary Research

Before applying classroom action research, the researcher did preliminary study in English departmen. Preliminary study was held on Wednesday, 14th February 2019. In this occasion, the researcher asked the lecturer some questions related to the condition in writing class, students' performance and achievement. The researcher also asked about the problem which was faced in the second semester. In this section, the lecturer explained the condition about writing class in the second semester. There were two classes in the second semester of English department. The lecturer also told the students' performance in learning writing and their achievement. The researcher did the research in class A. Comparing with the class B in English class, most of class

A students were passive; because when the students were learning writing in English, they still had problems in exploring their idea. They also still faced difficulties in following writing class. In addition, the students' problem was they who could not understand how to write explanation text in generic structure correctly. Furthermore, the students got the difficulties in expressing their idea in writing explanation text, because the students were not ever to use some media which can help them to develop their writing. Eventually, the lecturer was recommended to the researcher to use instagram in supporting students' difficulties in writing.

The Result of Pre-Test
Before giving the treatment in classroom action research, the researcher did the pre-test in order to measure the students' writing skill in explanation text. The pre-test was conducted on March 13th, 2019. The students were asked to make a explanation text based on the topic which provided. To get the pre-test result, the researcher calculated the score and the researcher got the data such following.

Table 1. Frequency Distributor of Pre-test

Score Interval	Frequency	Percentage
41-45	6	26,08%
46-50	5	21,73%
51-55	10	43,47%
56-60	2	8,69%
61-65	3	13,04%
66-70	-	-
Total	23	100%

Result of Post-test in Cycle 1
After implementing the instagram to the students, she scored the last task as a post – test in Cycle 1. It was given to know their writing skills after the actions in Cycle 1.

Table 8: The Students' Writing Scores post-test in Cycle 1

Score Interval	Frequency	Percentage (%)
50-55	1	4,34%
56-60	11	47,82%
61-65	8	34,78%
66-70	3	13,04%
Total	23	100%

Based on table 4.5 above, the lowest score was 50 and the highest the score was 70. There was one student who got the lowest score and the highest score. One student got 50 and 55 score. Eight students got 61 up to 65, three students got 66 till 70 scores. The average of the score was 62,26. The class can be said success in learning process if 75% of students passed criterion of success. which was 70 score.
The formula of percentage was:

$$\frac{\text{Total all passed students}}{\text{Number Of Students}} \text{ X } 100$$

$$\frac{3}{23} \text{ X } 100$$

$$= 13,04\%$$

Reflecting

In this case, the researcher and lecturer discussed about the conclusion of implementing the action. The researcher found the students' score result in pre-test was very low. Therefore, the researcher needs to give the treatment about writing explanation text by using instagram to the students to increase the students' writing skill and help them to explore their idea in writing. Furthermore, the researcher calculated the students' score in post-test 1 and compared with the pre-test result. There was improvement on students' score from pre-test and post-test in the first cycle. The lowest score of pre-test was 41 and the higher score was 70. In the post-test, the lowest score was 50 and the highest score was 80. The average score of pre-test was 51,13 and in 66,30 post-test 1. Besides, the researcher found the weaknesses and the strength of implementing cycle 1 such:

The Weaknesses of Cycle 1

a. The students score in writing explanation text could not achieve the criterion of success.
b. The students' skill still low in arranged the explanation paragraph in the correct tenses.
c. The students' still get a little bit difficulties in language feature.

The Strength of Cycle 1

a. The students' writing score was improved from the pre-test to the post-test
b. The students' had improvement in expressing their idea and their generic structure in writing explanation text.
c. The students' motivation in learning process was increased too.

According to the explanation, it can be said that students' writing skill in explanation text through instagram was improved. Besides that, the students still weak in writing a text by using a correct tenses. Some of them still get difficult in using action verb when they write an explanation paragraph. The improvement of students' writing skill score was not enough fulfilled the criterion of success. Therefore, the researcher should be revised the planning of the cycle 1 into cycle 2

Result of Post-test in Cycle 2

Table 11: **The Students' Writing Scores pots-test in Cycle 2**

Score Interval	Frequency	Percentage (%)
66-70	1	4,34%
71-75	13	56,52%
76-80	7	30,43%
81-85	1	4,34%
Total	23	100%

Based on the table above, the lowest score was 66-70 and only one student got the lowest score. students got the score 71 to 75. seven students got scores 76 up to 80. And one students got 81 till 85. The average score in cycle 2 was 76,08 from 23 students. The research could be success if there are 75% of 23 students got the score 70 to up. In order to check the percentage, the writer calculated the score.

The formula of percentage was:

$$\frac{\text{Total all passed students}}{\text{Number Of Students}} \text{ X } 100$$

$$\frac{23}{23} \text{ X } 100$$

$$= 100\%$$

Based on calculating above, the result was 100% from 23 students could pass the test. There were 23 students who got score 70 up to. It means that the implementation of cycle 1 could increase students writing ability in explanation text through instagram. Besides that, the revised of cycle 2 was successes in the learning process.

Reflecting

The reflection was carried out after gaining the result's score of post-test 2. The students' achievement of writing test had improved than the first post-test. The researcher and lecturer felt satisfied in as much their efforts to enhance the students' writing skill of explanation text had been realize. The students could understand how to make the text easily than the first cycle and could explore their idea broader. It was proven by their increasing score from post-test 1. Indeed, they seemed more interesting during the learning process. It could be shown that the result reached the indicator which was more than 75% students in the class active along the learning activity. The researcher has calculated the result of average progress of pre-test, post-test 1 and post-test 2.

Table 4.12   The Students' Average Progress of Pre-test, Post-test 1 and Post-test 2

	Pre-test	Post-test 1	Post-test 2	Progress
Average	50,82	62,26	76,08	13,82

From the data above, it can be seen the significant progress from pre-test, post-test 1 and post-test 2. For the explanation, the average score of pre-test was 50,82 and the post-test 1 was 62,26. The progress from pre test and post-test 1 was 11,44. Then, improvement score from post-test 1 and post-test 2 was 13,82. It means, the students' writing skill has increased through Instagram.

After achieving the research's target, the researcher and the lecturer decided to desist the classroom action research because it had already succeeded. Moreover, based on the evaluating result between the researcher and the collaborator, it could be assumed that the using of classroom action research in increasing students' writing skill in explanation text by using instagram was appropriate with the planning that had been discussed by the researcher and the collaborator previously. In this phase, every action was planned as good as possible, hence the writing activities could be accomplished well.

It means that the research could be finished in cycle 2 because there was a significant percentage of students score from pretest, posttest cycle 1 to posttest cycle 2.

The strength of cycle 2

a. The students' skill in writing was increased. They could use tenses and chronological connection well.
b. The students could arrange generic structure well.
c. The students' skill in developed the idea was increased.
d. The students' motivation increased in all aspect.
e. The students' score both in students' motivation and post test 2 achieved the criterion of success.

After did posttest cycle 2, the writer interviewed lecturer to measure the result of using instagram photo. From the result of interviewed both of lecturer agreed that instagram effective to boost students' ability in explanation text.

Discussion

The research was conducted to find out the improving students' ability in writing one of the text genres that is explanation text through instagram. Instagram was a media that can make students interesting in learning writing.

According to the discussion of finding teaching and learning through instagram, the result was indicated there were improvement on the students' ability in writing explanation text through the media from 13,04% in first cycle gained score 70 or more become 100% achieved the score 70 to 85 in the second cycle. It was found that the implement of instagram was able to encourage the students to focus on explanation text, the students were enthusiasm and fast to keep their attention on writing ability. The result same with Zidny's research (2017) "*Improving Students' Writing Skill Using Instagram in Grade X of Science 5 at SMAN 5 Yogyakarta*", and research by purwasari (2017) entitle "*The Use Of Photographs On Instagram In Teaching Descriptive Text To Improve Students' Writing Skill*", based on previos researches the students could develop text with better vocabulary ideas, sentence structure, punctuation, and capitalization. students also enthusiastically joined the teaching and learning activities and the result of the research shows that the use of instagram and the supporting can improve the students' writing skill significantly. The upturn happened because from instagram, the students was easier to explore their ideas, it made the students more interested in writing instagram text. On the other hand, the students understood about the material which delivered to them. It means that the instructions process ran well, as great as the result got.

Besides, it also influenced by the students' participation in every meeting in the cycle was improved. There was a rising score in each cycle and significant percentage progress of the students' participation in cycle 1 and cycle 2. It also supported by the lecturer interviews' result, the lecturer said during the writing lesson used Instagram, the students performance was increased higher and higher in each activity in every cycle. The students' enthusiasm in learning writing used instagram their score which became measurement of success in this research.

CONCLUSION AND SUGGESTION

Conclusions

Implementation of intagram in the second semester of English Department Universitas Muhammadiyah of in academic year 2018/2019. There are some conclusions found in the discussion in the previous chapter. The conclusions are presented as fellow:

The conclusion is instagram can be used to improve the students' writing skill. The students writing skill in explanation text was increased. The improvement can be seen from some point. The first point is the improvement of their skill in developing ideas, arranged the generic structure, language features. The second point is students' improvement can be clearly seen from the mean score of pretest, posttest cycle 1 and posttest cycle2. In the pretest students' average score is 50,82. In posttest cycle 1 students' average score is 62,26 while in the post test of cycle 2 students' average score is 76,08. It can be said that on each test the score of students was increased.

Next, the implementation of instagram improves students' motivation in learned writing explanation text. the students attitude toward writing is positive. It is indicated their activeness in the class. They also enthusiastically in doing their task. The students active in answer the question or states their opinion about the material.

Suggestion

Based on the classroom action research which exhibits the use of instagram could increase the students' writing explanation text, the researcher gives some suggestions as follows:

1. For the English teacher, in teaching and learning process the teacher should be able to choose an instagram which improve the students' weaknesses especially in writing and enhance the students' motivation. It will be better if the teacher use a good media. It is useful to implement instagram as one alternatives teaching.
2. For the students, they can use instagram to enrich their knowledge in learning English and make the students easier to write and explore their idea in the explanation text.
3. For the further researcher, this research is only aimed at discussing the implementation of instagram to increase the students' writing skill in explanation text. The result of this study can be used as a reference for the other researchers. The next researcher is expected to be able to continue this study in using various data collecting techniques and other texts.

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E-COMICS IN TEACHING: USING COMIC STRIP CREATORS TO ENHANCE JUNIOR HIGH SCHOOL STUDENTS' WRITING ABILITY

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ABSTRACT

The present study is a modest attempt to confirm the effect of e-comic in the teaching of writing of non-English speaking students at junior high school level. With the participation of 32 students, e-comic was introduced to and used by the students when they were learning to write a recount text at a public school in East Lampung, Indonesia. A test of writing *a past experience* was administered at the pre-test and post-test to measure the improvement of the students' writing ability. The results suggest that the students' writing ability was improved in terms of content, and organization. However, the use of comic was unable to contribute significantly to the aspect of grammar and vocabulary. This study may give a pedagogical implication in which the practice of teaching writing can be assisted by web-based application ran in online situation to facilitate students' writing process.

Key words: writing, comic strip, e-comic, junior high school student.

INTRODUCTION

Teaching English as a foreign language in Indonesia has been mandated in the national curriculum since 1954 (Emilia, 2005 cited in Wahyudin, 2015). At present, the 2013 Curriculum requires English classroom practice to serve the development of students' listening, speaking, reading and writing skills to attain communicative competences. In addition, to respond the rapid development of global information and technology, the practice of English language teaching and learning must aim to build not only foreign language literacy but also digital literacy. They are expected to be able to communicate both in oral and written form in offline and online environment.

Since individual literacy has always been related to the ability to write, writing ability has been the primary concern of most English practitioners due to its importance and complexities. Writing is regarded as the most complicated language ability to master because it involves several aspects including content, organization, vocabulary, language use, and mechanics. In this article, content is an aspect of writing that refers to the unity of paragraphs. Organization refers to the sentence coherence and cohesion while vocabulary deals with word selection. Language use focuses on grammar, and mechanics refers to punctuation and the use of standardized convention of writing.

Moreover, the practice of teaching writing must lead the students to master certain genres. Genre is defined as the communication activity to achieve the intended goal in a certain context. Martin (1985) stated that genre refers to language used to accomplish intended action. Genre range from

literary forms such as narratives, lectures, expositions, manuals, recipes, seminars, etc (Derewianka, 1990). In the current curriculum, the students are exposed with various genres such as recount, narrative, procedure, and exposition. They are not only be introduced to the structure of the genre but also their lexicogrammar and social purposes.

However, several studies show that junior high school students often found problems in expressing their ideas into English since several reasons: first, students were not aware of effective writing strategies to assist them producing suitable ideas. Second, they are reluctant to write since writing classroom since they are lack of knowledge of grammatical rules and vocabularies, and third, English teachers may still believe that teaching writing is difficult to conduct due to time constraints and large class. Sutarsyah (2017) shows that currently, most English teachers only carry out their teaching using traditional methods. Some English teachers only assigned students to write without giving clear guidelines for students in writing paragraphs. As a result, students are always confused when they were asked to write and they think that writing is boring and difficult to learn.

Since teaching writing is highly dependent on the teaching media, English teachers are required to use effective teaching media to assist the students to learn the target language. Among media that support the success of teaching writing, the use of comic as visual media has attracted more attention from practitioners since it can stimulate and activate the students' interest (Wright & Sherman, 1994) and ideas to produce writing more easily. Comic is defined as series of picture with storyline. Comic is a sequential art that provides pictures and narratives shown chronologically (McCloud, 1993). The feature of comic is mainly dominated by cartoon and balloon that mediated the conversation within the story. Comic may serve entertainment and political purposes and be printed in various formats such as newspaper, book, gags, graphic novels. In pedagogical purposes, comic has been widely used in English class to improve vocabulary (Gorijan & Branch, 2016; Darsalina, Syamaun, & Sari, 2016) and language production skills (Megawati & Anugerahwati, 2012; Recine, 2013; Dewana, 2016),

Due to the development of technology, comic has shifted from printed to digital form. With mobile gadgets connected with internet, comic is created with hundreds of downloadable file and pages. Digital comic or E-comic become more popular since it gives better reading experience and can be easily accessed. E-comic can be created through online website called comic creator. One of comic creators that attract English teachers' attention is Toondoo.com. Toondoo.com provides some user-friendly features that allow its users to create series of comic with personalized margin and size (Lazarinis, Mazaraki, Panagiotakopoulos, & Verykos, 2015). Toondoo also features various choices of animated cartoon and background.
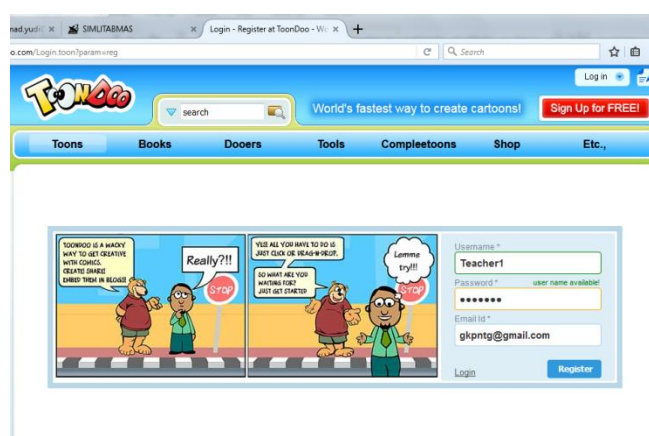
Picture 1.1 Homepage of Toondoo.com

The integration of Toondoo in the practice of teaching writing has been done by following process-genre approach (Badger and White, 2000). The process include preparation, modelling, planning, joint-constructing, independent constructing, revising and editing, and publishing (Hyland, 2007). This process put more emphasis on how the students follows the construction of the text (Nunan, 2001; Martin & Rose, 2005). The process-genre approach allows the students to think more independently to convey the messages they want to deliver to the readers. This process focuses more on the content and message without giving any restricted times and topics (Brown, 2001).

Several studies found that Toondoo.com was efficient to arouse students' attitude in learning English. Fatimah, Santiana, and Saputra (2019) conducted a qualitative study to explore the use of Toondoo in English classroom. This study pointed out that Toondoo promote short story learning and foster students' speaking ability. Gonzales (2016) employed content analysis and narrative approach to portray the integratino of Toondoo in vocabulary learning. The findings suggested that students were assisted by Toondoo in creating comic and the vocabulary was increase slightly. Though several literatures have confirmed the usability of Toondoo in English classroom, little has been known about the effect of Toondoo in improving students' writing ability at junior high school level. Thus, the present study highlights the effect of using E-comics created through Toondoo in teaching writing of junior high school students.

METHOD

The present study was conducted through pre-experimental research that employed one-group pre-test and post-test design. 32 students were assigned to have a pre-test about recount text prior to the teaching and learning process. In the classroom the students were introduced and learn how to use comic strip creators. Using their prior knowledge about the nature of recount text they learned in previous semester, the students were guided to create a comic strip based on the topics relevant with recount. At the end of meeting the students are required to follow a post test in the form of recount text with different topics. The students' writing was graded based on the scoring criteria developed by Hughes (1983) with the range of 0 – 100. The aspects of writing evaluated in each test include content, organization, language use, vocabulary, and mechanic (Brown,

2010). The reliability of the data was ensured by the inter-rater reliability in which the this study employs two raters to assess the students' writing ability. The data of students' writing is analyzed statistically in order to test the hypothesis whether the students' writing ability improve significantly from pre-test to post test.

RESULTS

In this section, the increase of students writing ability is highlighted. The mean score of students' grade become the indicator of the group's writing ability. After following 8 meetings of learning with Toondoo to create E-comic, the students were assigned to accomplish post test. The results show that there is an improvement of students writing ability from pre-test to post test.

Table 1.1 The improvement of students' writing ability

Students' writing ability	n	Mean	Range	Min	Max	Std Dev.
Pre-test	32	65.75	48	32	80	10.8
Post test	32	70.68	40	44	84	8.39

Table 1.1 points out that the result of post-test is higher than pre-test. With the range of 48 (Std Dev = 10.8), The mean score of pre-test is 65.75 and the maximum score of pre-test is 80 while the minimum score is 32. In the post test, the mean reaches 70.68 with the range of 40 (Std Dev = 8.39). The maximum score of post test is 84 while the minimum score is 44. This result indicates that the students writing ability has increased after the treatment was given. The detailed aspects of writing also become the concern of the study to reveal the impact of the use of e-comic teaching in writing class. The five aspects measured in this study include content, organization, language use and mechanics. The content aspect contributes 35% of the total writing score while organization and language use contribute 20%. Vocabulary aspect has 15% portion and lastly, mechanic contribute 10% of the students' writing score. The analysis of those aspects can be seen on Figure 1.1.
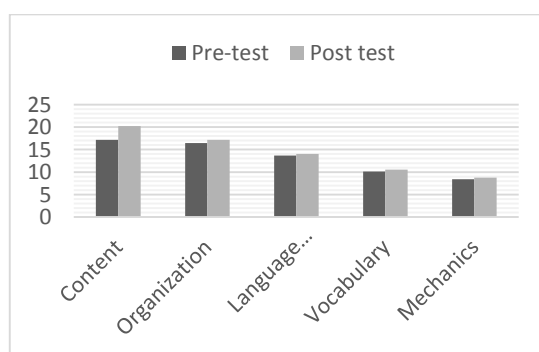
Figure 1.1 The improvement of students' writing ability in terms of 5 aspects of writing

Figure 1.1 reveals that the analytical result of students' writing ability shows that out of five aspects being evaluated, the content aspect was affected the most by the treatment (3.07). Then,

another aspect slightly affected by the treatment is organization (0.72), and followed by vocabulary (0.41), language use (0.38), and mechanic (0.33).

To confirm whether the use of E-comic affect the students' writing ability, the mean score from pre-test and post-test were compared and tested statistically by using Paired Sample test. Prior to the computation of the paired-sample test, the data was considered normally distributed and the result can be seen as follows.

Table 1.2 The result of paired-sample test

	T	Df	Sig. (two- tailed)	Mean difference	Std. error difference
Pair 1 Pretest- Pos test	-5.083	31	.000	-4.93	.9713

Table 1.2 suggests that the improvement of mean score between pre-test and post-test has been statistically significant. It is proven by the value of two-tailed significance (.000) or ($\alpha < 0.05$) with degree of freedom 31, and mean difference is -4.93. It can be said that the students' writing ability was statistically increase from pre-test to post test.

DISCUSSION

The findings of the study portrait the effect of E-comics on the students' writing ability at junior high school level. It was found that the students' writing ability was improved after the series of teaching and learning process. The instrument used to measure the students' writing ability is a test of writing allotted for 90 minutes with a choice of topics about past experience. The length of the essay was not limited but must meet the elements of the generic structure of recount text. The result of pre-test shows that there was a considerable problem of content. The students were unable to develop their ideas into piece of writing. Some students only could write two or three sentences. These students looked very struggle to write a sentence. On the other aspects, students still found problems of language use. Some of them were not able to write a sentence in a correct form of grammar. It was also noted that the students have troubles in selecting appropriate words in a sentence. These indicated that the students were not able to perform well in writing class.

In the experiment, the treatment was given by integrating the process of E-comic writing in the classroom administered for 8 meetings. The process of writing class was conducted based on the process-genre approach (Badger and White, 2000). The process of writing includes preparation, modeling, planning, joint-constructing, independent constructing, revising and editing, and publishing. The teacher was required to introduce the students with the process writing, guide the students to relevant topics in the preparation stage. The students were also given some explicit materials related to comics and genres with sample of recount texts in the process of modeling. In planning, the teacher guided the students to register themselves to Toondoo. Then they were guided to utilize the features on Toondoo such as setting up the frame, characters, baloon, and

typing the story on the comic they will create (Lazarinis, Mazariki, Panagiotakopoulos, & Verykos, 2015). The teacher also set the writing schedule that should be followed by the students. The students were assigned to create a group of four to accomplish the tasks and assignment given to foster collaboration and the understanding about the use of Toondoo and text they want to compose. In independent constructing, the teacher asked the students to write the comics independently using Toondoo. Afterwards, the students posted the story on social media to get feedback from their peers online. The students then followed the process of editing and revising their comic. The process of editing deals with the aspect of content, organization, language use, vocabulary, and mechanics. After doing some revision, the students finally can publish their comic on Toondoo.

To reveal whether the students performed better after they got the treatment, post test was conducted with the similar test administered on the pre-test. Based on the statistical computation done through SPSS. The result shows that the students performed better in the post test. The students writing ability improve significantly in terms of content and organization since the process of writing E-comic made the students' accustomed to write based on frame by frame that leads them to generate ideas appropriately. The students were also be more familiar with the generic structure of the recount text they have learnt in the previous meetings. The use of e-comics also arouses their interest to read and write (Wright & Sherman, 1994). They were no longer reluctant to write since they were encouraged by comic design activity. In addition to the improvement of writing ability, the process of E-comics writing fosters their creativity and collaboration. The students' confidence and self-esteem were also built during the process of publishing. They also felt sense of audience by getting feedback from their peers (Wahyudin, 2018).

The findings of this study might support the integration of web-based media to facilitate the students language learning. It somehow lends a hand to the studies conducted by Fatimah, Santiana, and Saputra (2019), since Toondoo was proven to be effective media to improve the students' motivation to learn English. Toondoo provides wide-range features such as sufficient graphic image for characters, items, and background as well as publishing facility that serves online communication (Lazarinis, Panagiotakopoulos, & Verykos, 2015). Nevertheless, it was noted that the students' writing ability was increased slightly in terms of language use, vocabulary, and mechanics. The knowledge of grammatical rules seems to be very vital to be concerned by the English teachers. Teaching grammar must be taken carefully to serve both communicative and linguistic competences. Since, grammar must be taught integratively in English classroom, the teachers play an important role to make the students aware of grammatical errors during language production. Whereas, the teacher also needs to pay attention on the students' fluency and confidence.

On another hand, the vocabulary also caught some attention since the students found trouble in using correct words such as *complaint*, *complain*, or *remember* and *memorize*. While this case is in line with the study initiated by Gonzales (2016), it somehow bears different results from the claim established by Gorijan & Branch (2016) and Darsalina et al, (2016). The present study suggested that vocabulary learning was not really affected by the process of comic writing. Some

students were unable to select approriate words to compose the writing. This case might happen due to inadequate exposure of English language for the students. The students were also not taught in a full-English class while the teachers should be very careful to deliver the materials as to make the students both understand the materials and build their vocabulary from the language produced by the teacher. Since, the vocabulary building might be central for students to create more effective and well-developed paragraph, this aspect need more serious concern for teachers in conduction writing class.

CONCLUSION

The present study has confirmed the effect of e-comics in writing class at junior high school level. The use of web-based comic creator Toondoo.com is considered effective since its features serves the objective of the writing class. Moreover, Toondoo provides various and colorful characters that stimulates the students to think creatively to create E-comic in the form of recount text. The process of e-comic writing benefits the students as they can develop the writing ability in terms of content and organization. The present study suggested that the use of E-comic must also be taken carefully since some aspects such as language use, and vocabulary were not really affected. Further studies might explore the effect of E-comic in different level of students with larger samples to confirm the benefits of e-comics. The practitioners might get benefit from the result of the present study as it highlights the usability of web-based comic creator for pedagogical practices.

ACKNOWLEDGEMENT

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ENHANCING STUDENT'S VOCABULARY MASTERY THROUGH PROJECT-BASED LEARNING IN THE EFL CLASSROOM

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ABSTRACT

Enriching academic vocabulary in language learning is the paramount importance to EFL students. The purposes of this current study are intended to reveal the effectiveness of project-based learning using a vocabulary journal and explore the students' perspective toward the implementation of a vocabulary journal as their project in the vocabulary class. This study employed a mixed-method design. The subjects were 44 undergraduate students, majoring English Education Department. The data obtained were from a test, interview, questionnaire, and observation. In the vocabulary class, the students were treated to use a vocabulary journal to enrich their vocabulary lists. The findings of this research showed significant results of the students' achievement in the vocabulary mastery and positive results from the students' responses to the use of a vocabulary journal in their language learning. Thus, project-based learning using a vocabulary journal might be assumed as an alternative way of teaching vocabulary.

Keywords: student's vocabulary mastery, project-based learning, vocabulary journal, EFL classroom.

INTRODUCTION

Language learning is inseparable from vocabulary. Vocabulary is the knowledge of words and meanings (Kamil & Hiebert, 2004). The mastery of vocabulary is a fundamental skill for language learners to facilitate their language learning process in achieving another language skills, including reading skill, speaking skill, writing skill, and listening skill (Richards & Renandya, 2002; Hastunar, Bharati, & Sutopo, 2014). Besides, language learners must learn vocabulary since they might be unable to deliver their idea orally without having sufficient variety of words (Ur, 1996). Thus, there are at least four main indicators of vocabulary learning to be achieved successfully by the learners such as meaning of word, pronouncing the word, spelling the word, and using the word in a sentence. The more they master the core components of vocabulary, the more they might speak, write, read, and listen.

The previous study shows some learning strategies used by EFL University students to learn English words. It is found out that most learners tend to use online dictionaries (Huong, 2018), online social platform, watching movie, taking note, listening lectures, memorizing, listening audio-visual materials, and reading billboard (Alam & Ashrafuzzaman, 2018) to improve their vocabulary mastery. Besides, it also reveals that teaching vocabulary is indicated as the teachers' problematic issues since they might not be able to enhance the best practice or coherent program

in presenting vocabulary instruction and tend to be hesitate where to begin the instructional emphasis on word learning (Berne & Blachowicz, 2008).

Realizing the importance of vocabulary mastery, learners needs the innovative ways in learning vocabulary by adopting different strategy in learning vocabulary. One of them is a project-based learning. A project-based learning is a meaningful way to create a student-centered activity and maximize student engangement. By implementing PBL in a vocabulary class, a vocabulary journal can be applied as language learners activity. The vocabulary journal is a simple learning activity that language learners do continuous personal collection of self-selected key vocabulary terms or variety of words in the template provided by teacher. In completing vocabulary journal, students are asked not only to choose and write the selected word in the template, and meaning, but also to fill the word class, phonetic symbol, antonym and synonym to deepen their understanding of the words, and also the example of sentence.

In this study, a vocabulary journal as the students' project was implemented to help them enrich their vocabulary mastery. The purpose was to find out the effectiveness of project-based learning using a vocabulary journal. In addition, it explored the students' perspective toward the implementation of a vocabulary journal as their project in the vocabulary class.

METHODS

This study employed a mixed-method. It was conducted in a higher learning institution in Bandar Lampung. The subjects were forty-four undergraduate students who joined the vocabulary course. In this course, the students were treated to do and accomplish a vocabulary journal as their final project. The lecturer provided the template and shared it to all students. The template of a vocabulary journal consists of some aspects such as self-selected words, phonetic symbol, word class/part of speech, meaning/definition, synonym, antonym, and example of sentence. The students gradually submitted their vocabulary journal per month to be checked their progress.

A test, questionnaire, interview, and observation were employed to collect the data of research. A vocabulary test was used to examine whether there was a significant result or not after using a vocabulary journal as their project-based learning. The questionnaires were distributed to all respondents. The statements consisted of 21 items, with the scale strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD). Mean score and standard deviation (SD) were employed to analyze the questionnaire. The interpretations of questionnaire were through the level of strongly disagree (1.00-1.80), disagree (1.81-2.60), neutral/moderate (2.61-3.40), agree (3.41-4.20), dan strongly agree (4.21-5.00).

To strengthen the data, an interview was conducted to all participant to explore their respond and perspectives toward the implementation of vocabulary journal in their class. The interview data were transcribed in words to find out the results. Moreover, non-participant observation was simply done to observe some aspects by giving a checklist in the observation sheet.

RESULTS AND DISCUSSIONS
Results
This section discusses the findings of study. It was divided into two sub-discussions. The first was about the effectiveness of project-based learning using a vocabulary journal. The second part

was about the students' perspective toward the implementation of a vocabulary journal as their project in the vocabulary class.

The effectiveness of project-based learning using a vocabulary journal
The students were assigned to do the pre-test before they were treated by project-based learning using a vocabulary journal. After studying for almost one semester, the post-test was administered. The impact of project-based learning using a vocabulary journal can be seen in the difference of results in pre-test and post-test.

Table 1. The comparison between pre-test and post-test

(Paired Samples Statistics)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	76.2955	44	13.56222	2.04458
	Post-Test	84.1591	44	10.73777	1.61878

Table 1 pointed out that the students treated using a vocabulary journal have a significant result. The students' result in the post-test outperformed the students' result in the pre-test. It can be seen that the mean score of pre-test is 76,29 with SD = 13,56 while the mean of post-test is 84,15 with SD = 10,74. Since the mean score between pre-test and post-test was absolutely different, this result might be an indication of the effectiveness of implementing project-based learning using a vocabulary journal on the students' vocabulary class.

Moreover, the paired samples test was used to find out whether there is any significant difference of students' vocabulary mastery in the result of pre-test and post-test. The result can be seen in the table 2.

Table 2. The result of paired sample test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Test – Post-Test	-7.86364	8.07693	1.21764	-10.31925	-5.40803	-6.458	43	.000

Table 2 indicated that the result of students' vocabulary test in the pre-test and the post-test was significantly at .000 in which the result was below α (< .005). Also, it was noted that the mean different from two results is -7,86364 with the degree of freedom 43. Based on this result, it can be concluded that there is a significant difference between students' achievement in pre-test and post-test.

The students' perspective toward the implementation of a vocabulary journal as their project in the vocabulary class

To explore the students' perspectives toward the use of vocabulary journal, the questionnaires consisting of twenty-one questions were distributed to forty-four students. The table 3 quantitatively describes the students' responses to the implementation of vocabulary journal as their learning method. The detail results can be seen in the following table, as follows:

Table 3. Students' responses toward vocabulary journal

No	Statements	Scale		
		n	*mean*	sd
1	Vocabulary journal is interesting.	44	3.98	0.7
2	Vocabulary journal is easy and convenient to do exercise.	44	3.7	0.63
3	Vocabulary journal is suitable for a learning English.	44	4.23	0.6
4	Vocabulary journal is useful to improve student's vocabulary pockets.	44	4.41	0.62
5	Vocabulary journal is useful to increase student's vocabulary mastery.	44	4.25	0.65
6	Vocabulary journal is useful to increase student's English ability.	44	4.07	0.5
7	You are glad to do learning activities using vocabulary journal.	44	3.93	0.7
8	Doing vocabulary journal can help you to understand the lessons.	44	4	0.75
9	Learning activities using vocabulary journal allow you to participate the lessons all the time.	44	3.64	0.61
10	You are glad to do learning activities using vocabulary journal.	44	3.86	0.59
11	Doing vocabulary journal motivates you to study by yourself.	44	3.93	0.62
12	Doing vocabulary journal motivates you to learn English.	44	4.05	0.71
13	You have learned and corrected your English mistakes after doing vocabulary journal.	44	3.98	0.66
14	Learning activities using vocabulary journal help you interact with teacher outside the classroom.	44	3.77	0.74
15	Learning activities using vocabulary journal help you interact with classmates outside the classroom.	44	3.73	0.79
16	Learning activities using vocabulary journal help you perform better in the class.	44	3.81	0.63
17	Learning activities using vocabulary journal encourage sharing information and knowledge.	44	3.73	0.76
18	Learning English using vocabulary journal makes me feel bored and I do not like studying using it.	44	2.66	1.03
19	There is no English Skills improvement after using vocabulary journal.	44	2.18	0.92
20	Vocabulary journal is time-wasting and time-consuming.	44	2.27	1.09
21	Vocabulary journal makes me stress and not exciting.	44	2.23	0.96

Based on the results of the questionnaire, there were various responses from the students. Each statement has different percentage. For the first statement, the mean score was 3.98 (SD = 0.7) which is indicated that most students agreed with vocabulary journal as an interesting media. Secondly, the students also agreed that using vocabulary journal is easy and convenient to do exercise as the mean score was 3.7 (SD = 0.63). For the statement three, statement four, and statement five, the interpretations are in the highest level because the students strongly agreed that using vocabulary journal is suitable for a learning English and useful to improve the students'

vocabulary pocket and vocabulary mastery. The mean score of statement 3, statement 4, and statement 5 were 4.23 (SD = 0.6), 4.41 (SD = 0.62), and 4.25 (SD = 0.65).

Furthermore, the students showed the positive result in the sixth statement. They agreed that vocabulary journal is useful in increasing their English ability. The mean score showed the result 4.07 with SD = 0.5. In the statement 7, the mean score was 3.93 (SD = 0.7). It indicated that the students agreed that using vocabulary journal made them happy to do learning vocabulary activities. In the statement 8, the students also agreed that doing vocabulary journal might help them to understand the learning materials. The mean score was 4 with SD = 0.75.

In addition, the students stated that they could participate the lessons all the time since they had to do learning activities using vocabulary journal after the class. Statement 9 showed the mean score for 3.64 with SD = 0.61. It indicated that the students agreed with the statement. The positive responses were also seen from the statement 10. The mean score was 3.86 with SD (0.59). It showed that the students agreed that they are glad to do learning activities using vocabulary journal.

Another positive results emerge in the statemet 11 and statement 12. Using vocabulary journal as their learning media bring motivation for them to self-study and learn English. In the statemet 11, the mean score showed 3.93 with SD = 0.62. Meanwhile, in the statement 12, the result of mean was 4.05 (SD = 0.71). They also agreed for statement 13 that the positive effect from using vocabulary journal was that they could correct their English mistake such as in their pronunciation and writing. The mean score of statement 13 was 3.98 with SD = 0.66.

The students also displayed the positive responses toward the statement 14 until statement 17. In the statement 14, the mean score was 3.77 with SD 0.74. It indicated that the students agreed that using vocabulary journal as the learning activities in vocabulary course help them to interact with teacher outside the classroom since they had to submit directly and ask the direct feedback. In the statement 15, it also showed positive responses since the students agreed that using vocabulary journal help them interact not only with their teacher but also with their classmate since they could work together with others. The mean score of statement 15 was 3.73 with SD = 0.79. In the statement 16, the mean score was 3.81 (SD = 0.63) which is indicated that the students agreed that learning activities using vocabulaty journal help them perform better in the class. For statement 17, it also indicated that the students agreed learning activities using vocabulary journal encourage sharing information and knowledge, with mean score 3.73 and SD = 0.76.

On the other side, the students showed negative responses toward the statement 18 and statement 19. For statement 18, the mean score was 2.60 (SD = 1.03) which was indicated the disagreement of students' responses that learning vocabulary activities using vocabulary journal made them feel bored. Beside, the students also disagreed that they did not gain any English skills improvement after treating using this learning media. The mean score was 2.18 with SD = 0.92. Another negative responses showed in the statement 20 and statement 21. They also disagreed that using vocabulary journal make them feel stress and not exciting, time-wasting, and time-consuming. The mean score of statement 20 was 2.27 (SD = 1.09). Meanwhile, the mean score of statement 21 was 2.23 with SD = 0.96. It can be seen that from all responses in each statement show different mean score and SD.

From the interview, it was found out that most students have difficulties in completing the vocabulary journal. They mention several problems using vocabulary journal such as difficulties in finding idioms, synonyms of word, antonym of words, classification of part of speech, and the example of sentence. The following result shows the extracts of students' interview, as follows:

FW	*Sometimes I am difficult to understand the idioms.*
FNO	*I am difficult to look for the antonyms and synonyms.*
DY	*Still confuse about part of speech especially adverb*
TS	*I am confused when I want to know the word's part of speech*
SG	*I sometimes have difficulty when making sentences from vocabulary I wrote*
NN	*When I can't find the synonym and antonym*
NT	*It was a problem of learning vocabulary when I memorized those vocabulary that sometimes had very difficult to memorize.*
MJ	*When I make an example, I confuse how to make my sentences clearer.*

On the other side, most students also stated that the use of vocabulary journal is beneficial. They mentioned several advantages using vocabulary journal. There were improvement in their speaking and pronunciation since they have to search the phonetic symbols in the template. They also stated that they gained some new words meaning. The extract can be seen in the following interview result.

FW	*My speaking ability and pronunciation is better than before...*
MDA	*It makes me know more about the meanings. I also can know the correct pronunciation and phonetics symbols.*
FNO	*It gives a lot of new vocabulary that I didn't know before.*
KN	*Because I got a lot of vocabulary, now I can read English newspaper easily.*
YG	*I can understand what other people talking about because my vocabulary pocket increase.*
SG	*Improve my vocabulary pocket, know how to pronounce the words, know the synonym and antonym of the words*
NNA	*From this journal we can enhance our vocabulary, speed of writing, and understand about the meaning.*
NN	*I can find many synonyms and antonyms of the word*

Furthermore, from the finding stated earlier, vocabulary journal might be used effectively in the university level to strengthen students' ability in four skills – speaking, listening, reading, and writing. By using this learning vocabulary journal, it might also enrich student's engagement and motivation in mastering vocabulary because the information of selected words is personally entered by them. It also might be used as their own personal references both inside and outside of the classroom.

DISCUSSION

Mastering in English is explicitly affected by vocabulary mastery. The results of the present study indicate that a project-based learning using a vocabulary journal affects the students' achievement in vocabulary mastery. The students said that self-selected words techniques is effective for them to enrich their words list. This result is in line with Alam & Ashrafuzzaman (2018). Besides, in the process of project accomplishment, the students stated that they got difficulties in finding meaning, antonym and synonym from the word-selected. This finding is similar with Laufer (1990).

CONCLUSIONS AND SUGGESTIONS

In the light of the findings, it can be concluded that a vocabulary journal is easily used by the undergraduate students to master the vocabulary indicators including word meaning, word pronunciation, word spelling, and word usage in a sentence. It also enriches their contextual vocabulary, phrasal verbs, and idioms. Besides, the students are more aware of words and see their vocabulary grows. By implementing adopted vocabulary journal in learning vocabulary, it might improve language learner's ability completely and they are able to open it when they do not know the information towards the words. This vocabulary journal might be counted as one of the best way of learning vocabulary. It also can further be provided to the students with opportunities to learn words repeatedly.

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APPENDIX

Picture 1. The Cover of Vocabulary Journal Template

Word	Word Class/Part of Speech		Meaning	
			Synonym	
Phonetic Symbol				
			Antonym	
Use it in full sentence				

Picture 2. The Tables of Vocabulary Journal Template
(*Note: The students must fill out all the information from the selected words in this table*)

THE IMPACT OF RECIPROCAL TEACHING STRATEGY TOWARDS STUDENTS' READING COMPREHENSION AT EIGHT GRADE SMPN 4 METRO ACADEMIC YEAR 2018/2019

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ABSTRACT

Reading is one of the important skills that must be mastered by the students. This research focuses on the main problem on the effectiveness of using reciprocal teaching strategy in reading descriptive text. The data of the research were gotten from SMP N 4 Metro. The problem formulation of this research are (1) is the using reciprocal teaching strategy impact in teaching reading descriptive text of the eight grade students at SMP N 4 Metro academic year 2018/2019? (2) Do the students taught reading using reciprocal teaching strategy get higher score than those taught using conventional media? This research uses quantitative research and experiment design. The populations of this research are eighth grade at SMP N 4 Metro, there were 143 students. The researcher takes 63 students as the sample. She uses cluster random sampling and uses t_{test} formula. The instruments of this research are pre-test and post-test. Result of t_{test} is 0,61 and t_{table} is 0,24. Criteria of t_{test} it shows on significant level 0,05 was 0,859. So, it could be conclude that H_a was accepted and H_o was rejected. It means that there is significant difference by using reciprocal teaching strategy and conventional media, <g> in experiment class is higher than in control class. It can be concluded the reciprocal teaching strategy can impact students' achievement in reading descriptive text.

Keywords: Reciprocal teaching strategy, reading comprehension.

INTRODUCTION

Indonesia is one of the country that using English as a foreigner. As international language English is a tool to communicate by people from the other country. There are four skill English language (Speaking, Listening, Writing, and the last Reading). As foreigner language in Indonesia there are so many kind of difficulties to understand this language, one of them is reading skill. Reading is one skills of English language can use for students' to help in many aspects of life. In the digital era people can easily access reading by using the internet network, not only adults but children can access by their mobile phones, it makes easier for people to learn a text from the internet every day. Reading activity cannot separated from daily life. People read books, email, newspaper, report,notes,and many other writings. So reading has been considered as one of the major sources of providing students with great amount of information about various subjects.

Reciprocal teaching is defined as a dialogic instructional strategy (Mayer, 2010) designed by Palinscar & Brown (Palinscar & Brown, 1984) to promote students reading comprehension that supports students within the context of a collaborative community of learners, to be active leaders in small group reading discussions.

Based on background of the study, the problems are formulated as follow:

Is there any effectiveness of using Reciprocal Teaching toward students' Reading Comprehension at eight grade of SMP N 4 of Metro in Academic Year 2018/2019?

LITERATURE REVIEW

Based on the journal findings, the reseracher adapts from those journals about the things related to this research. First, Nita Defiana in her research "The effectiveness of using reciprocal teaching on the reading comprehension to the second graders of MTsN". Second, Nirma Herlina in her research "The use of reciprocal strategy in teaching reading comprehension". Finally, Rizki Maulana Sahab in his research "The use of reciprocal teaching procedure in teaching narrative texts to improve students' reading comprehension".

Definition of Reading Comprehension

Braunger and Lewis (2017) reading is as a complex interactive process, using basic skills and advanced strategies to give meaning. By having comprehension, someone can be claimed that he has done the process of reading, and get information stated in the text.

Descriptive Text

According to Wahidi (2017) stated that, Description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it is special, to describe the most important person in your life, or to describe the animals habitat in your report. In other words, description text is to describe a particular person, place, or thing.

Reciprocal Teaching Strategy

Reciprocal Teaching Strategy is an instructional approach to encourage learning of reading comprehension skills by students. Students are taught cognitive strategies that help them construct meaning from texts and simultaneously monitor their reading comprehension (Blazer C, 2015)

RESEARCH DESIGN

Population

Ary *et. al.,* (2010) states A population is defined as all members of any well-defined class of people, events, or objects.Then, the population of this research are the students' on the eight grade SMP N 4 of metro in academic year 2018/2019. They are one class and consist of 32 students.

In conclusion, the population is composed of the generalization and the total number of subject of the research. The subjects of this research are one class of students' on the eight grade SMP N 4 of Metro in academic year 2018/2019.

Sample

Sample is part or representative of population that will be research (Arikunto, 2013). In this study, the researcher took the VIII-E class as a sample of this research. This class consisted of 32 students of eight grade in SMPN 4 of Metro.

Sampling

In this research, sampling is an interpretation sampling technique. The sample taken by using a sampling called cluster random sampling, especially in class VII. Below are the steps by researcher:

1) Giving the symbol in every class with VIII H and VIII F.
2) Writing down the name and every symbol in a piece of paper.
3) Rolling up the paper and put into glass.
4) Shaking the glass until getting roll paper.
5) Opening in the roll paper to get the subject of the research as experiment and control class. The first paper has been opened is the paper with symbol VIII H and the second paper has been opened with symbol VIII F. So, the sample of the research is VIII H and VIII F.

Normality Test

It is used to know whether the data of two classes are normally or not. Normality tests are used to determine whether a data set is well-modeled by a normal distribution or not. Some statistic technique, especially parametric statistic ordered that should be followed normal distribution form. With the hypothesis are:

$H_a = L_{ratio}$ is lower than L_{table} (the distribution of data is normal)

$H_o = L_{ratio}$ is higher than L_{table} (the distribution of data is not normal)

Notes:

H_o = The variance of the data are homogenous

H_a = The variance of the data are not homogenous

Homogeneity Test

Homogeneity mean a size can use to know variance of data or homogeneity test is a measurement which can used to determine a data variation. It has many methods use to test homogeneity a sample. It is used to know the data are homogenous or not (Ahmad, 2010). The formula of homogeneity test as follow:

$$F = \frac{S_1}{S_2}$$

Note:

S2: The largest variance

S1: The smallest variance

The criteria are:

$Ha = F_{ratio}$ is lower than F_{table} (The distribution of the data is homogenous)

$Ho = F_{ratio}$ is higher than F_{table} (The distribution of the data is not homogenous)

Hypothesis Test

After the researcher analyzes the normality and homogeneity test, she wants to prove whether the hypothesis is accepted or rejected by using hypothesis test (ahmad, 2011). The formula of hypothesis test:

Test criteria:

Accept H_0 if $t_{ratio} \leq t_{table}$, with df = $n_1 - 1$ or $n_2 - 1$

Accept H_1 if $t_{ratio} \geq t_{table}$, with df = $n_1 - 1$ or $n_2 - 1$

$H_0 = \mu A1 = \mu A2$

$H_1 = \mu\ A1 > \mu\ A2$

$H_1 = \mu\ B1 = \mu\ B2$

$$t_{hit} = \frac{\bar{X}_1 - \bar{X}_2}{S_g \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

with $S^2{}_g = \dfrac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$

Based on the explanation above, the researcher concludes that statistic hypothesis is an assumption about population parameter. This assumption may or not be true. If sample data are not consistent with the statistical hypothesis, the hypothesis is rejected, because the test will be used to know whether the hypothesis that is proposed can be accepted or reject.

RESULT AND DISCUSSION

The Result of Normality Test

Before examining the hypothesis of the study, there are some steps that have to be examined before; they are normality and homogeneity test. Hence, in this part, the writer will show the result of normality test Kolmogorov-Smirnov test and it was analyzed by using SPSS 21 with $\alpha = 0.05$. The aim of this analysis was used to see whether the data in the research was normally distributed. The result of the normality test can be seen as follows:

Table 4.1 Tests of Normality

	Kolmogorov-Smimornov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig
Experiment Class	0.153	31	0.61	0.916	31	0.018
Control Class	0.169	31	0.24	0.884	31	0.015

Hypothesis :1

Ho : Data of X is normally distributed. Ha : Data of X is not normally distributed (random). Criteria of the test: Ho is accepted if probability (sig.) > 0.05 Ha is accepted if probability (sig.) < 0.05

The result of calculation shows that both of the sig. (0,61 and 0,24) (both of sig. > 0.05). Based on the criteria of the test above, it can be determined that both of sig are greater than 0,05. It means that Ho is accepted. Therefore, the reading comprehension strategy data are normally distributed.

The Result of Homogeneity Test

Besides testing the normality, the study also tested the homogeneity of the data. It is conducted to know whether the variance of the data is homogenous. If the data is homogenous, it shows that the data has same characteristics. This test uses Levene statistic as the technique of the homogeneity test. The result from the test of homogeneity of variances by using SPSS 21 is presented as follows:

Table 4.2 Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2.513	9	20	.041

Hypothesis :2

Ho : The variance of the data is homogenous.

Ha : The variance of the data is not homogenous.

Criteria of the test :

Ho is accepted if p value (sig.) > 0.05

Ha is accepted if p value (sig.) < 0.05

The result of homogeneity test from table shows that p value > 0.05 in which the p value, 0.41 is greater than 0.05 or (0.05>0.41). Based on the criteria of test above, it means that Ho is accepted and Ha is rejected. In conclusion, the variance of the data is homogenous.

The Result of Hypothesis Testing

The object of the research is to know whether there is any impact of using Reciprocal Teaching toward students' reading comprehension in descriptive text. In this term, the researcher used t-test to prove the hypothesis proposed toward the result of post-test.

The researcher formulated the alternative hyphotests as follows:

1. There is significant difference of using reciprocal teaching as the strategy in reading descriptive text.
2. In this study is the students are taught reading descriptive text using reciprocal teaching strategy get the higher score than those using conventional strategy.

Criteria of the test:

1. Ho is accepted if t-ratio < t-table and probability (sig.) > 0.05

2. Ha is accepted if t-ratio > t-table and probability (sig.) < 0.05

The data of the hypothesis test using Window SPSS.16.0 of Post-Test

Table 4.3 Group Statistics

Class	N	Mean	Std. Deviation	Std.Error Mean
Score Exp Class	32	18.4688	3.57396	.63179
Control Class	31	10.5161	3.41439	.61324

Independent Samples Test

	t-test for	Equality	of Means	
	Mean Difference	Std. Error Difference	95% Confidence	Interval of Difference
			Lower	Upper
Score Equal variance assumed	7.95262	.88112	6.19071	9.71453
Equal variance not assumed	7.95262	.88047	6.19200	9.71324

According to the table above, it shows on significant level 0,05 was 0,859. So, it could be conclude that H_a was accepted and H_o was rejected. It means that reciprocal teaching strategy can impact students' achievement in reading.

CONCLUSION AND SUGGESTION

Conclusions

In this research, the researcher uses quantitative approach which conducted at the eighth grade of SMP N 4 Metro academic year 2018/2019. According to the data analysis and the result of the computation of the data at the eighth grade students of SMP N 4 Metro. The researcher draws conclusion as follow:

1.) Reciprocal teaching can encourage the students' reading comprehension in descriptive text at the eighth grade of SMP N 4 Metro academic year 2018/2019. The class becomes very interesting and enjoyable. The students are very interested while the teacher gives interesting strategy in learning activity

2.) Based on the previous result of the calculation, this result shows conclude that H_a was accepted and H_o was rejected . The hypothesis can be accepted because it shows on significant level 0,05 was 0,859, and also from result of average score students who taught by using reciprocal teaching is 14,06 in pre-test and 18,31 in post-test. Meanwhile, the result average score of the students who taught by conventional teaching is 11,22 in pre-test and 10,41 in post-test. It means that there is significant and different influence between reciprocal teaching and conventional teaching toward students reading comprehension in descriptive text at eighth grade of SMP N 4 Metro academic year 2018/2019. The result and average score above, shows that the students who taught by reciprocal teaching is higher than conventional teaching. So, it is clear that the hypothesis H_a is accepted. Based on the result and discussion above. The researcher can can concludes that reciprocal teaching is effective toward students' reading comprehension in descriptive text at eighth grade of SMP N 4 Metro academic year 2018/2019.

Suggestion

Based on the explanation and description above, there are some points to suggest as follows:

In order to be able to encourage the students' reading comprehension in descriptive text, it is suggested to English teacher to find the various strategy which can stimulate the students to be more creative and imaginative during reading activity. It can encourage their thinking creativity in order to get a lot of idea, many vocabularies, and train their ability to find out information from descriptive text appropriately.

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CODE SWITCHING IN TEACHING ENGLISH TO POSTGRADUATE STUDENTS

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ABSTRACT

In bilingual communities all over the world, speakers frequently switch from one language to another in order to meet communication need. It also happens in English as Foreign Language (EFL) classroom where the lecturers switch their foreign language into their first language, called code switching. This study aims to investigate the reason of using code switching and reveal the perception of students towards lecturer's code switching. The subjects were an English lecturer and a class of English postgraduate students. Interview and questionnaire were used as instruments in collecting the data. It was found that clarifying ideas, attacking attention, and engaging emotional become the reason of code switching. Moreover, the use of code switching towards English postgraduate students is accepted positively.

Keywords: bilingual, code Switching, EFL classroom, teaching English.

INTRODUCTION

Since English has important position in every aspect of the life (Hamid, 2016) and mastering English is important (Lee, 2010), English is learnt by people in the country. Specifically in Indonesia, English is the first language to be studied as a compulsory subject from junior high school to college. By having the ability to speak English, we can easily access and obtain information because most of the information in the world is stated in English. Consequently, various interactions that occur between individuals in groups and other groups lead to the development of the culture of language in a society.

As a result of the use of two languages and also the meeting of two or more cultures, a speaker is certainly inseparable from the consequences of the use of two languages. One consequence is that mixing is carried out (consciously or not) the two language systems used. In these circumstances, there are times when a speaker replaces the elements of language or speech level in the conversation he does, this depends on the context and situation of the language. This condition is a condition of using two languages correctly by a speaker is called bilingual (Garzanti, 1965 in Močinić, 2011), while the ability of an individual or a community to use two languages naturally is called bilingualism. So that, bilinguals can literally be described as people who speak two languages (NG, Elaine. 2015).

Today, Bilingualism and or multilingualism are the main fact of life in the world (Bhatia and Ritchie, 2006). In bilingual communities all over the world, where two or more languages co-exist, speakers frequently switch from one language to another in order to meet communication need (Bhatti, et al. 2018). In Indonesia, for example, code-exchanging is a typical practice among its people (Muslim, 2014). Intensive contact between two or more languages in bilingual / multilingual situations as in Indonesian society tends to result in code-switching (Fanani, Maú.

2018). Code switching itself is a transition event from one code to another in a speech event, for instance, speakers who are using Indonesian language switch to using regional languages, or speakers who is speaking Indonesian language switch to using foreign language, or when it happens in English Foreign Language area in Indonesia, the speaker switch English into Indonesian.

Since there are many people use more than one language in communication with people around them in the process of learning English in the classroom (Nur & fitriyani, 2016), code switching becomes a general tendency in the classroom (Üstünel, 2016; Rido et al. 2015) and the phenomenon of code switching is fairly common in a bilingual or even multilingual country such as Indonesia because it has national language (Indonesian) and the international language (English) (Columns in Mujiono, 2013). This happens when students who take a foreign language class, especially in this case is EFL classes, lack of good ability to receive material in full English. The difficulty of transferring English into communicative language is the main problem faced by teachers and students. If they do not understand the material being taught, sometimes they do not want to repeat to study the material, so that the material piles up more and more. This can make students become less optimal in understanding the material and it also has an impact on their learning achievement. So that, it makes teacher switch the code from English to another language in hope to assist students' understanding during lessons (Ling, L. et al. 2014). Besides it can affect the learning outcomes of the students being taught, we should also pay attention to the capability of the teacher itself. The teacher's ability to deliver material using English is still lacking so that in delivering material often confuses students. If this has happened, the use of Indonesian is more dominant than English.

Based on the problem above, switching language in EFL classroom is frequently used by teacher. The use of code switching is better to use when the teacher does not know the words in English. Besides helping teacher in delivering the material, it is the strategy that can be used to make students understand and get no difficulties in comprehending the lesson. In brief, applying code switching has beneficial to teacher in teaching and learning process in EFL classroom.

Moreover, lately, code switching has become the center of the EFL area to investigate. A few researchers had conducted this research in terms of code switching. Some of them came up with different purpose, theory, and method used. In view of the outline over, this research is planned to discover lecturer's code switching particularly in terms of reason of lecturer's code switching and also the perception of students towards code switching used by lecturer since the subjects are people who have good capability in English. The result of this research hopefully can espouse understanding of code switching. Furthermore, it can be a guideline for lecturer in teaching and learning process in EFL classroom.

METHODS
Participants
This study was conducted in one of University in Lampung with a lecturer and students as the participations for this study. This university was chosen because it belongs to one of the best university in Lampung, which means it has good potential in developing the learning activities. This lecturer would be chosen because he has taught more than 20 years which means he has

already experienced in teaching while those students are the students he is teaching in his class so that they can respond the research questions given. Purposive sampling was used in this study.

Instruments

In order to obtain the data, the researcher used two instruments in order to investigate reason and perception of using code-switching. The instruments used were interview and questionnaire. In interview, the researcher asked the lecturer about the reason of using code switching in the classroom. Semi-structured interview from Chowdhury (2013) was used in this interview. The second instrument used was questionnaire adapted from Chowdhury (2013). While in spreading the questionnaire, which the form is Likert Scale with the option strongly disagree, agree, undecided, disagree, strongly disagree and close-ended questions, the researcher answered the question regarding students' perception towards lecturer's code switching.

RESULTS AND DISCUSSION

After conducting the research, there are two main results regarding classroom code switching

Result of RQ 1: why does lecturer switch the code in English postgraduate classroom?

Normally, the number of students in the postgraduate class is around 30 students in this university. The background of the students is from Indonesia so all of them can speak Bahasa. In this EFL class, since there is no command from the university regarding classroom language use, so the lecturer sometimes switches the codes consciously and does it in a large class whereas most of them are from English undergraduate students who have a good capability in English. It leads us to this research question regarding the reason of lecturer's code switching in the classroom.

In the classroom, even though the lecturer initiates the classroom to apply code switching first, the students respond teaching and learning process in English professionally. It is because they are able to speak English fluently. On the other hand, when the students come for consulting/problem solving/counseling, the lecturer frequently switches codes. Actually lecturer does not encourage classroom code switching, but it is based on the need of conversation, and communication. When we need to code switch, then we code switch, but when we don't need to code switch, we don't code switch.

The lecturer doesn't possess any negative attitude towards classroom code switching. For lecturer, code switching is an essential tool in teaching and learning process. It can be a way for attacking attention, clarifying ideas, and engaging the emotional relation. It is in line with Hamid (2016) that code switching can be used to emphasize the message. The message or the idea given will be understood easily by the students and it will not be misunderstanding.

Besides lecturer switches the code with an eye to express the emotions (Bensen & Cavasuglo, 2013), code switching is showed in order to attack students' attention (Hamzah, 2010). In this case, for instance, the students do not give any attention to the teacher explanation because they might already be bored so that the use of code switching occurs. Another reason why code switching appeared is because to defend discipline of the students. It is supported by the findings of Bhatti, Shamsudin, & Seriaznita (2018) that the teacher said imperative words/sentence, in the first language, in order to maintain students' orderliness.

Code switching can be used to say unknown translation or restricted words, also when we want to make utterance clear (Kurniawan, 2016). In explaining new lesson and also new concepts in teaching and learning process, usually we find new words. Lecturer has to explain it to them and may switch the code in hope there is no misunderstanding between the lecturer and the students. Furthermore, building solidarity and hinting relations with students are two of the advantage in code switching (Sert, 2005). It is proved when the teacher together with the students shares the ideas and experience, and also tells a joke. The delivery is more acceptable and the relationship among them is closer when saying in mother tongue.

Although the subjects are English postgraduate students, it helps the students to comprehend the difficult and complicated topics easily. It is supported by Cahyani, Courcy, & Barnett (2016) that the lecturer uses code switching in order to make the students understand the lesson easily. Although the subjects are English postgraduate students, which means actually they have been able to speak English or understand what speaker says about, we cannot avoid of using our mother language. First language is very vital for us in English as Foreign Language classroom (Mart, 2013).

Result of RQ 2: how is the perception of students toward lecturer's code switching in the classroom?

2.1. The students would become more proficient if the lecturer:

Speaks entirely in English	Switches code frequently	Undecided
18	6	2

Table 2.1 shows that the students will become more capable in English if the lecturer teaches them in fully English. They would be enthusiastic and also become affected when the lecturer explains the lesson in English. They have been able to understand the material taught in English so it is not a big deal if he uses English along the lesson.

2.2. The use of code switching in beginner class

Yes	No	Undecided
20	6	0

This result significantly shows that the use of code switching can be implemented in the beginner class, not in their class which their ability has been upper than intermediate level.

2.3. Code switching reduces students to be more senior

Yes	No	Undecided
12	14	0

The number of students who choose 'yes' is 12 (46.15%) while who choose 'no' is 14 students (53.2%). From the percentage, it can be said that the result is almost equal. Code switching in the classroom reduces the students to be more senior and half of them do not agree about that.

2.4. Lecturer's code switching facilitates learning

Strongly agree	Agree	Undecided	Disagree	Strongly disagree
2	13	8	1	2

It is in line with the lecturer who was interviewed that using code switching can be a facility in ELT (English language teaching). As revealed by Fatimah (2016) that teacher's code switching is applied to facilitate learning effectively.

2.5. Lecturer encourages classroom code switching

Yes	No	Undecided
15	9	2

Based on the table above, some students, more than 50% students, think that lecturers encourage classroom code switching. It is in line with the result of interview that lecturers sometimes switch the code. But virtually, it is the way to reach the purpose of the lesson.

2.6. Code switching can create negative impact

Strongly agree	Agree	Undecided	Disagree	Strongly disagree
2	8	6	9	1

In broad outline, the total number of students who agree and disagree towards this question is almost same. The deviation of them is only one person (3.8%). In line with the students who agree about negative impact of code switching, they might think that the use of code switching brings down the ability their use of English. Since the teacher is a role model for students (Bashir, Bajwa, Rana, 2014), necessarily, the lecturer exemplifies to use fully English because the use of fully English can effect students' motivation to use English in the classroom. Also, it can influence students' outcome. On the other hand, the students who disagree with it, they might think that code switching has beneficial effect for them.

2.7. Lecturer violates classroom language usage when he uses code switching

Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	8	11	5	1

It can be reported that more than 50% of total respond 'undecided'. It means that half of them are uncertain of the rules of classroom language usage.

CONCLUSION AND SUGGESTIONS
The use of code switching towards English postgraduate students is accepted positively. For lecturer, code switching can be an effective tool in teaching English. It has beneficial effect in teaching and learning process such as attacking attention from students, clarifying ideas, and expressing emotional of lecturer itself. Another case comes up from the students. They want the lecturer speaks entirely in English even though they agree if code switching can facilitate them in learning process.

From the data taken, it is recommended for the lecturer to pay attention in the practice of code switching. Not all the things he mentioned above are acceptable for the students in switching the code. The students still want the teacher speak entirely in English in teaching and learning process. It should be balanced between lecturer and students' need. Furthermore, regarding the recommendation for the future researcher, when you spread the questionnaire, you should emphasize the procedure of choosing the answer to your participants in order to make your analysis easy.

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SMALL GROUP DISCUSSION (SGD) AND JIGSAW TECHNIQUE IN TEACHING SPEAKING FOR ELEVENTH GRADE STUDENTS OF SMAN 1 SIMPANG EMPAT BATULICIN KALIMANTAN SELATAN

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ABSTRACT

The aim of the study is to describe the implementation of small group discussion and jigsaw technique in teaching speaking for the eleventh-grade students of SMAN 1 Simpang Empat Batulicin.Therefore, the researcher employed qualitative- comparative study. The respondents of the research are the eleventh-grade students of SMAN 1 Simpang Empat Batulicin and this research conducted in two techniques; technique 1 and technique 2. The technique 1 is small group discussion (SGD) technique and technique 2 is Jigsaw technique.

Keywords:speaking, small group discussion,jigsaw

INTRODUCTION

Speaking is an interactive and natural technique of constructing meaning, receiving, and processing information in daily life. By mastering speaking skill, they can sensible out conversation with others, transfer ideas to help listeners know and understand the information. Accordance to Underwood (2006) states that through speaking, the person will understand and make a artistic system and process where speaker transfer the idea, information and opinions of formulating what they are saying. It skills that speaking is the one way to make connection, or a good communicate in a daily life.

In learning speaking, the students of Senior High School should be able to communicate English appropriately. Although, many students, including the eleventh-grade students of SMAN 1 Simpang Empat Batulicin, who have nine years discovering English, are still not able to speak English. The researcher carry out a preliminary study to give perception into the reason for choosing the topic by interviewing the English Teacher of SMAN 1 Simpang Empat Batulicin. In fact, the current condition, the students shows that are reluctant to speak English in the classroom. They indicate that speaking is difficult one in English. This problem is generally found in EFL students. It brought about by a few elements such as the teacher just centered more on students how to answer reading and writing assigment since the English exam in formal education measuring the students reading and writing performance more. Another problem additionally prefers the expanding of speaking skill is the teacher's in teaching and learning process. The teacher monotonous in providing the material. It makes the students feel lack of comminicating pursuits in the classroom.

To conquer the problems, the teaching and learning process should emphasize on individual and group attention among teacher-centered to be student-centered. One way to aggrandize the students skill that can be used in this case is cooperative learning. In this research, the researcher

attempts to observe implement two techniques in cooperative learning approach, that is Small Group Discussion (SGD) and Jigsaw technique. Thus, the researcher is interested in conduct the implementation of small group discussion (SGD) and jigsaw technique in teaching speaking for the eleventh-grade students of SMAN 1 Simpang Empat Batulicin.

Small Group Discussion (SGD) could be a model of cooperative learning getting to recognize that come back the big cluster into the little cluster of students to get specific objectives permits students to assume a lot of responsibility for his or her own learning develop social associated and leadership skill and become involved in an interactive in the classroom. (Kindsvatter,1996).

Jigsaw is developed by Elliot Aronson associate his friends in 1978 as cooperative learning technique. Jigsaw could be a model of cooperation learning which has two totally different practices complete by small group instruction and it is mean to provide students with the chance to learn a material from their peers. Per Aronson (2006), in jigsaw technique has three phases, such as phase 1 is students meet in home groups, phase 2 is students meet in expert group, and phase 3 is students return to home groups to show and teach each another.

Finally, according to the explanation and the background of study above, the problem of the research can be formulated as follows; How is the implementation of Small Group Discussion (SGD) and Jigsaw technique in teaching speaking for the eleventh-grade students of SMAN 1 Simpang Empat Batulicin.

RESEARCH METHODOLOGY
The researcher used descriptive comparative design. It is because the aim of this research is to describe the implementation of small group discussion (SGD) and jigsaw technique in teaching. Descriptive-comparative is a design where the researcher considers two variables and established a formal procedure to compare and conclude in two techniques; technique 1 and technique 2.The technique 1 is Small Group Discussion (SGD) technique and technique 2 is Jigsaw technique.

The data of this research taken from the result of pre-test and post-test. Technique of collecting data, the researcher used instrument namely: observation, interview and documentation. The steps in analyzing the data as follows:
1. Observing the process of teaching learning before used the small group discussion and jigsaw technique in teaching speaking in grade XI IPA 1 and XI IPA 2 of SMAN 1 Simpang Empat Batulicin.
2. Discussing the process of the small group discussion in teaching learning process in grade XI IPA 1 and XI IPA 2 SMAN 1 Simpang Empat Batulicin.
3. Collecting the data from the observation of teaching learning process and interview the teacher and the students.
4. Classify the data from observation and interview at SMAN 1 Simpang Empat Batulicin.
5. Disscussing the finding of the research
6. Drawing conclusion and giving suggestion

RESULT AND DISCUSSION
The Implementation of Small Group Discussion (SGD)

Based on the result of the three-observation implementation of Small Group Discussion (SGD) technique on August 18th, 21st, and 25th, 2017. It could be observed the implementation of Small Group Discussion(SGD) technique was successfully implemented for teaching speaking of suggestion and offering materials. There are three sections in the implementing small group discussion technique, which include;before (opening), during (main activity/implementation) and after (closing).

In this treatment the researcher used small group discussion in the form of discussion material for the researcher technique of teaching speaking. The following is the teacher and students procedure of teaching speaking by implementing small group discussion (SGD):

What teachers do	What students do
Before (Opening)	
• Choose the task or topic for discussion. • Decide how many students will be in each group. • Decide on the roles for each group member. • Prepare role cards for each student. see Student Resource, *Sample Role Cards*. • For example: *Leader:* defines the task, keeps the group on task, and suggests a new way of looking at things. *Manager:* gathers and summarizes materials the group will need, keeps track of time, and collects materials the group used. *Note maker:* records ideas generated by the group, and clarifies the ideas with the group before recording. *Reporter:* reports the group's ideas to the class. *Supporter:* provides positive feedback for each speaker, makes sure everyone gets a turn, and intercepts negative behavior.	• Understand the question/task. • Understand their roles and responsibilities.
During (Main Activity/Implementation)	
• Divide the class into groups. • Present the parameters of the task.	• Fulfil the roles to the best of their abilities.

• Explain time limits and keep track of time. • Circulate around the room, ensuring that all students are fulfilling their roles. • Comment constructively on the group process.	• Use active listening skills. • Act positively and encourage other group members. • Participate fully in the discussion. • Adhere to the time limits set by the teacher
After (Closing)	
• Ask students to individually complete an evaluation of the discussion. • Put students in groups. • Debrief with the whole class, asking students to comment on the success, benefits of the exercise. • Plan to repeat this activity, allowing students to try each of the other roles.	• Complete the Small-group Discussion Reflection Sheet. • Discuss the successes and benefits of using structures/ rules in small groups.

By implementing small group discussion (SGD) the students are divided into groups of a certain size – for example, five members. Each student is assigned a specific role and responsibility to carry out during the small-group discussion.The teacher also prepare the role cards for each students. The following is the student resource, *Sample Role Cards of Small Group Discussion,* as follows:

Sample Role Cards
LEADER   • Does everyone understand what we're doing?   • Have you thought about this in another way?   • We're getting off topic; let's get back to the task.
MANAGER   • Here are the materials we'll need. This is what I think we should look at.   • We have _____ minutes left.   • Now that we're finished, let me gather the materials.
NOTE MAKER   • Would you repeat that so I can write it all down?   • What do you mean by that?   • Let me read to you what I've written so far.
REPORTER   • Let's review the secretary's notes.   • Does anyone have anything to add before I report to the class?   • Does anyone have any suggestions on how to report to the class?
SUPPORTER   • Really good point.

• We haven't heard from _____ yet. • Please don't interrupt; you'll get a turn.	

The Implementation of Jigsaw

Based on the result of the three-observation implementation of Small Group Discussion (SGD) technique on August 18th, 22nd, and 25th, 2017. It could be seen that the jigsaw technique was successfully implemented for teaching speaking. There are three phasesby implementing jigsaw technique, such as: phase 1, phase 2 and phase 3.

In this treatment the researcher used jigsaw in the form of discussion material for the researcher technique of teaching speaking. The following is the teacher and students procedure of teaching speaking by implementing jigsaw:

What teachers do	What students do
Before	
• Choose an entire textbook chapter or article and divide it into smaller segments, or pick a series of readings on the same topic. • Assign each student to a "home group" of three to five students. • Assign each student to an "expert group," with a focus on a particular segment of the task.	• Meet briefly in the home groups before breaking off into the expert groups.
During	
• Establish guidelines for the information that students should include in their summaries (e.g., for a series of readings on chemical compounds, identify the following: the types of compounds, how they are formed, what reactions are caused, etc.). • Have expert groups meet to read a selection or work on a task, review and discuss what was read, and determine essential concepts and information, using a question sheet or graphic organizer to guide them. • Remind students that the experts will have to consider how they will teach the material to the home group members.	• Work together to make sure that all group members become "experts" on their particular part of the reading task, and help each other to decide how to report the learning to the home group (e.g., as a series of questions and answers; in chart or template form; or some other way). • Use small-group discussion skills to share "expert" knowledge with the home group until all members have arrived at a common understanding of the entire ask. • When presenting information, monitor the comprehension of the group members by asking questions and rephrasing until it is clear that all group

• Convene home groups so that each student can share his or her expertise with all members of the home group.	members understand the points. • If appropriate, fill out a graphic organizer in the home group to gather all the information presented by each expert.
After	
• If appropriate, convene the class as a whole group to review and share learning or to enable expert groups to present to the entire class. • Have students reflect on the communication they used to help all group members understand the material.	• Ask the teacher to clarify any information or ideas that are still unclear or confusing. • Discuss what communication helped them to understand the material explained by others.

By implementing jigsaw technique, each student is assigned to a "home groups" of three to five, and an "expert group" consisting of members from different home groups. Students meet in their expert group to discuss specific ideas or solve problems. They then return to their home group, where all members share their expert knowledge.

CONCLUSION AND SUGGESTION
Conclusion
After describing all the findings in the analysis, there are some points, such as:

1. The teacher implemented of small group discussion technique in order to gave the students an opportunity for oral communication. The teacher implemented with sample role cards for each students and consist of five students as a leader, manager, note taker, reporter and supporter

2. The teacher implemented of jigsaw technique with three phases. First phases is students meet in home group, second phases is students meet in expert group, and the third phases is home group report.

Suggestion
The researcher would like to give some suggestion addressed to readers as follows:

1. To the Teacher
   To develop students speaking skill, the English teacher should implent small group discussion and jigsaw technique in the class because the technique is directly efeect the students speaking ability. They can be transfer their idea, information and opinion with their friends.

2. To School
   The school should provides a English laboratory for the students develop their speaking skill. The laboratory can acomodates the students interest in developing their speaking skill.

3. To other Researcher
   This research has so many weaknesses because of the limited skill of the researcher. This research is a reference for futher investigation and the researcher expectes that this study

can be used as a starting point to conduct the further research from the different point, such as listening, reading, and writing.

4. To the Reader

The researcher hopes that the readers should read this research, because this research is made to be a refference that may be usefull for the reader in knowing more about the implementation of comparative method especially in apliying of Small Group Discussion (SGD) and Jigsaw technique in the real situation.

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IMPROVING THE STUDENTS' SPEAKING ACHIEVEMENT THROUGH DETAILING TECHNIQUE

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ABSTRACT

The main purpose of this study was to find out whether or not object detailing technique could make a difference in improving the students' speaking achievement. The population consisted of 210 eighth-grade students of SMPN 3 Palembang in academic year 2017/2018. Forty of them were selected by using two-stage sampling technique. The first stage was by using purposive sampling. It was based on the characteristics of the students who were: (1) of the same age; (2) not taking any extra English lesson during the study; (3) taught by the same teacher in their school; (4) of the equal number of gender; and (5) having the average English score in their previous semester (70-85). The second stage was by using random sampling, that is, after 40 students (20 male students and 20 female students) were chosen they were randomly and equally assigned to be in either experimental or control group. The research was conducted in terms of speaking intervention for about two months or 24 meetings including pre and posttests. The speaking skills were measured by using oral assessments rubric, which consists of communication skills, pronunciation, structure, vocabulary, and task completion. The findings showed that (1) there was a significant progress in speaking skill of the students after they were taught the procedural text by using object detailing technique, (2) there was a significant difference in speaking skill achievement between the experimental and control groups, and (3) there was a significant contribution of the detailing technique to the students' speaking skill improvement ($p<.000$; 95.8%). To show the value of the results of this research, some interpretations were drawn and conclusions were made.

Keywords: detailing technique, speaking skill

INTRODUCTION

Teaching means helping learners to grasp knowledge and use it for their lives. In terms of teaching English as a Foreign Language, a teacher plays a crucial role in building the students' awareness of the four language skills. One of the productive skills is speaking ability. Speaking skill is one of the important factors that determine whether a student has already mastered one language. Luis (2004:2) commented that the students need to be taught and mastered a foreign language as an essential tool for establishing meaningful communication and working in today's global context because the effect of economic and political demands in almost all trades and professions around the world require the students to have a good command of a foreign language, especially English.

This study was dedicated to improve the eighth-grade students' speaking skill in order to enable them to communicate in English. The rationales of conducting this research are as follows. First,

oral skill is the focus of language skills for the seventh-graders' English mastery (Decree of National Minister of Education, 2006:3); second, today's life has demanded people to be able to speak in English (Widiati & Cahyono, 2006:1); third, large class size and inadequate instructional materials, technological support, and unmotivated students who refuse to participate in class activities should be considered (Şad, 2008:34); fourth, problems often occur in the process of fostering speaking skill, especially in the aspects of behavior anxiety (Şad, 2008:34); fifth, students' speaking skill in Asia remains limited in speaking and is sometimes influenced by Confucianism which makes them in doubt to express their opinions in class, conservative and, uncomfortable in asking questions about things they do not understand (Brice & Roseberry-Mckibbin, 1999, 53; Lim, 2003, 1); and sixth, a number of research reports show that Indonesian learners commonly have not attained a good level of English literacy (Diem, 2011; Widiati & Cahyono, 2006).

Furthermore, Diem (2011) found out that the students' literacy skills of the Elementary Schools in Palembang, including speaking skill, were categorized as low. It was strengthened by the data obtained from her research which showed that the average scores gained by the fifth-grade students of Elementary Schools in Palembang was 54.77 for the English skills as a total and 65.5 for speaking skill. Then, the most influential reason for conducting this study is that the result of the National Examination in the year of 2014/2015 for SMPN 3 PalembangPalembang was in the 40th rank from 228 junior high schools in Palembang (the average score for English subject was 7.90 out of 73 students of SMPN 3 PalembangPalembang) and the 204th rank from 1449 junior high schools in South Sumatera (Source: Dinas Pendidikan, Pemuda dan Olahraga Provinsi Sumatera Selatan, 2018). From those data presented above, the writer assumes that the low level of students' speaking skills is perhaps caused by the lack of exposure on speaking practice itself. Practicing speaking, especially in studying procedural text, can be conducted by exposing the students several sequences of object. By teaching them using a sequence of objects, students are hoped to get used to the making of outline. The current study attempts to see and improve students' speaking ability by giving intervention through teaching students in this school.

There have been many changes in teaching speaking in the effort of making students actively communicate using oral English with one another (Luis, 2004:1). Many techniques have been used to reach the goal —building the students' awareness of the four language skills— with the emphasis on their communicative competence. Nowadays, many applied linguists and teachers of English agree that students learn to speak English by having interaction among themselves and with teachers. Therefore, according to Kayi (2006:1), communicative language teaching and collaborative learning serve best for this aim because communicative language teaching could be based on real-life situations that require communication.

Furthermore, communicative language teaching may result in communicative competency as urged by Celce-Murcia (cited in Department of Education, 2004:6). This type of teaching covers discourse competence, actional competence, linguistic competence, sociocultural competence, and strategic competence. In brief, English teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. One activity for improving learners' speaking skill is by applying object detailing

using procedural texts on the areas covering cultural contents in their teaching and learning activities in the classroom.

Text procedural refers to the text used to describe or explain the instruction systematically or in the right order. Many terms used to mention this kind of text, in this case can be referring to process text, which is a description of how to do something. Moreover, procedural text also contains a process which explains the steps you need to follow to complete an activity. By teaching the students procedural text, they are not only exposed to the text containing procedures to accomplish and operate something, but also taught how to make an outline systematically. Object detailing, based on Kayi (2006:3), means the activity based on several sequential objects. Students are asked to tell the story taking place in the sequential objects by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while detailing. Object detailing can be used for teaching procedural text since procedural text requires series of event. This technique is appropriate enough to be used for teaching procedural text.

It has been said over the ages that a object is worth a thousand words (Canning-Wilson, 1999; Rockett, 2009). In an educational field, object is believed to be visual aid used to help not only teachers to stimulate students' creativity, but also students to draw out language from their own knowledge and personal experience through exposure to the stimuli presented before them. Canning-Wilson (1999:3) stated that visuals permit strategies to organize knowledge into semantic or associate clusters. Furthermore, she argues that objects can bring the outside world into the classroom; thus, making situations more real and in turn helping the learner to use appropriate associated language.

Another study conducted by Lee (1994:3) also asserts that objects are useful as a guided writing environment which assists beginning foreign language students to develop and improve their writing skill before they share the ideas which they have written orally. There have been many researches done to find out the effectiveness of objects for teaching English. However, most of them were dedicated for reading and writing. Using object in reading is only the prerequisite for speaking, besides listening and writing. Therefore, this study is addressed to find out the effectiveness of objects for the students' speaking skill. The problems of this study were: (a) was there a significant difference in speaking achievement of the experimental group after they were taught the procedural texts by using object detailing technique?, (b) if there was, was the mean score obtained by the experimental group significantly different from that of the control group?, and (3) was there a significant contribution of the object detailing technique toward the students' speaking skills?

METHODOLOGY
In this study, the writer used an experimental method by applying Quasi-Experimental Design with The Pretest-Posttest Nonequivalent-Control Group Design. This study required two parallel classes, experimental and control group, which were as similar in students' criteria as possible. The researcher would apply the object detailing strategy to the experimental group. However, X

here was the treatment done to increase the students' speaking skill through object detailing. Control group here referred to the class which did not get any treatment.

The researcher did the experiment in 24 meetings. There were two meetings for pretest, twenty meetings for treatment, and two meetings for posttest. It took 2x40 minutes per meeting. The materials given to the students in the experimental group were the materials selected based on the students' reading level. The criteria of the students chosen as the sample were:
1. They were about the same age;
2. They did not take English courses;
3. They were taught by same teacher;
4. They were equal in number of gender, chosen by lottery system;
5. They were categorized as average students (75-85); based on their English scores gained from the Report Book 2017/2018.

Based on the above premises, the following sampling procedures were applied:
1. The population was all of the eighth-grade students of SMPN 3 Palembang consisted of 57 students.
2. 40 students (20 males and 20 females) were selected based on those five criteria to be the sample of this study.
3. 10 males and 10 females for each group were determined by using lottery system.
4. 20 students were for experimental group and 20 students for control group.

To find out the content validity of the test, the researcher administered the following steps: (1) provided lesson plans, (2) provided the materials based on the students' reading level, and (3) found out the reading level of the text by using Flesch-Kincaid test on *http://www.Standards-schmandards.com/exhibits/rixindex.php* (see Appendix 2). In this study, the writer used inter-rater reliability for measuring the students' speaking skill improvement. Since speaking skill is a subjective skill, the writer applied this kind of reliability. There were two raters to score the students' speaking skill improvement.

Since this study had a material concerned to a literary work —procedural text— the writer had conducted a try-out prior to taking the research. This try-out was intended to observe the students' reading level; therefore the writer had appropriate text based on their reading level. With the intention of obtaining some information about the students' reading level, the writer had two kinds of test. They were adapted and adopted from Informal Reading Inventory (IRI) Assessment Procedures Manual (2018). The results of the two tests have shown the level of students' reading achievement.

The first assessment was called Word Identification. This test indicated that the students who can read basic sight words automatically will have an easier time reading text, which also leads to better comprehension skills. This test required the students to read twenty words suited to seventh-grade per two minutes. The students were given 3-5 seconds to look and read each word. Students were given 1 point for each word read correctly. The total of the words read correctly was multiplied by 0.5 to find out the level.

The second assessment was called Print Processing Skill. This test was assessed through the independent silent reading comprehension subtest. A students' ability to read silently with comprehension was used to determine the print processing score. There were five passages, ranging from level 5 up to level 9. This decision was made by counting two levels below level 7 and two levels above level 7. There were five multiple choice questions in each passage. In order to gain the reading level, the total correct answer was multiplied by 0.4.

Overall scores, later on, was added and divided by 2 to get a final reading level of each student. In order to gain the whole level, however, the writer cumulated the final scores of all students and they divided with the sum of the students who attend the readability test. After administering the test, it was found that from 48 students joining the test, their reading level was in the 4th grade. Therefore, the reading texts which to be given to the experimental group must be appropriate to their reading level.

Data were collected through oral *test*. To assess the students' speaking skill, they were assigned to narrate the sequential objects based on the procedural text which consisted of 100-150 words. The scoring system was adapted from Oral Assessment Rubric of Business School of Universidad de Antioquia. Two raters scored the students' speaking skill. For one text, the raters gave scores based on the examinee's communication skill, pronunciation, structure, vocabulary, and task completion using 5 point-scale. The oral test was aimed at seeing the students' skill and attitude toward speaking. The pre-test was used to find out the students' background knowledge on the topic before giving treatment. The post-test was used to measure the students' speaking achievement after the treatment. The process of treatment was consisted of teaching students of the experimental class by using object detailing.

In this experiment, the test asked the students to narrate a procedural text consisting of 100-150 words based on the objects shown in approximately 5 minutes. This test was accompanied by the situation and generic structure of the procedural text to make the students be easier in composing his/her procedural text. This speaking test was used to measure the students' speaking achievement. The writer used ready-made scoring system adapted from Oral Assessment Rubric of Business School of Universidad de Antioquia (see *Appendix 1*). The writer also made use of video recording and photographs while the students are detailing the objects. This data were useful for the raters to score the students' performance when they were doing the narration.

DISCUSSIONS
From the beginning of the treatment, it was hypothesized that Object Detailing technique did make a difference in students' speaking achievement (see Table 1). This finding was in line with the teaching technique which is suggested by Kayi (2006). Before conducting independent and paired samples t-tests, the writer tested the score normality of pre and post tests. Based on the Kolmogorov-Smirnov normality test, it was found out that the whole scores for both experimental and control groups either in pre or post tests were in the normal distribution (pretest for experimental group= 0.200; pretest for control group= 0.192; posttest for experimental group= 0.072; posttest for control group= 0.111). Moreover, from the mean score obtained by each group

and the independent t-test result, it was found out that the experimental group did better than control group. Based on the results, it was confirmed that Object Detailing technique could change the performance of the students in speaking. The progress could be interpreted as follows. This technique is proven to be good at enriching the students' vocabulary, especially those used for operating or making something, sequencing the events (sequence of events), and giving some additional information (adverbial); increasing the students' pronunciation; stimulating the students' creativity in interpreting series of object; and helping students to be able to speak with no hesitation, shyness, and feeling of making mistakes.

Table 1

Statistical Descriptive Summary of Speaking Achievement Scores in the Experimental and Control Group

Group	Pretest				Posttest			
	Highest	Lowest	Mean	SD	Highest	Lowest	Mean	SD
EG	9.5	5.5	7.55	0.97	18.5	13.5	15.5	1.45
CG	10	5	7.03	1.27	10.5	7.5	8.9	0.88

The results of paired samples t-tests between pretests and posttest of experimental group showed that there was a significant progress of the students' speaking skill (see Table 2). However, the speaking skill of control group was also progressed significantly, although not as much as the experimental group did. This might be caused by the students' average ability. Although both groups gained significant progress, but still the experimental group did much better than control group. Therefore, the students in the experimental group had a better progress in speaking skill achievement than those of in the control group.

Table 2

Statistical Summary of Paired Samples and Independent Samples T-test of Speaking Skill in Experimental Group and Control Group

Mean Difference Pre and Post Tests Exp. Within	SD	Mean Difference Pre and Post Tests Cont. Within	SD	Mean Difference Posttest between Exp. & Cont.	T-value Gained between Exp. & Cont. Group ($p < .000$)
7.95	1.13	2.0	1.23	7.85	16.5

Reviewing from the stepwise regression (see Table 3), there was a quite big contribution of object detailing technique to the students' speaking skill (about 95.8%). From five aspects of speaking, there were two aspects in speaking (vocabulary and pronunciation) which were given the most influence by the technique of object detailing technique. Since the researcher taught and gave the students list of useful words for detailing the objects, vocabulary had the most contribution using this technique. Moreover, the students were able to use a variety of content and function words

or vocabulary to express ideas. In addition to vocabulary, pronunciation was also influenced significantly by the object detailing technique. It could be caused by the treatment given by the researcher, who always trained the students how to pronounce the words correctly based on the correct phonetic symbols.

Table 3

Statistical Summary of Stepwise Regression of Speaking Skill Achievement

Model	Speaking Skill Achievement	R	R^2	R^2d	F	Sig.
1	Vocabulary	.769[a]	.591	.591	26.062	.000
2	Vocabulary, Pronunciation	.934[b]	.872	.281	37.307	.000
3	Vocabulary, Pronunciation, TaskCompletion	.957[c]	.917	.044	8.519	.010
4	Vocabulary, Pronunciation, TaskCompletion, CommunicationSkills	.971[d]	.943	.026	6.875	.019
5	Vocabulary, Pronunciation, TaskCompletion, CommunicationSkills, Structure	.979[e]	.958	.016	5.260	.038

However, the contributions of object detailing technique toward task completion and communication skills were not as high as the two above. These might be caused by the inability of the students to demonstrate understanding of the topic and manage the topic according to the level and because the students were not skillful to follow the instruction required for the task. Meanwhile, for the low percentage of the communication skills, it was probably because the students were unable to send and receive message in classroom setting, the students also spoke with some hesitation, pauses, and slowness. This was one of the students' weaknesses to focus and give attention to this aspect. Students were also unskillful in structure. This might be caused by ineffective use of a variety of grammatical structures to express ideas and knowledge of the structures. Moreover, in speaking, students were not asked to be grammatically correct since it would only make them be afraid to express their thoughts.

Finally, it is important to mention here that the progress of the students' achievement in speaking skill occurred as expected. It might be caused by the procedural texts given to them which were based on their reading level (Level 4). If the students were supplied with the passages far below their capacity level, it would take them less time to do the task, but it did not guarantee that they could comprehend the text. The same is true if the texts given were beyond the students' reading level. They would find the texts more difficult to comprehend, especially when those materials were not of their interest. Interesting materials (based on their interest), sometimes, could also make a difference in students' achievement and extra time may probably needed. To sum up, this study reveals that the level of the procedural texts given to the students using object detailing technique was the factor that made a difference.

CONCLUSIONS AND IMPLICATIONS

Based on the results of the data analysis and interpretations, three conclusions are presented. First, there was a significant difference in speaking achievement of the experimental group after they were taught the procedural texts by using object detailing technique. Second, the mean score obtained by the experimental group was significantly different from that of the control group. And finally, there was a significant contribution of the object detailing technique toward the students' speaking skills. In addition, giving appropriate reading text based on the students' reading level before giving them speaking activities could make it easier for the students to understand the texts. It, therefore, has a positive impact on the students' speaking skill. In brief, object detailing technique offers a promising technique in improving the students' speaking skill.

Based on the conclusions above and in order to develop teaching and learning process in EFL classroom, two suggestions are offered. First, the students' achievement is depending on how creative the teachers of English managing their class. They should know at least various teaching techniques which may be appropriate to their students. One of the possible teaching techniques is Object Detailing, especially in speaking. To use this technique effectively, the teachers of English should consider appropriate materials based on the students' reading level and their own interest. Second, it is also suggested that further researchers do similar study but focusing more on communication skills and the use of them as much as possible in speaking.

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THE APPLICATION OF MODEL CHALLENGE BASED LEARNING FOR HIGHER INSTITUTION STUDENTS

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ABSTRACT

This research is preliminary study on the application of Model Challenge Based Learning, a method of teaching English while solving a real challenge. As a preliminary study, this study concentrates on improving students' capability by giving challenges to students. The study implements educational research development paradigm. This preliminary research involved 38 students concentrating on the students' competence and performance. The results showed that there is a significant influence of Challenge-based learning to the fluency and accuracy students.

Keywords: challenge-based learning, higher institution, students

INTRODUCTION

The need of mastering English in the future has become one big challenge for higher education institutions as producers of quality man power in Indonesia and other countries in the world. If we want to win the global competition, we must equip our graduates with adequate capability of English to our graduates. Furtermore, adequate capability in English will assist students accomplishing their undergaruate qualification. Therefore, it is necasssary to upgrade English aducation system directed toward overall training of English to undergraduate students. This can be done through upgrading of approaches, the planning and execution of program which can fufill the students' learning needs.

The most obvious obstacle is the restricted time allocated for face to face meeting betewen students and the teacher in the class often makes the English lesson become less effective. This happens particularly involving classes with English ability disperse among students. In higher education system that demands *active learning*, English teacher often find difficulties to help weaker students to level with the more able students. In fact, the target of learning English for higher education students is high enough i.e to make students have adequate capability in English, to be able to write academically in English as an international language. One of the attempts to fulfill tne learning needs is by optimizing all potentials students have. For instance, by making use of information technology, optimizing the use of internet to gather learning materials specified to department and field of studies.

The proposed study is an attempt to assist higher education students to improve their ability in English with limited time of learning English in classroom athmosphere. The propoposed learning activities is called Challeged Based Learning a learning activitiy which combines the learnig athmosphere and learning challenges to solve a learning situation problem.

What is Challenge Based Learning

Challenge based learning (CBL) is a frame of thinking of learning while solving a a real challenge. CBL is a frame of learning while solving a real challenge. CBL is a learning model invented by Apple company which promoted academic classes as a **tnink thang** which solve genuine problems. CBS is almost similar to place based aducation and project based learning as a tool and medium of learning.

Apple company defined CBL as a multi discipline approach to reaching and learning which support learners to make use of technology which they use in daily life to solve real problems in daily lifes. The frame work of the system is collaboraive work and ready work, asking all participants (students, teacher, family, and members of society) to identify great ideas, asking good questions, finding and solving challenges,obtaining subject area knowledge, developing 21 century, and share their knowledge to the world..

The framework of   challenge-based learning was stated from the project of   "Apple Classrooms of Tomorrow—Today" (ACOT2) initiated by Apple Inc company which identified environment design leaning principle for the 21 century. Started with the basic design of ACOT2, a team from Apple, Inc.work together with educational experts working together to develop dan implemented challenge-based learning

Challenge-based learning contain

1. A flexible framework and capable of customized applicable to as pedagogic guidance integrated to progressive learning approaches.
2. A model that can be scaled with multiple points of entry and is able start something big. ,
3. A free and open sytem without prpriety ideas, products and subcription. A process that places all Learners in charge, and responsible for the learning.
4. An authentic enviroment to fulfiil academic standard dan create a more deep and content
5. Focusing on global ideas, meaningful challenge and developing appropriate solutions.
6. A pure relationship between academic discipline and real world experience.
7. A framework to develop 21 century skills.
8. The use of precise technology in terms of research, analysis, organisation, collaboration, networks, communication, publication, and reflection.
9. A system to document and access both processes and products.
10. An environment which reflects deeply toward teaching and learning.

The framework of Challenge Based Learning begun from   "Apple Classrooms of Tomorrow—Today" (ACOT2) project initited by Apple Inc.Project in 2008.. Started with the early draft of learning environment ACOT2 a team from Apple Inc work together wit educaators began to develop, working together with educators to develop and implement challenge-based learning. Using the word challenge in arranging learning experience coming from from challenge and learning experience and reflection coming from inside and outside classroom. When faced challenge groups or individuals who are successfull to make use of individual experiences, make use of resources in order to develop plans, and move forward to find the best and move forward to find best solutions solutios on the problems faced. Along with the on going activities, there

might be try outs, failures, and success as the products of what has been done. By adding challenge for educational environment, the outcome is superiority, wish, and ownership-the element the often missed fron school situation.

The first framework was documented in the white book written in 2008 published by Apple Inc. (Nichols and Cator, 2009). Ever since teachers and schools all over the world began to adopt the framewrk to improve the learning and teaching while giving opportunity for students to make differences in their society.

In 2011, a follow up study was conducted to test if the framework works when appled to the public of k-20 which is larger and to test deeper the 21 century skills. This research involved 19 schools, 90 teachers and 1500 students from three countries. Once again this study shows that is an effective way to involve students fulfill curriculum standard, and to get 21 century skills. This research also concludes that CBL can be used to students from all ages.(Johnson and Adams, 2011).

In 2016 Apple Inc. was involved in Digital Promise, and the team member who created to renew the content and managing website and created books (Nichols, et al., 2016).

The renewed framework was organized in three year planning phases

- Engage – Along the process, stdents' essential questions move from abstract big ideas moving toward concrete challenges dan applicable.
- Investigate – All students are involved in planning and taking part inthe journey to build solution foundation and deveop academic qualification..
- Act – Solution based on proofs that are developed, iimplemented to real audience, and evaluated based on products.

Throghout all of the processes the participants are expeced to document all experiences, reflected in the practice and sharing experiences to all audiences. All CBL have been widened into new areas which involve strategic planning, working practice in situ, (O'Mahony, et al., 2012), and development of mobile software instruction (Santos, et al., 2015).

METHOD

The study implements educational research development paradigm (Gravemeijer, 1999). The outcomes of the study are highly qualified products in terms of theoretical, procedures and methodologically.

Research and development is a strategy of developing effective educational products. Educational research and development is an industry based on model development in which research inventories are used to develop products and new procedures sytematically developed and periodically is tried out, evaluated, and revised until the standar crieria and quality achieve certain criteria or standard. (Gall, Gall and Borg, 2003).

The steps of development proces refer the research and development cycles consist of studying research inventories related to the on going developed products, developing products based on

research inventories, field try outs witn designs similar to where the products are appled, revising the product to improve the deficiencies found in the field. This is done, because, according to Borg (1979), the intention of research and development is to bridge the gaps often encountered between educational research and educational field practices.

The main steps of research and developmental research are:
(1). Literature study
(2). Planning
(3). Developing early models of productd theoritical model/hypothesis)
(4). Field try ours 0f early productsl
(5). Revision of early products to produce maind products
(6). Try out of main pruducts
(7) Revision of main product to produce empirical operational products
(8). Field try outs of operasional products
(9). Revision of opersional products to produce end products
(10). Diseminassion and distribution of end products (Gall and Borg, 2009).

After the first phase research finished, the second phase research started, i.e. the production of teaching learnig materials of English with Challenge based learning for higher education students based on Challenge based learning through the following steps:
1. Produing English learning materials Challenge based learning.
2. Try out of Uji Challenge based learning materials
3. Revision of learning materials
4. Inplementing English learning materials Challenge based learning

In this report the application of Challenge based learning.was a preliminary research before the real research was implemented thoroughly.

RESULTS AND DISCUSSION
Student's English competency is obtained through written test provided before and after the implementation of Challenge based learning. Table 1 below illustrates the students' descriptive statistics.

Tabel 1. Descriptive statistics of students' English competence

	N	Mean	Std. Deviation	Std. Error Mean
Pretst	38	70,3750	6,26303	,66764
Postst	38	73,5455	5,99216	,63877

Tabel 1 shows the average score of the students on the pretest of 70.37 with the deviation stand of 8.25 and the mean of the postest 73.64 with the deviation of 5.95. To determine whether there is a significant difference between the mean score of pretest-posttest, a t- test was conducted with the following result

Tabel.2 The result of t-tes on pretest-postest

	Test Value = 0					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Pretst	105,408	37	,000	70,37500	69,0480	71,7020
Postst	115,137	37	,000	73,54545	72,2758	74,8151

Table 2 shows the comparison between the English students' ability to test students before and after the implementation of the Challenge based learning . T test shows the value of T at the pretest of 106.408 and the postda pda of 116.137. The difference between these values are significant at the 0.001 level. This means that there is a significant difference between the competence or competence of the students before and after Challenge Based Learning implementation.

Student performance
Student performance is the ability of students to express their ideas in English orally. The student's oral skills include aspects: pronuncition grammar, vocabulary, fluency, and comprehensibility. These five aspects are summarized into an overall verbal ability (overall.).
Table 3 describes the descriptive statistic of students' oral ability from the initial ability (pretest).

Tabel 3 Descriptive Statistics students' performance at pretest

	N	Minimum	Maximum	Mean	Std. Deviation
Vocab	38	2,00	4,00	2,8864	,56082
Pronun	38	2,00	4,00	2,7557	,56728
Gramr	38	2,00	4,00	2,8466	,57913
Fluency	38	2,00	4,00	2,8466	,59383
Compreh	38	2,00	4,00	3,0909	,58006
Overal	38	55,00	100,00	72,1307	10,14648
Valid N (listwise)	38				

From the result of oral performance test of English, it was found out that for pronunciation aspect, the lowest value was 2 and the highest score was 4. While the average value 2,76 (sd = 0,55). For the vocabulary aspect, the lowest score was 2 and the highest score was 4. The mean value of are 2,88 (sd = 0,55). For grammar aspect the lowest value was 2 and the highest value was 4 with an average value of 2.84. For the fluency aspect, the highest value was and the highest was 4 with an average value of 2.84 sd = 0.59. For aspects of comprehensibility (comprehensibility), the lowest score was 2 and the highest score 4 with an average 3.08 (sd = 0.58).

In total, the average oral ability obtained by studets is 72,1307, sd = 12,14. This means that the average oral ability of the students before being given a challenge-based learning is quite high.

Table 4 describes the descriptive statistic of students' oral ability of the final ability (postest)

Table 4 Descriptive Statistics of student performance post test

	N	Minimum	Maximum	Mean	Std. Deviation
vocab2	38	2,00	4,00	3,0511	,55211
comp2	38	2,00	4,00	3,0006	,49772
flu2	38	2,00	4,00	2,9261	,53358
pron2	38	2,00	4,00	2,9310	,50677
gram2	38	2,00	4,00	2,9489	,46757
overal2	38	57,50	90,25	74,3707	6,85023
Valid N (listwise)	38				

From the result of oral competence test of English students it is known that for the pronunciation aspect the lowest value was 2 and the highest value was 4, with the average score was 2.93 (sd=0,50). For the vocabulary aspect, the lowest score was 2 and the highest score was 4, the mean score was 3.05 (sd = 0,55). For the grammar aspect the lowest score was 2 and the highest score was 4 with a mean score of 2.94. For the fluency aspect, the lowest score was 2, th highest score was 4 with an average value of 2.92 (sd=0.53). For the aspects of comprehensibility, the lowest score was 2 and the highest score 4 with a mean score of 03.00 (sd = 0.49).

In total, the average oral ability obtained by the students was 74.37 (sd = 6.85). This means that the average oral competence of students before being given a challenge based learning was quite high.

CONCLUSION
From the results and discussion, it can be concluded that:
a) There is a significant influence of Challenge-based learning to the fluency and accuracy of English students in the University of Lampung. This is evident from the significant differences between the ability of students before and after following the English language learning through Challenge-based learning
b). Students' responses to English learning before and after Challenge-based learning are very positive. This is evident from the responses of students to the questionnaire given or written responses of students in the form of essays.

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AN ANALYSIS OF ERRORS IN STUDENTS' WRITTEN ENGLISH SENTENCES: A CASE STUDY ON INDONESIAN EFL LEARNERS

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ABSTRACT

The purpose of this study is to examine the language errors of students' English writing in the form of business plan project by English Education Students Universitas Teknokrat Indonesia. It was found that the errors written by students brought them to have miscommunication and misperception among readers. 180 pieces of writing written by 24 students who enroll in Business Correspondence class were collected and analyzed. The result shows that most frequently committed errors were article (22,8%), subject-verb agreement (17,3%) , spelling (15,5%), punctuation (14,1%), word choice (9,1%), plurality (8,6%), preposition (8,6%) and capitalization (3,7%). The lecturer must raise the students' awarness toward the errors and provide some feedback in order that the students can reduce their errors in English writing.

Keywords: Error, English sentences, EFL learners, writing.

INTRODUCTION

The indicators of the successful English language learning are the language users are able to use the language both in spoken and written. As an effort to acquire the written production of English, writing skill belongs to an important skill to be taught among English language learners. There are five aspects in writing skill, namely content, organizations, vocabulary, language use and mechanics. These aspects will be taken into account whenever lecturer and students do writing tasks.

In producing writing written in English, there are some challenges faced by students and lecturer. From the students' point of view, writing is one of a time consuming task. After completing the task, the students have to hand their tasks to the lecturer. Then, the lecturer will read and give feedback toward the students' works. The works, then, will be returned back to the students. At last, the students need to revise their works by considering the lecturer's feedback. This activity takes time a lot so that the students find themselves bored.

From the lecturer point of view, reading and correcting students' work will be time consuming too. The lecturer should allocate more time to focus on giving feedback to the students. To illustrate, the lecturer has to read students' works. When the task is individual task and the class consists of 27 students, it means that the lecturer must read 27 works. If one work takes 10 minutes to read, it means that the lecturer should spend about 4,5 hours to read the students' work in a day.

Giving correction toward the students' work may give certain impact for the students. First, too many "red notes" on the students' works may discourage them. Second, Students will feel upset whenever they produce errors on their works which mean that they need to correct all errors.

The alternative solution that can be proposed is focusing the students' writing to the linguistics analysis in the form of error analysis. At this point, error analysis focuses on errors made by learners, but it is not indicated as imperfect learning (Grass & Selinker, 1994). According to Schrampfer in Wicaksono (2014), there are five categories of errors, they are: subject-verb agreement errors, verb tense errors, verb form errors, singular/plural noun ending errors, and word form errors. Likewise, James (1998) identified five categories of errors which include grammatical errors (adjectives, adverbs, articles, nouns, possession, pronouns, prepositions and verbs), substance errors (capitalization, punctuation and spelling), lexical errors (word formation and word selection), syntactic errors (coordination/ subordination, sentence structure and ordering), and semantic errors (ambiguous communication and miscommunication). However, some studies reveal that there more than five error taxonomy found in some researches.

The study conducted by Putri, Prabarini Sampurna & Dewant, Anna (2014) identified the types of grammatical errors in narrative texts written by 26 students in the second semester of diploma program English department in Airlangga University. The study found that the students have difficulties in using correct verb-verb groups, especially in omission of suffix –s/ -es/ -ed/ -ing. This problem occur due to their lack of knowledge of English grammatical rules. In addition, Hamzah (2012) investigated grammatical errors made by the university students in written production of English. The data were obtained from twenty English texts written by students as a part of their task in writing class. The result showed that there are six major categories of errors made by Indonesian students their writing word choice, Verb group, article, preposition, plurality and spelling. Moreover, Wyatt (1973) studied the errors made by the prospective participants of the East African Certificate Examination. He identified fourteen categories of errors. The findings of his study showed that the major areas of errors were spelling, sentence structure, verb groups and noun, punctuation, Pronouns, adjectives, prepositions, intensifiers, confusion and misuse of idioms, contraction, abbreviation and informalities, repetition, clumsy or meaningless expression, and carelessness. Quibol-Catabay (2016) conducted e research in investigating the frequency and the types of sentence errors committed by the respondents from the College of Business, Entrepreneurship Accountancy in writing sentences participated by 30 students under the Accounting Technology program. The finding showed that having lack of knowledge in the application of the principles governing the consistency in the use of verb tenses and the rules in subject-verb agreement lead students to create errors on their writing. Moreover, most of the students have lack of knowledge on practicing correct use of punctuation marks specifically comma. Zawahreh et al (2012) studied errors made by ten graders in writing english essays and found that the most prominent errors were subject-verb agreement, insertion of preposition, verb omission, tense, and word choice. Giri (2009) found that there were seven most errors were on conditional, mood, verb forms, tense, main verb, subject-verb agreement, question formation made by bachelor level students of English in Nepal.

Based on the studies above, it can be seen that categories of errors have been shifted compared to errors taxonomy as stated last decade. In short, the errors made by students are predictable, yet the percentages are varied. According to Palmer's (1980) idea that the frequency of errors representing all mistakes is relevant in the analysis of errors on written language.

The study of error analysis is significantly contribute to the students' mastery of English. According to Rattanadilok Na Phuket and Othman (2015), the analysis of errors found in learners' pieces of written English sentences can be very beneficial. Employing Error Analysis

(EA) in the classroom can be an alternative to improve the students' writing performance. In addition, the cause of error analysis conducted by Presada and Badea (2014) confirmed that Error Analysis (EA) could reduce the frequency of errors' on the students' writing. Moreover, Sermsook (2017) noticed that Error analysis helps the students to improve their writing ability. This method reduces the Thai learners to create errors in wrong word choice, subject-verb disagreement, misspelling, wrong use of tenses and punctuation marks. According to Zafar (2016), Error Analysis (EA) is an effective tool to improve her business students' writing ability after a two-month remedial writing course.

Research Objective
The objective of this research is to identify errors made by students on their written sentences of English.

METHOD
Participants
The participants of this study were twenty four Indonesian students studying Business Correspondence (Writing IV) majoring English Education of Universitas Teknokrat Indonesia.
Instruments
The instruments of this research were 180 pieces of students' written works made by 24 students individually with approximately 50.000 words in all works.
Data collection
The students' works were read by the researcher word per word. Then, Errors made were recorded based on the type or errors. Later, the researcher interpreted and analyzed the information obtained and presented them in a chart.
Data Analysis
All collected errors made by students were analyzed and tabulated based on each type of errors to find the frequencies and percentages. Then, the errors were tabulated and classified based on its types.

FINDING AND DISCUSSION
Based on the data, there were 8 categories of errors made by Indonesian students studying writing. The errors made by students comprised article, subject-verb agreement, spelling, punctuation, word choice, plurality, preposition and capitalization. The frequency and percentage of errors were demonstrated on the table below.

Table 1. Frequency and Percentage of Errors made by Students

No	Type of Error	Frequency	Percentage
1	Article	334	22,8%
2	Subject-Verb Agreement	253	17,3%
3	Spelling	227	15,5%
4	Punctuation	207	14,1%
5	Word Choice	134	9,1%
6	Plurality	126	8,6%
7	Preposition	126	8,6%

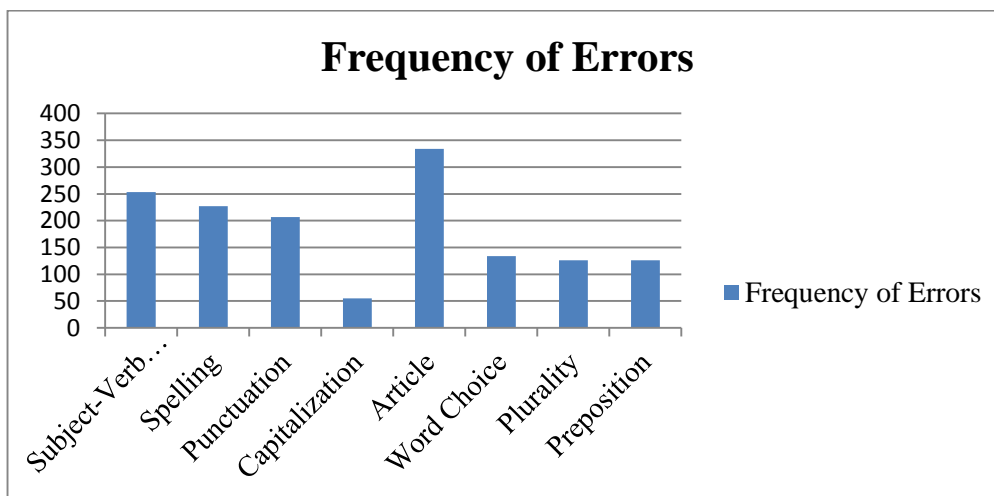| 8	Capitalization	55	3,7%
Total		1462	100%

Frequency of Errors

Chart 1. Frequency of Errors

Based on the table and chart above, it can be seen that the most-frequently made error types are article (22,8%), subject-verb agreement (17,3%) , spelling (15,5%), punctuation (14,1%), word choice (9,1%), plurality (8,6%), preposition (8,6%) and capitalization (3,7%). A deeper analysis toward each type of errors will be presented on the explanations below.

Article

The first committed error done by the students is article. Most of students got difficulties to differentiate the use of 'a' an', the' and even 'no article'. The errors are mostly done in terms of omission and addition. Omission is the term used to explain that students omit article which is actually necessary for completing the noun(s). The analysis can be seen on the table 2.

Table 2. Article Omission

Examples	Original Sentence(s)	Corrected Sentence(s)
Sample 1	They need books or more time to study with teacher.	They need books or more time to study with the teacher.
Sample 2	I want to every child has same opportunity to get better life....	I want to every child has the same opportunity to get a better life...
Sample 3	According to ministry of agriculture....	According to the ministry of agriculture...
Sample 4	The strategy is we make our product with a best seller taste that the customers want it.	The strategy is we make our product with the best seller taste that the customers want it.
Sample 5	.... I am a 1st winner in my school.	....I am the 1st winner in my school
Sample 6	....if they have a many customers..	....if they have many customers..

Another term used in analyzing errors in using article is addition. Some students add article before noun. The articles added are not necessary. The examples can be seen on table 3.

Table 3. Article Addition

Examples	Original Sentence(s)	Corrected Sentence(s)
Sample 7	.....with wonderful design and the design related to the game mobile, anime, cartoon and characters like a teenagers nowadays..	.....with wonderful design and the design related to the game mobile, anime, cartoon and characters like teenagers nowadays..
Sample 8	The another problem is their patterns economy is not too good.	Another problem is their patterns economy is not too good.

Based on the analysis above, it can be seen that the formulas used in target language are not applied correctly by the students. Intralanguage interference could possibly affect the students' acquisition toward English. For Indonesian learners, article is one of English area that is difficult to discuss. It is due to Indonesian does not have article (Hamzah, 2016). It is confusing when learners have to put article before noun in learning English. The Indonesian learners do not get accoustomed on it.

Subject-Verb Agreement

The second most-frequently-made error done by students is subject-verb agreement. It is an error frequently made by other EFL students from other different countries (Huang, 2006; Wu & Garza, 2014). At this point, the errors are related to the use of tenses in writing sentences. Most students can't classify verbs matching to the subject in some different tenses. The errors are classified on the use of simple past tense, simple present tense, and simple future tense. In using simple past tense, it is found that those time signals that indicate past event is not considered by students during producing English sentences. Last week, last month and last year belong to past time signal. Thus, the tense used should be past tense, forming subject followed by Verb-2 (past verb). The data can be seen below.

Table 4. Errors in using Simple Past Tense

Examples	Original Sentesnce(S)	Corrected Sentence(s)
Sample 9	The customer call me last week.	The customer called me last week.
Sample 10	The shop close last month...	The shop closed last month...
Sample 11	I plan my business last year.	I planned my business last year.

In using simple present tense, verbal and nominal sentences are identified. However, some students' writing indicate that there were misunderstanding in differentiate verbal and nominal sentences in simple present tense. For example, the verbal sentence requires subject (she, he it) followed by Verb-1 added by s/es. While subjects 'I', you, they we) requires Verb-1. The gaps in it can be seen on the table below.

Table 5. Errors in Verbal Sentences used in Simple Present Tense

Examples	Original Sentesnce(S)	Corrected Sentence(s)
Sample 12	Banana sweet bakery offer the product made by banana and banana peel.	Banana sweet bakery offers the product made by banana and banana peel.
Sample 13	...... my company have a bigger opportunity.	...... my company has a bigger opportunity.
Sample 14	My business have several topping.	My business has several topping.

Nominal sentences in simple present tense require the use of *to be* (is, am, are). Students' errors are mostly done by mismatching the subject and *to be*. *To be* 'is' must be following pronoun 'she', 'he', 'it', while 'am' must be following 'I'. At last, 'are' must be following 'you', 'they', and 'we'. These terms seem unclear to students' understanding. It can be seen from their writings.

Table 6. Errors in Nominal Sentences used in Simple Present Tense

Examples	Original Sentesnce(S)	Corrected Sentence(s)
Sample 15	The rules is we must be made a health food from plants	The rules are we must be made a health food from plants
Sample 16	Everything not always successful.	Everything is not always successful.
Sample 17	The customers is happy with the products.	The customers are happy with the products.

Another subject-verb agreement error is the use of future tense. Some writings do not use proper grammar of simple future tense. Modal 'will' and 'can' must be followed by base verb. Unfortunately, some students' writing do not meet the formula. The example of can be seen as follows.

Table 7. Errors in using Simple Future Tense

Examples	Original Sentence(S)	Corrected Sentence(s)
Sample 18	I have a good idea to increase my products that is I will upgrading the design...	I have a good idea to increase my products that is I will upgrade the design...
Sample 19	I will changed my mindset...	I will change my mindset...
Sample 20	Our company can decorating the box with a beautiful decoration.	Our company can decorate the box with a beautiful decoration.
Sample 21	The café will be open every day start from 10AM-11PM.	The café will be opened every day start from 10AM-11PM.

The errors in subject-verb agreement occur since there are different rules used in English and Bahasa Indonesia. The verbs following subject in Bahasa Indonesia do not change. For example, the sentence '*Saya makan siang setiap hari*' in Bahasa Indonesia can be translated as '*I have lunch everyday*'. Yet, when the sentence is given time signal that indicate past event, such as '*Saya*

makan siang kemarin', the English version will be '*I had luch yesterday'*. These two examples explain that verbs used in Bahasa Indonesia do not depend on the time signal, but English sentence does. So, intralingual interference might affect the students in using target language. Heydari and Bagheri (2012) also state that interlingual interference and intralingual interference are the two sources of errors committed by EFL and ESL learners.

Spelling

The third category of student-made errors is spelling. The frequency of errors in spelling is 227 or 16% of the total errors. Spelling errors occur by using an incorrect letter, omitting a letter, or adding a letter when unnecessary. The errors can be seen on the table below.

Table 8. Errors in Spelling

Examples	Original Sentence(S)	Corrected Sentence(s)
Sample 22	.....permission letter because this s the regulation.....	.....permission letter because this is the regulation.....
Sample 23	....social media such as intagram, whatsapp, line, and other e-commerce....	....social media such as instagram, whatsapp, line, and other e-commerce....
Sample 24	..... on target market and agressively marketing full range.....	..... on target market and aggressively marketing full range.....
Sample 25	....developing parnerships with both industry leaders and competitors.	....developing partnerships with both industry leaders and competitors.
Sample 26	.....a relationship-oriented bussiness that foster long term customer relationship.	.....a relationship-oriented business that foster long term customer relationship.
Sample 27	In ruinning the bussiness,....	In running the business....
Sample 28	....adverstisment facilities...	....advertisement facilities...
Sample 29	Furhermore, by using this kind of media...	Furthermore, by using this kind of media...

These spelling errors happen when the students have mispronunciation, lack of awareness of spelling rules and irregular spelling patterns. It will strongly contribute to spelling errors.

Punctuation

Another type of errors made by students is punctuation. The total error is 207 or 14%. The use of comma and fullstop is the most noticeable errors on the students' writing. It shows that students are weak in using punctuation marks. As the fifth semester students, they should have been familiar in using proper punctuation marks in writing English. Based on the data tabulated below, comma and fullstop seem neglected by the students. The errors in punctuation can be seen as follows.

Table 9. Errors in Punctuation

Examples	Original Sentence(S)	Corrected Sentence(s)
Sample 30	In my company I also prioritize my customers who buy my products via online store.	In my company, I also prioritize my customers who buy my products via online store.
Sample 31	In my website I put the detail location to make customers easier to find my company or store.	In my website, I put the detail location to make customers easier to find my company or store.
Sample 32	In this restaurant I want to select my employee or chef.....	In this restaurant, I want to select my employee or chef.....
Sample 33	For the decoration my restaurant will....	For the decoration, my restaurant will....
Sample 34	... and for me this is the first time to work in the culinary.	... and for me, this is the first time to work in the culinary.
Sample 35	In these organizations he held the positions of financial manager.	In these organizations, he held the positions of financial manager.
Sample 36	During the summer customer can also sit outside on our patio and we will offer a special summer menu...	During the summer, customer can also sit outside on our patio and we will offer a special summer menu...

Word Choice

Word choice becomes one of errors made by students. Based on the analysis, it can be seen that there are 134 noticeable errors or 9,1% of the total errors. Choosing wrong words means that the students are incapable of using proper words to agree with the sentences. Words Errors in word choice occur simply because the students do not understand the meaning of words and heir categories in part of speech. Therefore, vocabulary exposure is needed in order that the students can be much more familiar with some vocabulary fit to their function.

Table 10. Errors in Word Choice

Examples	Original Sentence(S)	Corrected Sentence(s)
Sample 37	It is our goal to make Muslimah look beauty and stylish.	It is our goal to make Muslimah look beautiful and stylish.
Sample 38	we will send the code or our rekening number....	we will send the code or our account number....
Sample 39	... provide outdoor with wood chair....	... provide outdoor with wooden chair ....
Sample 40	The kitchen staff will have the best experiences in tradition culinary education...	The kitchen staff will have the best experiences in traditional culinary education...
Sample 41	Our creative talents will compliment one another.	Our creative talents will comply one another.

Sample 42	One of my marketing analysis to sale my food is <u>my located</u>...	One of my marketing analysis to sale my food is my location...
Sample 43	.... by <u>make</u> social media account...	.... by making social media account...
Sample 44	...our product is <u>safety</u> and has good quality...	...our product is safe and has good quality...

Plurality

Errors in plurality are counted during analyzing errors on students' writing. There are 126 errors or 8,6% from the total errors. Basically, the students have lack of understanding on determining singular and plural of nouns. As explained by the formula, forming plural noun from singular noun needs addition 's/es' after the nouns. While uncountable noun does not need any addition of 's/es'. Most of the students do not put 's/es' that indicate that the noun is actually plural. The result of analysis can be seen on the table below.

Table 11. Errors in Word Choice

Examples	Original Sentence(S)	Corrected Sentence(s)
Sample 45	we hired women as the <u>employee</u>...	we hired women as the employees...
Sample 46	we have 3 <u>department</u>...	we have 3 departments...
Sample 47	<u>These</u> perfume has fruity and floral scent...	This perfume has fruity and floral scent...
Sample 48	<u>A women's</u> dependence on makeup has become her innate nature to always maintain her beauty.	A woman's dependence on makeup has become her innate nature to always maintain her beauty.
Sample 49	All the things can make every <u>women</u> will buy my products.	All the things can make every woman will buy my products.
Sample 50	....they must have the leader that will manage every single <u>things</u> related to the business.	....they must have the leader that will manage every single thing related to the business.
Sample 51	....there are many <u>problem</u> that will be faced....	....there are many problems that will be faced....
Sample 52	....because I am <u>women</u>, I don't like being fat...	....because I am a woman, I don't like being fat...
Sample 53	<u>They are the one</u> who are...	They are the ones who are...

Preposition

The frequency of errors in preposition is 126 or 8,6% from the total errors. The errors mostly occur on the students' confusion in using appropriate preposition. The errors are in the form of addition, insertion and choosing wrong preposition. These errors are caused by intralanguage interference. Most of the students got confused when to use exact preposition. For example, '*This business will be profitable because customers feel happy and interested <u>with</u> the concepts'*. Literal

meaning of with is 'dengan'. However, the wors 'interested' should be followed by *'in'*. Other errors in preposition can be seen as follows:

Table 12. Errors in Preposition

Examples	Original Sentence(S)	Corrected Sentence(s)
Sample 54	I must understand the behavior that each customers.	I must understand the behavior of each customers.
Sample 55	This business will be profitable because customers feel happy and interested with the concepts	This business will be profitable because customers feel happy and interested in the concepts
Sample 56	The things that make our products different with competitors are serving food and beverages....	The things that make our products different from competitors are serving food and beverages....
Sample 57	Our restaurant will be adapting with the weather....	Our restaurant will be adapting to the weather....
Sample 58	located in Jl Zainal pagar alam many people have the urge...	located at Jl Zainal pagar alam many people have the urge...
Sample 59	....of promoting in social media...	....of promoting on social media...

Capitalization

Capitalization is the least errors made by students. the frequency of errors is 55 or 3,7% of the total errors. The result of analysis shows that most of the students are lack of awarness in using capital letter in certain purposes. In initiating the sentence, the first letter must be capital. In adiition, capital in the first letter is used to write social media, such as Instagram, Whatsapp, and Facebook. It is also used to write name of street. Both writing style in using capital letter in Bahasa Indonesia and English is the same. The errors occur are not influence by intralingual interference. It is due to the students' lack of awareness on the use of capital letter. The result of analysis can be seen on the table below.

Table 13. Errors in Capitalization

Examples	Original Sentence(s)	Corrected Sentence(s)
Sample 60	. e-Commerce is also expected to be able to answer the market tendency to obtain information....	. E-Commerce is also expected to be able to answer the market tendency to obtain information....
Sample 61	.....also use various social media such as whatsapp, line, and instagram to promote our products.	.....also use various social media such as Whatsapp, Line, and Instagram to promote our products.
Sample 62	located in Jl Zainal pagar alam many people have the urge...	located in Jl Zainal Pagar Alam many people have the urge...

CONCLUSION

The study on the students' errors show that there are eightcategories of errorst made by Indonesia students on their English writing, namely article, subject-verb agreement, spelling, punctuation, word choice, plurality, preposition and capitalization. Thus, there must be such a great attention toward the errors by providing feedback on the students' writing in order to raise their awareness to reduce errors in English writing. The limited data on this study can not be generalized into a larger population. Therefore, the writer suggested that there will be further reseach that can be administered to a larger population.

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THE IMPLEMENTATION OF THINK-PAIR-SHARE TECHNIQUE TO INTROVERTED STUDENTS TO IMPROVE THEIR SPEAKING ABILITY AT THE SECOND GRADE OF SMA SWADHIPA NATAR

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ABSTRACT

The main purpose of this research was to find out whether there was a significant improvement in the implementation of *Think-Pair-Share* technique for introverted students in order to improve their speaking ability in giving an opinion in the second grade of swadhipa senior high school natar. This research used 1 experimental class and then 11 ips 3 was chosen by using lottery technique which consisted of 17 students. The data were collected from the results of the pretest and postest which were analyzed by using *Paired Sample T-test*. After applying the TPS technique, some data were obtained which showed that the students' ability in giving an opinion significantly improved. It could be seen from the results of the data values that had been analyzed with a significant value was lower than 0.05. in brief, the data can be interpreted that the implementation of Think-Pair-Share technique is appropriate to be used in the class and is proven to improve students' speaking ability in giving an opinion.

Keywords: Think-Pair-Share, personality, speaking ability, giving an opinion

INTRODUCTION

In the English learning process, Speaking is one branch of language learning and it is very important to be able to master speaking especially speaking is the most important way of conveying information. Learning speaking is very useful to support student progress especially for the future when they are looking for a job. Zyoud (2016) also states that speaking is one of the productive skills, which is the evidence of a student of how much he or she is competent in a language. In speaking, we are usually required to express our opinion of what is happening in front of us as well as what is happening out there. When we deliver information and opinion to listeners, we must be able to convey it properly with the intention that others will understand what we are talking about. Therefore, it is teacher responsibility to teach and train students to deliver information correctly and properly.

In terms of use, speaking can not only be used to convey information to other people, but also as a main way to express ideas. Opinions can not only drive a change, but also show someone's identity. Having an opinion means having determination and willpower, moreover, by having opinion means having a mentality in defending what we believe in. It is important to be stated that when students deliver opinion, they have to express it clearly, then, people will understand and understand what they mean. Therefore, our performance in expressing opinions is also important. But in fact, not all students have good abilities in expressing opinions. These things are influenced by several things from outside or inside of students' body. One of it is students' personality. As stated by Lestari & Suhartono (2013), personality plays an important role in acquiring a foreign language. Personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations,

and behaviours in specific situation (Ryckman, 2004). Students should be aware of their personalities and learn to explore their personalities to get maximum results in their learning process.

In their research, Manurung & Saputra (2017) claimed that based on their nature, people can be divided into extroverts and introverts. At school, extroverted students are fine with the system and the environment, because that is simply their trait, but not introverted students who are opponents of extroverted students. Extroverted is easy to join classes and speak up even delivering their opinions. Introverted students will feel awkward and even have trouble putting out words in expressing opinions. If they are suddenly appointed by the teacher, usually they will be nervous and not speak fluently, so the teacher will assume they are not paying attention to the lesson. There are several learning techniques that are considered to help students improve their speaking skills, one of it is think-pair-share technique. According to Abdurrahman (2015), think-pair-share technique is a technique designed to provide students to think a given topic by enabling them to formulate individual ideas and share these ideas with another student. Raba (2017) in his research stated that he aimed to investigate the positive effects of implementing think-pair-share technique in EFL classrooms to improve students' communication. However, less attention has been paid to the correlation of speaking and students' personality. Therefore, the researcher considered that this research was needed to see the effect of implementing think-pair-share technique to speaking ability in introverted students.

METHODS

This research is quantitative based on the experimental class. It focused on student personality and the influence of student personality on students' speaking abilities after the implementation of Think-Pair-Share techniques..

To find out the students' personality, researchers distributed Eysenck Personality Inventory (EPI) (Eysenck & Chand: 1982) in the form of a questionnaire before the pretest was carried out. The researcher used one group pretest - postest in this research. The formula of the design was proposed by Hatch and Farhady (cited in Setiyadi, 2006). Giving an opinion was used in the form of pretest and postest as instruments. The population of this research was the second grade of SMA Swadhipa Natar and the sample was Class XI IPS 3 which consisted of 17 students selected using the lottery.

In measuring students' speaking abilities, the results of pre-test and post-test were compared. After the comparison, the data were analyzed by using *Paired Sample T-test* run in SPSS 16.0 for Windows.

RESULT AND DISCUSSION

Results

In this research, the researcher used Eysenk Personality Inventory's questionnaire in order to find out the students' personality. The questionnaire was administered before the pretest. The students were given 5-10 minutes to full fill the questionnaire. After that, the questionnaire were submitted and analyzed.

Table 1. Students' Result of Eysenk Personality Inventory

No.	S's Code	Total Items Chosen	Result
1	AD	4/12	IN
2	AN	7/12	EX
3	AI	8/12	EX
4	AL	7/12	EX
5	BN	4/12	IN
6	DN	3/12	IN
7	ES	7/12	EX
8	FN	5/12	IN
9	FP	3/12	IN
10	FO	4/12	IN
11	HB	5/12	IN
12	IS	8/12	EX
13	MS	4/12	IN
14	RZ	3/12	IN
15	RF	5/12	IN
16	SL	7/12	EX
17	SY	4/12	IN

From table 1, it could be seen that mostly with 11 students or 64.71% were introverted. After the researcher found the students' personality, the pretest was delivered to the students to get the data result of their speaking ability. Then, the researcher implemented the technique. Afterwards, the students were given a posttest regarding the topic about giving an opinion. In the tables below are the result of the pre-test and post-test of students' speaking ability.

Table 2. The improvement of each aspect in speaking ability (Introverted)

Speaking Aspects	Total Students	Max. Possible Score	Pre-test	Post-test	Gain	Percentage
Fluency		20	9.04	13.87	4.83	24.15%
Pronunciation	11	20	8.68	13.50	4.82	24.10%
Accuracy		20	8.27	14.32	6.05	30.25%
Clarity		20	8.68	14.74	6.06	30.30%
Vocabulary		20	7.86	14.40	6.54	32.70 %

From Table 2, it was found that all of the speaking aspects increased. Vocabulary increased 32.70% as the highest improvement followed by clarity with 30.30%. After that, Accuracy got 30.25% and then Fluency with 24.15%. The last was pronunciation with 24.10%.

After the data were gotten, the researcher analyzed it by using *Paired Sample T-Test* to find out whether the improvement of pretest and posttest was significant or not. Then, the result of the analysis shows that the result of students speaking ability after the implementation of Think-Pair-Share technique improves significantly. The data result of analysis are shown below:

Table 3. Paired Samples Test (Introverted)

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	POSTEST PRE-TEST	- 2.736 36E1	2.65604	.80083	25.57928	29.14799	34.169	10	.000

Based on Table 3, it could be seen that the significance was < 0.05 which meant H_1 was accepted and H_0 was rejected since the significance value was lower than 0.05. In other words, there was a significant improvement of introverted students speaking ability in giving opinion before and after the implementation of think-pair-share technique. Thus, the hypothesis was accepted.

DISCUSSION

As mentioned before, the purpose of this study was to see whether there was a significant improvement of introverted students' speaking abilities after the implementation of Think-Pair-Share techniques. In order to get the answers, data was were collected by giving personality questionnaire consisting of 12 questions and also given pre-test and post-test about giving an opinion conducted in front of the class. Questionnaires and tests were given to 17 students of Class XI IPS 3 SMA Swadhipa Natar as the samples.

After the student personality data was obtained, the researcher only focused on the introverted student and related it to the think-pair-share technique. As Lyman (1981) mentioned that Think-Pair-Share is a learning technique that provides processing time and builds in wait-time which enhances the depth and breadth of thinking. It takes the fear out of class discussion by allowing the students to think carefully about their answers and talk about them with a partner before they are called on to respond. For shy or tentative students, this can help put the emphasis back on learning instead of on simply surviving class. The implementation of this technique had a positive influence on increasing the ability to speak of introverted students. The doubts of students were reduced and they looked better in speech patterns when expressing their opinions.

From the result of the data, it was found that there was a significant improvement of introverted students speaking ability after the implementation of think-pair-share technique. This finding is in line with Manurung & Saputra (2017), they stated in their research that the implementation of Think-Pair-Share technique could help students increase their speaking skill. It was proved from t-test that had been calculated showed that significant < 0.05 (significant value = .000). In brief, it can be inferred that there was a significant improvement of introverted students speaking ability.

This finding is also in line with the previous study which was conducted by Raba (2017). He found that the implementation of think-pair-share technique was effective in engaging students. in the process teaching learning, the students became more cooperative and active. They enjoyed studying and participating in the class. Abdurrahman (2015) stated in his research that think-pair-share technique could increase the positive atmosphere during the class. In addition, Lestari & Suhartono (2013) found that extroverted students were better than the introverted ones in the speaking performance. But in one occasion, the researcher found an interesting phenomenon. A student who seemed to possessed introverted personality, turned to have a better performance than the extroverted students

CONCLUSION AND SUGGESTION

After doing the research at the second grade of SMA Swadhipa Natar, the researcher cites several conclusions. First, the researcher found that there was a significant improvement of introverted students' speaking ability in giving opinion after the implementation of Think-Pair-Share (TPS) Technique. It could be seen from the result of hypothesis testing by using *Paired Sample T-test*. Introverted students showed that the significance value was lowest than 0.05. In other words, we could say that the implementation of think-pair-share technique could improve the students' speaking ability. In the introverted students, the mean score increased from 43 to 70.4.

According to the conclusions above, the researcher would like to give some suggestion concerning the research findings. The English teachers are suggested to understand their students' conditions, especially the characteristics or the personality of the students. By knowing their characteristics, the teachers are facilitated to deliver the material they have chosen. And also, the teachers are suggested to use interesting media in order to make students' creativity improved more. Moreover, the future research can try different level of school, for example in junior high school because this research was conducted in senior high school. In addition, the research can be developed by adding control class to make the data more valid.

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THE FACTORS CONTRIBUTE TO MILLENNIALS' LEARNING STYLE IN EFL CONTEXT

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ABSTRACT

The flow of internet, communication and technology have triggered the change in many aspects including education. The students living in this era considered as the Net generation or millennials. Due to the need of adapting to the change, the teachers as well as the students in EFL learning context should be aware in the using of technology to maximize the learning outcome. This condition has caused more or less the difference in EFL students' learning style. This article tries to elaborate whether technology will result the shift of learning style. Nevertheless, we cannot come to the final conclusion that technology has fully changed learning style of millennials' because there are other things influencing to students' learning style such as education system, learning culture, the nature of lecturing style, and the nature of material learned. Some research findings obtained through many research will prove the fact that technology does not fully change millennials' learning style who learn in EFL context.

Keywords: factors, millennials, learning style

INTRODUCTION

Millennials considered as those who born between 1982-2001 after the X generation as their predecessors. "Net Generation", "Millennial Generation", or "Generation Y" which refers to cohorts born between 1982 and 2001 (William, 2013) in Djiwandono (2017: 12). This generation determined as people who closely connected to technology in their life and their study. Compared to their parents and their grandparents who depended on teachers' classical instruction and textbooks, millennials tend to use the benefit from various technology such as computer, laptop, gadgets, online learning, audio visual media and the other technological learning equipment.

A lot of millennials recently involve the using of technological equipment because it is more accessible when they look for much things related to their learning, such as; browsing the e-books for their reading, finding a lot of scientific articles from journals, searching for information to enrich their knowledge, sending assignments to their teachers and lecturers through email and even a lot of millennials have made such learning community with their teachers and lecturers in some social media such as Facebook and what's up application. This phenomenon has brought the change in learning activity of students in the world. Nevertheless, the available facilities which can support millennials to learn based on technology should be fulfilled. Therefore, a question appeared whether all millennials have been supported by technology in their learning, whether technology have influenced their learning style? We cannot judge it as a final conclusion early since we should notice also that not all of millennials can use technology easily because the limited facilities at their school as well as their universities. In addition, the financial support of millennials' parents also determines whether millennials can facilitate themselves with technology in their learning or not.

The previous explanation emphasizes that we cannot decide that technology development in learning has changed students' learning activity as well as their learning style totally. Much evidences should prove it to direct us to make such conclusion. Meanwhile, there are other things that contribute to millennials' learning style too such as the education system, the culture of learning, the nature of lecturing and the nature of material learnt. Therefore, the next part of the article will elaborate further about what are the factors contribute to millennials' learning style, whether technology signifies the choosing of millennials' learning style at the most or even some other factors which influence to their learning style.

DISCUSSION

Who are millennials?

Millennials considered as the generation born from 1982-2002 right after their predecessors, X generation. The millennials generation is the age group of children born between 1982-2002 (Manning, p.1) in Kotz (2016:1163). Meanwhile, Howe & Strauss (2000) in Rodriguez & Hallman (2013:65) argue that "millennials", those born between 1982 and 2002. The tremendous technology development has changed the way millennials learn and spend their days. Although they are more or less still the same like their predecessors in some things, such reading the material they learn from the printed books and listening to their teachers or lecturers' classical instruction, the millennials have been affected by technology usage in their daily routine. Newspaper probably is too far from millennials recently because news can be accessed through their gadgets and other technological media. Learning material is digitally stored to their smartphones and laptops instead of keeping it in their note. Submitting their assignments is an easy and quick process because they can do it through the smartphone too. Meanwhile, millennials have been familiar also to learn using technological media in the classroom such seeing and reading the material through projector, power point, and other audio visual media. This is the phenomenon related to the effect of technology toward millennials. On the other side, millennials' personal life has been affected by social and cultural aspect too.

Living in a diverse society with different situations compared to the life in last decades have made millennials to be more protected by their parents. Various characteristics of people surround them and the increase of crime all over the world indicated that the world is not too safe for millennials to be not intensively protected by their parents. Wilson and Gerber (p.30) in Kotz (2016:1164) state that millennials grew up in a more dangerous society which made them living in a more structured and protected situation. Because of parents' supervision which manages all of their activities, millennials tend not to have good enough self-management. According to Allen (p.1) in Kotz (2016:1164) millennials tend to expect everything well-structured for them including their educational lives.

In spite of the negative effect of a more diverse society toward millennials, technology development has brought quite significant effect for a better learning including learning English in EFL as well as ESL context. In a research, Al-Shehri (2011) in Susilo (2018:7) state that there is a potential use of mobile phone and social networking to support language learning. Meanwhile, in other research, Al-Shahrani (2012) in Susilo (2018:7) emphasized that there is an urgent need of Saudi EFL teachers to use technology in their teaching. Referring to the evidences, technology is really beneficial for teachers as well as millennials in learning English. Whether it will influence the millennials 'learning style totally or not will be discussed further in the next part.

Learning Style

Learning style refers to individual's way to receive, analyze, and learn as well as to store a lot of knowledge and information in line with the things they learn in the classroom. Learning will be different from one student to others. Some students probably like to learn through the things they see and read in their books, in the laptop or in other media. Some students tend to learn through hearing learning material delivered orally or through audio visual media. On the other hands, some students also prefer to learn using physical activities. Reid (1995:p.viii) in Suparman (2010:101) states, "learning style refers to an individual's natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skill". Furthermore, Dornyei (2005:122) in Suparman (2010:101) state that learning style is the blue print of preferred way of an individual to perceive what they learn in learning environment. In addition, Brown (1994:105) states, "learning styles are indicators of how learners perceive, interact with, and respond to the learning environment". In short, learning style refers to the way someone perceive and understand of what she or he learn in learning situation.

Some different types of learning style can be categorized into field independence, left- and right-brain functioning, ambiguity tolerance, reflectivity and impulsivity, and visual and auditory styles (Brown,1994:105-113). First, field independence which refers to individual's characteristic who is independent, competitive, and self-confident (Brown, 1994:106). Individual who prefers this learning style is able to distinguish parts from a whole, reading in a noisy place, and analyze separate variables without the contamination of neighboring variables (Brown, 1994:106). In language learning context, individual with this learning style is able to analyze, to pay attention to details, to master exercises as well as drills, and to be able to do other focused activities.

Second, left- and right-brain functioning. Brown (1994:109) states, "the left hemisphere is associated with logical, analytical thought, with mathematical and linear processing of information, and the right hemisphere perceives and remembers visual, tactile, and auditory images". Related to this type, when the learning style is dominated by left-brain functioning, an individual tends to use his or her logic and analytical thinking to perceive what he or she learns, to solve the problems, and also to process information.

Third, ambiguity tolerance which related to the degree to which you are cognitively willing to tolerate ideas and propositions that run counter to your own belief system or structure of knowledge (Brown, 1994:111). Individual with this style can adapt easily to the differences on set of grammatical structure, set of different vocabularies and also culture which exist in the foreign language learnt.

Fourth, reflectivity and impulsivity. Reflective learners tend to make fewer errors in reading, and impulsive learners are fast readers. Kagan (1965) in Brown (1994:112) states, "it has been found that children who are conceptually reflective tend to make fewer errors in reading than impulsive children. Meanwhile, impulsive persons are usually faster readers and master psycholinguistic guessing game (Goodman,1970) in Brown (1994:112). In short, reflective learners are slower but more accurate in reading.

Fifth, visual and auditory styles. Visual learners like to learn through reading and seeing something that they see visually such as through book reading, seeing and analyzing charts, pictures and other type of information containing material and knowledge. In addition, auditory

learners prefer listening to various material source through something they hear whether delivered conventionally from teachers' instruction and from other technological devices. Brown (1994:113) states, "visual learners tend to prefer reading and studying charts, drawings, and other graphic information, while an auditory style is characterized by a preference for listening to lectures and audiotapes.

In addition to different categories of learning styles, McCarthy (1990) in Briggs and Sommefeldt (2002:41) divide learning style into imaginative learners, analytic learners, commonsense learners, and dynamic learners. First, imaginative learners prefer learn through watching. They think of how something can be happened and its process. Second, analytic learners learn by thinking and analyzing of how something is perceived. Third, common sense learners who learn by doing and tend to like to do some processes. Fourth, dynamic learners who tend to learn through sensing and feeling.

Moreover, some categories will be elaborated further related to different learning style. Kolb (1984; Kolb et al.,2001) in Suparman (2010:108) differentiate learning style into divergers (concrete and reflective), convergers (abstract and active), assimilators (abstract and reflective), and accommodators (concrete and active). First, divergers (concrete and reflective) who like concrete situations in learning such generating idea in brainstorming session. Second, convergers (abstract and active). Learners with this type are good at problem solving. They prefer to do experiments and simulations, laboratory assignment and practical application. Third, assimilators (abstract and reflective). The learners of this type are abstract thinkers but they also have effort to make the realization of what they think. Fourth, accommodators (concrete and active). Learners with this type like concrete experience and active experimentation. Projects and field work are their priority.

Different learning style influence the learners to choose the most comfortable way of learning, but on a certain occasion the learners should adapt to teachers' method and instruction too. They cannot count only what learning style they prefer to, but they should have good self-management in learning environment which make them comfortable to be in different condition.

Millennials' Learning Style and Its Contributing Factors

Technology has been developed significantly in many aspects of life including in education. Millennials who considered as learners who are closely to technology usage assumed to change the way they learn. Nevertheless, we should analyze this matter further before we make a final conclusion that millennials always use technology in their learning. Considering that not all of millennials living in urban area with complete and modern facilities at the place where they learn, so we should notice whether technology is the dominant factor influencing their learning style or there are other significant factors which contribute to it.

First, the contribution of technology toward millennials' learning style. Based on some findings it was found that the learners were inspired by their teachers who used technology in their teaching, and the students wanted to apply it outside the class. Because they have lack of technological learning equipment, the learners cannot make the realization of technology use in their learning. After joining their teachers' class equipped by technology, the students want to bring this kind of learning outside the class (Lai,2014; Lai & Gu, 2011); however, because the technology is not available and they have limited knowledge in using technology, the students are

not confident to apply technology in their learning outside the class (Gamble, et al., 2012; McKinney, Vacca, Medvedeva & Malak, 2004) in Susilo (2018:8). Those findings reflected that technology has not been used all the time and change learning style of the learners to be visual learning based on technology.

Meanwhile, the easy access of technology has signified benefit of technology in learning environment. Learners at university level considered as those who often use technology in the classroom with the requirement that the technology itself is available. For example, based on a research finding, most of students of Accounting Program of AAK PGRI Jember preferred visual learning style as the way to learn English (Prystiananta, 2018:39). It indicated that the students did better English learning through visualization of information they received from lecturer' explanation on whiteboard, reading their notes, and reading lecturers' explanation in the power point. In this case, technology was used in which it influenced the students to like visual to be their learning style. Nevertheless, technology was not the only contributing factor because the students also enjoy learning from lecturers' explanation on whiteboard and their notes.

Second, the contribution of education system toward millennials' learning style. Asian millennials considered as the learners who focus on surface learning approach. They tend to be reticent and passive and they have better ability in receptive skill. The surface learning approach caused the students to have learning style related rote learning and memorization. Some findings in the Asian context proved that students are more guided to surface learning approach (Cheng,2000; On,1996; Watkins & Biggs,1996) in Santosa (2017:185). Moreover, On (1996) in Santosa (2017:185) obtained evidence that the learning system in Asian countries such as China, Japan and Korea tend to count on rote learning and memorization. Similarly to learning system in some Asian countries, Indonesian learning system has made Indonesian learners to have stance that the success of learning leaned on surface learning approach in which they have high effort in memorizing. Nevertheless, they have low critical thinking and passive. Furthermore, Indonesian learners concern highly to teachers' knowledge and authority. Some findings proved that Indonesian learners in higher education level more concern to surface learning approach in the attempt to reach their learning success (Emilia & Mulholland,1991; Ismail,2009; Santosa,2013; Watkins,1996) in Santosa (2017:185). In addition, Indonesian students depend on surface learning approaches including rote memorization, low critical thinking skill, passive, compliant, unreflective learning rather than deep approaches (Ananda,2007; Dardjowidjoyo, 2001, 2006; Elsegood, 2006; Hadisaputra & Santosa, 2008; Iftanti, 2012; Masduqi, 2011; Nilan, 2003; Pikkert & Foster, 1996; Putrayasa, 2001; Santosa, 2008, 2012; Suharmanto, 2003) in Santosa (2017 : 185). To short sum up related to education system, some countries in Asia have similarity in which emphasizing surface learning approach.

Third, the contribution of learning culture toward millennials' learning style. The cultural dimension in Asian countries including Indonesia results a certain view that teachers are people who should be respected and obeyed. Teachers are the main source of students' knowledge and having authorities to guide the students learning by memorization. Chinese Confucian-oriented learning, for example, teaches students to respect and obey authorities, such as teachers (English et al.,2004), and to learn through passive, rote memorization (Biggs & Rihn, 1984) in Santosa (2017:186). In line with Chinese Confucian-oriented learning, Indonesian culture has similarity in term of respect to teachers. It is not acceptable and determined as impolite behavior if students oppose to teachers' view. Dardjowidjojo (2001) in Santosa (2017:186) think that Indonesian

societal system particularly in Java is based on rank, social status and age. The older the person is, the more respect given to him or her. Moreover, related to learning culture, higher-ranked people such as teachers are the trustful source of knowledge who cannot be neglected and must be respected (Novera, 2004) in Santosa (2017 : 186). This phenomenon is contrast to western learning culture in which they are taught to clarify someone's argument from their early age. In western culture people are taught from early age that they should be able to evaluate others' idea and opinion by arguing their personal view (Elsegood, 2006; Elsegood & Rahimi, 2009) in Santosa (2017 : 187). In addition, Arabic learning culture is similar to learning culture of some Asian countries, which is memorization. Based on research findings, Almutairi (2007) in Djiwandono (2017:16) the dominant learning style of Arabic students is memorization. Meanwhile, the findings from the other research proved that two different groups of learning have different learning style, in which collectivist Japanese students who prefer watching and individualistic Australian students who prefer doing (Sugahara & Borland, 2010) in Djiwandono (2017 : 16). Referring to some findings stated previously, culture has effect toward learning style of learners.

Fourth, the contribution of the nature of lecturing style. Teaching style or lecturing style will contribute to the success of learning in EFL class. Teachers should concern to learners' need in order they can apply the suitable teaching method which is beneficial for the learning outcome. to fulfill the need of various learners with distinct background, Waqui (2000) in Jamulia (2007 : 127) state that preparing learning activity which significantly support the process of learning the new language whether as second or foreign language is really important. Therefore, analyzing the suitable teaching method for the success of material delivery is really needed. As a further effect, teachers should also consider if in certain occasion they should apply such kind of teaching method, what learning style the learners probably use. Therefore, the appropriate teaching style of teachers will stimulate the learners to use learning style suits to their teachers' teaching method. Felder & Spurlin (2005); Skehan (1989) and Svinicki and Dixon (1987) in Jamulia (2007 : 128) state that in doing need analysis, teachers should analyze students' learning goal in learning English, their preferred subject and skill as well as their learning style.

One-way lecture is one of teaching methods used by lecturers. For example, in listening class lectures are the dominant source of information since comprehending native speakers' speech is hardly done if it is not guided directly by the lecturers. Therefore, the predominant teaching method in listening class will influence the predominant leaning style too. Learners in listening class will tend to use the common learning style of the previous learning style adapted by the previous learners. It is stimulated by one-way lecture explained before. Abidin et al. (2011) in Djiwandono (2017 : 16) identified visual and auditory as two major styles used by their respondents, and maintained that these learning styles are influenced by the predominant one-way lecture and the emphasis on discrete skill of listening to individual sounds in the target language. Relating to the previous explanation, the contribution of lecturing style will affect learners' learning style. Learners in listening class learn through visual auditory exposed to them. Lecturer's explanation related to the message from targeted language the learners' hear can be understood by reading the lecturer's note on the board as well as oral explanation. Meanwhile, from the auditory, learners comprehend the message from the targeted language from what native speakers said on the recording. Nevertheless, the nature of lecturing is not the last factor

contributes to learning style of learners. The factor from the nature of material learnt also contributes to learners' learning style.

Fifth, the contribution of the nature of material learnt. Millennials prefers learning activities which are varied. Less lecture combined with multi media is more interesting and engaging their motivation. Interactive learning completed by group discussion is more challenging. McGlynn (2005) in Aguirre & Faller Jr. (2018 : 41) learning success should engage students in cooperative learning exercises, encourage them to be have their own personal stance and being decision maker. Moreover, Bart (2011) in Aguirre & Faller Jr. (2018:41) emphasize that effective learning environment for millennials should be research-based, relevant with rationale and relax. As a result, learning environment designed by the teachers will create such atmosphere which can influence learners' mood, interest and motivation in comprehending the material. In order to teach the material effectively, teachers should concern to what learning activities which can engage the students to have the idea and message of what being learnt. In a learning situation in which elementary schools children learn about writing skill, a material which is essay is learnt. Because the material is such a complicated thing involving many writing aspects, the method which cover all those things should be chosen. Whole language method is suitable to be applied in such kind of situation. Based on a research findings, Wuryani & Rufiati (2017 : 641) state that essay writing material is taught by the students through whole language method because this method concerns to the whole parts of essay writing process. Moreover, Wuryani & Rufiati (2017 : 641) state that because the material is about essay writing in which the students should write independently, the students' learning style become field independent learning style. Furthermore, the synchronization between material taught to learning style of learners results good essay writing (Wuryani & Rufiati, 2017: 640). Because teachers' method influence to learners' style of learning, the well-prepared instruction which is packaged in the effective and suitable learning activity should be made.

CONCLUSION

This article has discussed that millennials' learning style is not necessarily influenced by technology only although many people think that they are the generation who are closely related to technology. Other factors such as educational system where millennials learn, learning culture, the nature of lecturing style as well as the nature of material learned also contribute to the use of millennials' learning style. In the occasion when millennials learn through technology, some activities still done through conventional way; such as millennials still count on the explanation on their books and teachers' explanation on the board. It means that they need to get the essence of material delivered through conventional way visually. Meanwhile, in certain condition related to education system in some countries in Asia which still concern to surface learning approach, millennials still use rote learning and memorization learning style. Therefore, the use of technology-based facilities in some areas does not necessarily change millennials' leaning style to be technology-based learning as a whole.

Some points suggested from this article refer to teachers and other education practitioners which are; first, considering that technology is not the only thing which can increase millennials' learning potential, teachers as well as education practitioners should really concern in choosing teaching method which suits to the material learned and students' need. Second, the teaching

method should be able to direct the millennials to apply the effective and appropriate learning style. Therefore, the target of learning can be reached.

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THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT AT THE SECOND GRADE OF MTSN 3 LAMPUNG UTARA

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ABSTRACT

The aims of this research were to find out whether there was significant improvement on students' writing skill of descriptive text and to find out which aspect of writing improved the most after the implementation of mind mapping technique. The subjects of the research were 25 students of class VIII A at MTs N 3 Lampung Utara in academic year 2018/2019. The writing tests consisting of pretest and posttest of describing thing or person were applied to collect the data. The data in form of scores were analyzed by using *repeated measure T-test* with the significant level $p<0.05$. The result showed that there was significant improvement of students' writing skill after they had been taught by using *mind mapping* technique. The aspect of writing which improved the most was content. This suggests that teaching writing by using mind mapping technique can be applied to improve students' skill in writing descriptive text.

Keywords: writing, descriptive text, mind mapping technique

INTRODUCTION

Based on curriculum 2013, material of teaching English formally are already predetermined and outlined in curriculum of junior or senior high school. Students are expected to be able to use English in both spoken and written form. In English subject, writing is one of four basic language skills that students need to master besides listening, speaking, and reading. Compared to those three other language skills, writing is the most complicated skill to be learnt. In the process of writing, students deal with the process of arranging words into sentences and developing them into paragraph in order to make a piece of meaningful written text.

Raimes (1987) states that writing is a skill in which we express the ideas, feeling and thought arranged in words, sentences and paragraph using eyes, brain and hand. From this statement, it can be said that in writing we involve our brain to think about the ideas then write them down into sentences. But in reality, many of students of junior high school level including MTs, complain that they do not know how to write and they cannot connect the sentences into coherent ideas. Most of them have their ideas to write but do not know how to express them into words. This condition shows that there are many students who still have difficulties in expressing their ideas and developing them into written forms especially in paragraph writing. For instance, when the students are given a topic by the teacher, they cannot write a paragraph based on the topic coherently and cohesively, which means their writings are not integrated well in form and meaning. They have troubles to associate the sentences and they lack of vocabularies. In making a good writing, there are aspects that should be considered in process of making a composition. According to Jacobs (1981) there are five aspects of writing, they are content, organization,

vocabulary, grammar and mechanics. Those five aspects should be covered in writing so that readers can understand the message or information shared by the writer effectively.

The researcher did observation at MTs N 3 Lampung Utara and found that in writing subject the students were confused to develop their ideas. The English teacher informed that most of the students had problem in developing ideas. Many students got under minimum criteria of mastery learning (KKM) and had difficulties in writing subject. For example, they had difficulties in arranging words and connecting them into sentences because of their lack of vocabularies and less understanding in grammatical rules. There were many students who feel confused to create an idea when the teacher asked them to write something, especially in descriptive text. One of problems may be the students feel bored because the techniques used by the teacher are monotonous and do not attract students' motivation. It is necessary for English teacher to make the students more interested and motivated so that they have good progress in writing skill.

From the problems stated above, the students may need a technique to help them in learning writing as an English skill. The researcher tried to apply mind mapping technique to solve the students' problem in writing. Mind mapping orders many keywords in every branch. The keyword in the branches can suggest as a new idea or topic to make sentences. In other words, it helps the students to associate ideas, think creatively and make connection in sentences. Buzan (2007) states that by using mind mapping, people could represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches.

Mind mapping is a diagram that has functions as a way to organize ideas and represent words, tasks, or another link that arranges a central keyword by branches and typically it contains words, colours, short phrase and picture (Buzan, 2006). Apparently, mind mapping technique can be applied in any topics in writing and it can be applied in writing descriptive text, for example how to describe someone in their physical appearance, personal trait and so on. Mind mapping technique can improve students' creativity and make them enjoy in learning, because it consists of colours, picture, and some keywords that facilitates them in learning writing skill.

To strengthen the research, the researcher provided some previous studies that are related to this research. The first previous study was conducted by Irwandi (2012) in SMA N 8 Malang at eleventh graders of senior high school that aimed to find out the improvement of students' writing report text through mind mapping technique. The finding showed that mind mapping is an effective teaching strategy to improve the eleventh graders' ability in writing report text, because it is a thinking tool that primarily uses imagination and association to develop and organize ideas effectively. The second was a research done by Fajri (2011) entitled Improving Students' Writing Skill by Using Mind Maps (A Classroom Action Research at the Tenth Grade of SMA Negeri 1 Boyolali in the Academic Year 2010/2011) that showed significant improvement on students writing achievement, mind maps also make students' motivation in writing increased. The third previous study was done by Falah (2013) who conducted the research entitled The Use of Mind Mapping Technique to Improve Students' Writing of Recount Text (a classroom action research at VIII a class of MTs NU 08 Gemuh Kendal in the academic year of 2012/2013) the result of the research showed that the students got significant improvements on their writing achievement on recount text after they were taught by using mind mapping technique.

Referring to those previous studies, mind mapping technique is regarded effective to help students to improve their writing skill. Therefore, the researcher finally chose this technique to teach writing skill and he found the answers of the research questions about the improvement of students' writing skill on descriptive text through mind mapping technique and what aspect of writing which improved the most after learning writing descriptive text through mind mapping technique to the students of second grade in MTs N 3 Lampung Utara.

METHODS

Quantitative research design was used in this study. This study applied *one-group pretest-posttest design of pre-experimental design* (Setiyadi, 2006). In this research the students were given pretest before treatment to see the students' initial ability in writing descriptive text and then they were given posttest after treatment to see the students' improvement in writing descriptive text. This research was conducted in four meetings, the first meeting was pretest session, then the next two meetings were the treatment for the students and the last meeting was for post-test session.

According to Hatch and Farhady (1982) there are two basic types of validity; content validity and construct validity. The test was considered valid since the test about writing and also the material was chosen based on 2013 English curriculum and the syllabus for the second grade of Junior High School. In this research, the researcher instructed students to write a descriptive text to measure their writing skill. The researcher classified the score using writing descriptive scoring rubric by Jacobs et al (1981). The scoring technique was based on five aspects of writing, namely content, organization, language use, vocabulary, and mechanic. Moreover, to make sure that data collection instruments were reliable, the researcher used *inter-rater reliability.* The students' scores from pretest and posttest were analyzed by using t-test of SPSS 17 program. The gained data were analyzed using repeated measure T-test.

RESULTS AND DISCUSSION

Results

In order to see whether the objectives of the research can be achieved or not, the researcher analysed the test result of pretest and post-test which is displayed in the following table.

Table 1. Distribution Statistic of Pretest and Posttest

	Pretest	Posttest	Gain
N	25	25	
Mean	61.92	80.00	18.08
Minimum	56.00	73.50	17.50
Maximum	70.00	85.00	15.00

Table 1 shows that there is significant improvement on students' writing skill after the implementation of mind mapping in four meetings. It can be seen from the table that the mean score of the pretest is 61.92 and the mean score of the posttest is 80.00. The gain of both tests is 18.08.

Table 2. Distribution of the students' pretest and posttest scores

No	Students' Score Interval	F1 pre-test	Percentage	Fi post-test	Percentage
1	85-81	-	-	11	44 %
2	80-76	-	-	12	48 %
3	75-71	-	-	2	8 %
4	70-66	4	16 %	-	-
5	65-61	11	44 %	-	-
6	60-56	10	40 %	-	-
	Total	**25**	**100%**	**25**	**100 %**

It can be seen from table 1 to table 2 that the students' pretest scores varied from 56.00 to 70.00. There were only 4 students (16%) who got the score between 70-66, 11 students (44%) who got score between 65-61, and 10 students (40%) who got score between 60-56. Meanwhile in the posttest, there were 11 students (44%) who got the score between 85-81, 12 students (48%) who got score between 80-76, 2 students (8%) who got 75-71 in their posttest.

T-test is a hypothesis test used to find out whether there is an average difference from the sample taken. The hypothesis used in Paired Sample Test is as follow:

Table 3. T-test Results of the Hypothesis Testing

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest – Pretest	18.08000	3.33129	.66626	19.45509	16.70491	27.137	24	.000

Table 3 shows that the result of the computation of the value of significance is 0.000. It means that H1 is accepted since 0.00<0.05. Thus, it can be inferred that the implementation of *mind mapping* technique gives significant improvement on students' writing skill of descriptive text.

Furthermore, this research is also intended to find out which aspect of writing improves the most. In this case, the analysis was done by comparing the mean score of each aspect of the students' writing based on the pretest and posttest results. The students' writing was scored based on the writing aspect and the scoring criteria were adopted from Jacobs (1981). The improvement of the students' writing skill in each aspect is presented as follows:

Table 4. The Increase of Each Aspect from the Pre-test to the Post-test

No	Aspects of writing	Mean score of Pretest	Mean score of Posttest	Improvement	Percentage
1	Content	17.88	25.09	7.21	24.03 %
2	Organization	12.80	16.12	3.32	16.60 %
3	Vocabulary	13.18	15.88	2.70	13.50 %
4	Language Use	14.76	19.12	4.36	17.44 %
5	Mechanic	3.30	3.68	0.38	7.6 %

It can be seen in table 4 that there was improvement in all aspects of writing including content, organization, vocabulary, language use, and mechanic after the implementation of mind mapping technique where the highest improvement was on the content aspect.

Finally, according to the results above, it can be inferred that mind mapping technique is applicable to improve students' writing skill of descriptive text especially in terms of content.

DISCUSSION
In relation to the research question number 1, the result of the research showed that the use of mind mapping technique significantly improved students writing skill of descriptive text. It can be seen from comparison of mean score between pretest and posttest, the pretest mean score was 61.92 and the posttest mean score was 80.00. There was improvement18.08 point in the posttest mean score. By comparing the mean score of pretest and posttest, it can be confirmed that there was significant improvement on students' writing skill of descriptive text after being taught by using mind mapping technique. This finding obviously supports the previous finding conducted by Irwandi (2012) who found that mind mapping is an effective teaching strategy to improve the eleventh graders' ability in writing report text. With regard to this research, it is obvious that by using this technique the students are able to learn effectively because this technique facilitates the students in writing and develop ideas by the help of clues or keywords in branches related to the topic sentence which is in line with Buzan (2007) who states that by using mind mapping, people can represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches.

The improvement of each aspect of writing were also analysed, including content, organization, vocabulary, language use, and mechanic. Concerning the gain from pretest to post-test, content places the highest improvement among the other aspects. The mean score of content aspect in pretest was 17.88 and in posttest was 25.09, the gain of pretest to posttest was 7.21. It confirms the previous research conducted by Cahyo (2013) who said that the use of the mind mapping was effective to improve the students' writing skill especially in aspect of content. This result was reasonable because mind mapping orders many keywords in every branch. Branches were then drawn and added as the students suggested new ideas. The students were able to write some words in the branches that related to the topic given and made a sentence from the keyword. So, they could express their ideas smoothly when they wrote a descriptive text, this certainly gave impact on students writing become richer and detail in information. In other words, the use of mind

mapping technique helps students to associate ideas, think creatively, and make connections in sentences of paragraph.

From the explanation above, it approves that mind mapping technique is an effective technique to improve students' writing skill especially in terms of content.

CONCLUSSION AND SUGGESTION

Conclusions

After conducting the research at the second grade of MTs N 3 Lampung Utara and analysing the data, conclusion can be drawn that there is significant improvement on students writing skill of descriptive text after the implementation of mind mapping technique. It can be seen from the result of the test which showed that the students' mean score of pretest was 61.92 increases to 80.00 in posttest, and also the result of hypothesis testing on *Paired Sample T-test that* showed the significant value was lower than 0.05. In other words, it can be said that the implementation of mind mapping technique successfully improved the students writing skill on descriptive text. Besides, content is the aspect which improves the most among the other aspects since the keywords in every branch facilitated the students to write and develop ideas in their brain easily.

Suggestions

1. For the teacher

After having research, the researcher suggests English teachers to implement mind mapping technique in teaching writing descriptive text, because the researcher found that through mind mapping technique, students are able to develop their ideas based on topic and they become more active and enjoy in teaching learning process. Then, in scoring students' works, the teacher should follow the scoring rubric of writing which consists of five aspects of writing namely content, organization, vocabulary, language use, and mechanics. This is to turn out the fair and good scoring.

2. For further researcher

Since this research was conducted in junior high school level, the researcher expects the other researchers who will conduct similar research to try to find out the implementation of using mind mapping technique in different level of school such as elementary or senior high school.

In this research, descriptive text was employed as media to measure the improvement of students' writing skill after the implementation of mind mapping technique. Further, the researcher also suggests other researchers to apply mind mapping technique in another kind of text, such as analytical exposition text, narrative, and recount text for instance.

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THE INFLUENCE OF QUESTION ANSWER RELATIONSHIP (QAR) TOWARD STUDENTS READING COMPREHENSION

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ABSTRACT

The purpose of this research is to know the influence of Question Answer Relatioship (QAR) toward students reading comprehension of English education study program of UM Metro. To get answers to the question, the researcher conducted experiment to students who are divided into two groups namely, experimental group (E) and control group (C). This research used quantitative method with experimental design. This research took place at the University of Muhammadiyah Metro with the population of the research consisted of 34 second semester students of English Education study program of Muhammadiyah University of Metro. The sample and sampling techniques used total sampling which is 17 students as experimental class and 17 students as control class. The variables of this research are Question Answer Relationship (QAR) as independent variable and Reading Comprehension as dependent variable. Data collecting techniques used pre-test, post test and questionnaire. The data analysis technique used statistical analysis. After analyzing the data, the researcher knows the average rates (mean) and variances of those groups, next to prove the hypothesis: there is positive and significant influence of using Question Answer Realationship (QAR) method toward students speaking ability. The findings showed that $t_{count}= 12,24$ and t_{table} for α=0,05 t_{table}=2,02 and for α=0,01 t_{table}= 2,70. It means $t_{count}>t_{table}$. So, H_o is rejected and H_a is accepted. Based on the analysis, the researcher concluded that Question Answer Realationship (QAR) method can improve students' reading comprehension.

Keywords: *question answer relationship (QAR), reading comprehension*

INTRODUCTION

Reading is one component that should be mastered by the students especially in English department. Ideally, the students of English study program have willingness to read and comprehend the text easily. Since reading is the way we understand what we read, but it is contributed to our understanding what is within the text and what are the writer wants to convey from the writing. The experinces on what we read and what we get from the text, it will help us to have full comprehension and train the skill to have perception and problem solving in our mind. As Urquhart & Weir (1998:17) states that reading comprehension is a process of identifying words in the form of writing to build an idea of mental model of the texts in a way of taking conclusion form the information given. The process of identifying words or texts should be done gradually in order to get familiarity of the process of reading. The process of reading is not only to know the information but also to increase the ability of exploring and decoding the information. The good process of reading will lead the reader to get information accurately . Underwood & Batt (1996:10) explain that reading comprehension is a process for obtaining linguistic information through a text. It means that we can get many ideas from what we have read in written text.

In the reality, the students of English department still find difficulties to understand the text and convey infromation from the text. Moreover, the students' interest in reading English texts is very low it can be seen from their laziness if they are faced by long reading text with many new vocabulary specifically a text from different area of study. Cahyono and Widiati (2006: 37) mention that students' interest in reading English texts is very low, coupled with the ability to understand the same low reading so that to be able to engage in reading activities, the ability to understand their reading should be improved first. Furthermore, English lecturers are still having difficulty in finding material that suits the needs of the students. It is related to the availability of time they have and the sense of laziness to find a supplement of material that can make the reading (reading) becomes more fun. On the other hand, the unavailability of materials or modules that students can really use can achieve reading competence for each level. Because of the importance of the ability to understand this reading, the lecturers and teachers should apply some appropriate methods of teaching reading in order to have full comprehending from the texts and there is no any hesitatation to engage with the text even long passage and with high vocabulary and variety of technical term.

Considering the problem above, the researcher are interested to investigate the research with the title "The Influence of Question and Answer Relationship (QAR) toward students' reading comprehension of Engish Education study program UM Metro".

METHOD

Research design used in this research is quasi experimental design. Quasi experiments include assignment, but not random assignment of participants to groups, because the experimenter cannot artificially create groups for the experiment. The groups are experimental group and control group. This research conducted at Muhammadiyah University of Metro. The researcher gives Pretest before do treatments. The researcher only gives the treatment for the experimental group. Finally, the researcher gives posttest to measure the students' speaking ability.

The population of this research is the second semester students of English education study program of Muhammadiyah University of Metro Academic Year 2016/2017. A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In an ideal situation, you can select a sample of individuals who are representative of the entire population (Creswell, 2012, p. 142).

This research uses a quantitative approach with experimental research design. The difficulty in determining randomized research subjects found, the researcher are utilized an experimental quasi without randomizing control groups. Quasi experimental is a research design that manipulates the independent variables but in this case the determination of the subject of research is not arranged randomly. Therefore, the authors define two groups directly as an experimental class and control class by taking from an existing class without randomizing it to form a new class. The following table presents the quasi experimental research design.

Table 1. Quasi experimental design

Group	Pretest	Independent Variable	Posttest
E	Y1	X1	Y2
C	Y1	-	Y2

Notes:

E	: Experimental group is a group of students who are taught by Question Answer relationship (QAR) strategy.
C	: Control group is a group of students who are taught by conentional method
Y1	: Pre test
Y2	: Post test
X1	: Treatment

Population of this research is the second semester students ofEnglish education study program of Muhammadiyah University of Metro. The number of the students are 34 students. The researcher took total sampling for the sample. It means that the researcher took all of the students to be the member the experimental and control group. To decide the experimental and control class, the researcher facilitate split half, the students are given the number from 1-34. The students who have odd number will be entered into experimental class and the students who have even number will be in control class.

The instrument is as the tool of research which is used in each variable. The researcher used reading comprehension test include multiple choice and essay questions to measure the result of students' reading comprehension before and after treatment. In this research, the researcher used construct validity and content validity. The validation was validated by two English Lecturers of Muhammadiyah University of Metro. The validators are Mr. Amirudin Latif, M.Pd and Mr. Syaifudin Latif D, S.S. M.Pd. Both of them are qualified person in English study program. The result of validation was valid because the content of the instrument was suitable with the curriculum used and it was suitable to measure students rading comprehension.

In addition, the researcher continued to the calculation of Pearson Product Moment formula to test the reliability of the test as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{\left(\sum x^2\right)\left(\sum y^2\right)}}$$

Adapted from Sugiyono (2010, p. 185)

Notes:
r_{xy} = Coefficient correlation Pearson Product-Moment
x = total score Rater 1
y = total score Rater 2
x^2 = Square of X
y^2 = square of Y

The next is applying the Spearman-Brown correction formula to find the reliability test. The formula as follows:

$$r_i = \frac{2rb}{1+rb}$$

Notes:
r_i : Reliability of Instrument
r_b : the coefficient correlation between score test
1 & 2 : Constant number

Then, evaluate the result. The result of r_i consulted to the criteria of reliability as follows:
Reliability coefficient:
A. A very high reliability ranges from 0.81 up to 1.00
B. A high reliability ranges from 0.61 up to 0.80
C. Average reliability ranges from 0.41 up to 0.60
D. Low reliability ranges from 0,21 up to 0,40
E. A very low reliability rages from 0.00 up to 0.20
(Adopted from Sugiyono, 2010, p. 185)

The most important step in conducting the research is collecting data. In collecting the data, the researcher used test as the data collecting technique. The test was conducted two times they were pretest and posttest. The researcher did the treatment as much as 2 times. The test that had been given as follows: A pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment (Creswell, 2012, p. 297). The test is the main technique in collecting data. The test is used to get the data about students' reading comprehension. This step do before presenting the treatment to know how far the influence using Question Answer Relationship (QAR) strategy. Pretest had been administered to both experimental and control class. The aim of pretest is to know the students' progress. The teacher provides some topics. After pretest researcher give treatment for the students. The researcher applied Question Answer Relationship (QAR) strategy for experimental class in the instructional process. For control class, the researcher used conventional method same as the lecturer while teaching the students. After treatment, the researcher gave posttest in the next meeting. A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment

after a treatment (Creswell, 2012, p. 297). The instrument of posttest is equivalent with Pretest. The researcher give the test for experimental and control class. The aim of posttest is to know the students' progress after given the Question Answer Relationship (QAR) strategy in learning English especially in their reading comprehension. Posttest score then has been compared to determine the effectiveness of this treatment.

Then, the researcher uses T-test formula includes the normality test, homogeneity test, and hypothesis test. The purpose of normality test is to know whether data distribution is normal or not. In statistic, normality test is used to determine whether the data set is well modeled by a normal distribution or not. With the hypothesis are:

Ha = Lratio is lower than Ltable (the distribution of data is normal)
Ho = Lratio is higher than Ltable (the distribution of data is not normal)

Notes:

Ho = The variance of the data are homogenous
Ha = The variance of the data are not homogenous

Homogeneity is a measurement used to determine data variety. The formula of homogeneity is as follow:

$$F_{ratio} = \frac{the\,biggest\,\mathrm{var}iance}{the\,smallest\,\mathrm{var}iance}$$

Adopted from (Sugiyono, 2010, p. 276)

The criteria of testing

Reject H_o if $F_{ratio} \geq F\frac{1}{2}a(v_1.v_2)$

When the sample comes from the population which is distributed normally and homogeneously, the last will be continued to the hypothesis test. Some steps of hypothesis test as follow:
1. Formula hypothesis
   $H_o = \mu1 = \mu2$
   $H_a = \mu1 \neq \mu2$
2. Statistic Formula
   If ð1 = ð2 = ð, and ð is unknown, the statistic is:

$$T_{ratio} = \frac{X_1 - X_2}{S_g \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Note:
X = Mean
S = Variable
n = number of student

Where $S_g^2 = \dfrac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$

Adopted from (Sugiyono, 2010, p. 197)

The testing criteria received H_o if $t_{table} < t_{ratio} < t$ table and refused other t_{ratio}

Notes:

The criteria are:

1. H_o : is accepted if t-ratio is equal or lower t-table (the hypothesis proposed is not proved)
2. H_a : is acceptedif t-ratio is equal or higher than t-table (the hypothesis proposed is proved)

In conclusion, statistic hypothesis is an assumption about a population parameter. This assumption may or may not be true. If samples data are not consistent with the statistical hypothesis, the hypothesis is rejected, because test is used to know whether the hypothesis that is proposed can be accepted or rejected.

The alternative hypothesis of the research namely "there is significance influence of Question Answer Relationship (QAR) method toward reading comprehension of English students of education depatment of UM Metro". The data will be analyzed by using independent t-test to compare the means of two groups, experimental and control group.

RESULTS AND DISCUSSION

In this research, the researcher used construct validity and content validity. The instrument of the research was validated by two English Lecturers of Muhammadiyah University of Metro. The validators are Mr. Refai, M.Pd and Mr. Syaifudin Latif D, M.Pd. Both of them are qualified in reading comprehension subject. The result of validation was valid because the content of the instrument was suitable with the curriculum used and it was suitable to measure students speaking ability.

In this research, the researcher counted the reliability of the instrument by using Product Moment Formula. To know the reliability of instrument the researcher use Correlation Product Moment, the first data above is count in formula below:

$$r_{xy} = \frac{n\sum xy - \left(\sum x\right)\left(\sum y\right)}{\sqrt{\left\{\left(n\sum x^2\right) - \left(\sum x\right)^2\right\}\left\{\left(n\sum y^2\right)\left(\sum y\right)^2\right\}}}$$

$$= \frac{34x1180 - (220)(179)}{\sqrt{\left\{(34x1494) - (220)^2\right\}\left\{(34x1027) - (179)^2\right\}}}$$

$$= \frac{40120 - 39380}{\sqrt{(50796 - 48400)(34918 - 32041)}}$$

$$= \frac{740}{\sqrt{2396 - 2877}}$$

$$= \frac{740}{\sqrt{6893292}}$$

$$= \frac{740}{2625,508}$$

$$= 0,28$$

The calculation above shows the result of r_{xy}. Because of that here will find the reliability, it should be tested by using reliability coeficient. So to find reliability of the test, researcher will use the Spearman Brown Split Half, the formula as follow:

$$r_i = \frac{2r_b}{1 + r_b}$$

$$r_i = \frac{2 \; x \; 0,28}{1 + 0,28}$$

$$= \frac{0,56}{1,28}$$

$$= 0,44$$

After calculating, it was gotten 0,44 that meant the reliability is at medium level. So, the instrument was reliable and could be used for the testing hypothesis in this research.

The Result of Normality Test

The normality data of the test accepted $H_0 x_{hit}^2 \leq x_{daf}^2$ for the significance level 5%(a=0,05) and 1%(a=0,01).

Table 2. The normality of pre-test

Variable (X)	X	Deviation Standard	x^2_{count}	x^2_{tabel} Degree of freedom		Conclusion
				5% (α=0,05)	1% (α=0,05)	
X_1	52	11,2	2,07	7,81	11,3	Normal
X_2	58	10,3	2,80	7,81	11,3	Normal

Source: The Result of Normality Test In Pre-Test Both Experimental And Control Class.

Based on the table above, it was gotten x^2_{hit} of the pre-test in experimental class and control class were lower than x^2_{daf} in the significance level of 5%(a=0,05) and also 1%(a-=0,01). In fact, the hypothesis H_0 was accepted. It means that samples of the research came from the normal distribution of population.

Table 3. The Normality of Post-test

Variable (X)	X	Deviation Standard	x^2_{count}	x^2_{tabel} Degree of freedom		Conclusion
				5% (α=0,05)	1% (α=0,05)	
X_1	54	11,03	6,63	7,81	11,3	Normal
X_2	48	9,8	5,83	7,81	11,3	Normal

Source: The Result Of Normality Test In Post-Test Both Experimental And Control Class

Based on the table above, it was gotten x^2_{hit} of the post-test in experimental class and control class were lower than x^2_{daf} in the significance level of 5%(a=0,05) and also 1% (a-=0,01). In fact, the hypothesis H_0 was accepted. It means that samples of the research came from the normal distribution of population.

The Result of Homogeneity Test

The population of the data was proven which to be normal distribution, so the researcher also conducted the test of homogeneity variance from both samples to prove whether to both sample had the equal variance or not. The homogeneity data of the test accepted $H_0 F_{hit} \leq F_{daf}$ for the significance 5%(a=0,05) and also 1%(a=0,01).

Table 4. The Homogeneity Variance Pre-Test and Post-Test

Test	F_{hit}	F_{hit} Significance level		Conclusion
		5%(a=0,05)	1%(a=0,01)	
Pre-test	1,09	2,33	3,37	Homogenous
Post-Test	1,13	2,33	3,37	Homogenous

Source: the result of homogeneity test of pre test and post test in experimental class and control class.

On the table above, it was obtained that $F_{hit} \leq F_{daf}$ in significance level 5% (a=0,05) and also 1%(a=0,01). So, H$_o$ is accepted or in other word both of population had same variance or homogeneous.

The Result Of Hypothesis Test

The objective of the research is to know the influence of Question Answer Relationship (QAR) toward students reading comprehension. The resarcher used t-test formula to examine the hypothesis. The alternative hypothesis is accepted if t-count is higher than t-table for significance level (α=0,05 and α=0,01). The result showed that t$_{count}$= 12,24, moreover the researcher look at t$_{table}$ for α=0,05 t$_{table}$=2,02 and for α=0,01 t$_{table}$= 2,70. It means t$_{count}$>t$_{table}$. So, null hypothesis (H$_o$) is rejected and alternative hypothesis (H$_a$) is accepted. Based on the analysis above, the researcher concluded that Question Answer Relationship (QAR) can improve the students reading comprehension of the second semester of English education study program of UM Metro.

DISCUSSION

Based on calculation, the pre test and post test given to the experimental and control class has normality distribution. Then, the resarcher examine the hypothesis with the t-count is 12,24. The posttest result obtained by the experimental class is higher than the control class. QAR has an effect on the students' reading comprehension because it can make the students enjoy the learning process. The hypothesis is acceptable because it can be seen from a significant level of 0.05 and 0,01 and t ratio is greater than the value of t table. This means that Ho is rejected and Ha is accepted. From the post test result it can be seen that the highest value of posttest in the experimental class is 70, the lowest value is 37 and the average is 44. However in the control class, the highest value is 65, the lowest value is 32 and the average is 48. The experimental class has significant results compared to the control class. And these results show normal data, so Question Answer relationship (QAR) method has significant influence on students' reading comprehension.

CONCLUSION

Question Answer Relationship (QAR) method has significance influence toward students reading comprehension because it can facilitate students in an enjoyable learning situation. The alternative hypothesis was accepted because of t-count $\geq$ t-table. It can be showed in the significance level 0,05 and 0,01. The result showed that t_{count}= 12,24, moreover the researcher look at t_{table} for α=0,05 t_{table}=2,02 and for α=0,01 t_{table}= 2,70. It means t_{count}>t_{table}. So, null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. Based on the analysis above, the researcher concluded that Question Answer Relationship (QAR) can improve the students reading comprehension of the second semester of English education study program of UM Metro.

SUGGESTION

Another researcher who wants to do the same research field using Question Answer Relationship (QAR) method is expected to apply this method for different education level by using different kinds of text. In this study, researchers used exposition text and it is applied to students of second semester of English Education study program. In the process of giving treatment to the experimental class, by using Question Answer Relationship (QAR) method, it must be ascertained that they know in advance or are given explanation of this method, to avoid their misunderstandings and to help facilitate them in the learning process. Because later they must be able to dissect a given text and how their understanding of a text depends also from the understanding of the method used.

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LOCAL WISDOM BASED EFL TEACHING: INTERNALIZING THE VALUES OF LOCAL CULTURE TO MILLENNIAL LEARNERS

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ABSTRACT

Millennial learners have dynamics ways of thinking. Moreover, they also think and solve the problems faster than previous generation. It is because; these learners live in the era of industrial 4.0 where informatics technology spreads in all aspects of human life. Therefore, these characteristics lead the millennial learners seem perfect. Millennial learners can learn many skills for their future life easily through their gadget. One of skills should be mastered by the millennial is English. However, the goal of teaching and learning English is not only improving linguistics competence but also building good character of the learners. Therefore, this research aims at guiding them to learn target language. In other hand, this research also aims at assist them to always remaining their local wisdom, build their local wisdom based character and promotes their local culture globally. It is applied by internalizing the local culture values to the learners in EFL teaching. This research is descriptive qualitative that describing the process of internalizing the local culture in the process of EFL teaching especially descriptive writing. This research was conducted in the third semester of English department in UIN Raden Intan Lampung. In conducting the teaching and learning process the lecturers choose authentic materials that deal with the local culture of Lampung. Then, the students find the values of the culture and describe the values in term of descriptive writing.

Keywords: local wisdom, EFL teaching, millennial learners

INTRODUCTION

Teaching and learning English as Foreign Language (EFL) is not only concerning on the developing of the students' skill on speaking, reading, writing and listening (linguistics mastery) but improving stundents'understanding of the meaning and values of a certain text is also important. Generally, as stated by Sari (2019) that education in Indonesia should prepare the students' competence on technical skills as well as the concepts and the meaning of a certain subject they learn. In EFL context, those issues emerge amongs EFL learners in Indonesia. It is the duty of the teacher to solve those problems, preparing them for technical and conceptual skill.

More specifically, in English as Foreign Language (EFL) teaching and learning, students are mostly prepared to master the four skills of English. However, the students are not prepared for understanding the concept and the meaning of certain text of English being learned. In addition, understanding the concept and the meaning of the text and context is very important. It is stated by Sari (2019) that having this competence will lead the students see the world and the problems comprehensively and solve the problem wisely.

Therefore, teaching and learning EFL is not only simply pereparing the students to speak, read, listen and write the English text grammatically but also to improve the students' competence to understand the meaning of the content that will lead them not only see, listen and talk a certain topic but feell and understand it comprehensively.

However, understanding the content of the target language will also emerging new problems. In this case, millennials as EFL learnres are susceptible to be effected by target language culture. Thus, it is possible by the learners to lose their local wisdom as well as their local culture values. One of ways to encaounter the problem is giving local culture content to the students. it is expected to assist them to always remaining and understanding their local wisdom and promotes their local culture globally. Moreover, Septy (2016) informs that dealing with English literacy skill, English materilas with local wisdom content could be used to encourage students learning experience to develop their English literacy skills. It is because that local wisdom is the source containing moral values that naturally emerge and derived from generation to generation in a certain social environment naturally.

In addition, implementing local culture content in English subject will develop and create deep-thought of culture philosophically and construct better socio-culture system of the students (Septy, 2016). This construction is needed by the students to prepare them living as a member in a social community. More detail, Arslan (2008) informs that the goal of English language teaching (ELT) should be able to integrate the four skills of English (reading, listening, writing and speaking) and the competence of understanding local wisdom values and norms that is implemented on good characters. In other words, this competence could develop good characters of the students based on moral values that exist in their local wisdom. Besides, it is also giving them chance to share their understanding of the local culture globally.

There were several researchers conducted research on local wisdom in English language teaching. It was Ahmad (2017) developed teaching model based local wisdom to improve students' writing skill. This research and development succeed to improve the students' writing skills as well as their awareness of local wisdom. It was also conducted by Septy (2017), she was successfully informed the building of the EFL learners character by using local wisdom and culture. She also informed the usage of ICT as a media in teaching and learning process.

Thus, this research aims at implementing local culture content in English materials of descriptive writing. It is expected after learning those materials, students will comprehend the content of the materials and take the values of the content. In addition, the students could build good character taken from the moral values in the local culture materials and implemented in their daily life. Then, the values of the local culture can be used to protect them from inappropriate culture of the target language, English. Finally, by using their competence in descriptive writing and the productive skills of English (writing and speaking), students can promote the local culture globally.

Millenial Learners

Millenial generations or internet generations are a group of people that shaped and learn trough ICT tools and digital devices connected with the internet (Larekang, H. S., et al, 2019). Today, this generation is dominated by people age 23 – 38 (Dimock, M, 2019). Therefore, the millenial generation is well-literated young people with information and technology. In addition, they have different way of gaining information or learning than previous generations. More specifically, Schwartz, A. C., et al (2018) informs that these generations are good in collaborative learning, understand technology, goal oriented and open to criticism.

Moreover, to complete the above explanations, some researchers explain the differences between millennial generation and the previous generation. It is stated by Jones and Shao (2011) believes that millennial generation is well-known with their competence in utilizing technology. It is also informed by Nicholas (2008), he found that the millennial generation is frequently access internet to obtain information. Millennial as a learner and worker use technology intensively. It is because millennials live in the era of technology 4.0 where technology takes important role in their daily life. In addition, the millennial generations use technology to support them to find new information as well as learning a certain subject (Klein and Liff-Griff, 2009).

Technology provides benefits for the millennial generation, it is stated by Scheidet (2013) the benefits of technology utilization such as developing the quality of work (process and products), facilitating the students to access the resources easily, effecting to the students' way of learning positively, and improving the cognitive skills of the learners. Thus, millennial believes that technology will help them to accomplish their work more than they could without the use of technology. Technology also allows them to obtain and access the information. Technology also is completed with many resources that lead the millennial creates many kinds of products.

In addition, dealing with social and interaction aspect, the millennial generation mostly has good relationship with others (Price, 2009). It is also stated by McCrindle (2003) that this generation is community-oriented due to their values are influenced by social oriented and the spirit of changing the world. Millennial students are more open to express their opinion through direct interaction (face to face) as well as written expression (Promnitz-Hayashi 2011). Furthermore, this generation also performs group work effectively and solves the problems by analyzing the data. It is proven by Nicholas (2008), he found that the millennial students before solving the problems, they analyze the case and solve it together in a group.

Thus, it can be summarized that there are several points about millennial generation. The first is dealing with the implementation of technology, the generation is has good literacy in technology. Millennial generations are confidence to utilize technology for upgrading their work (process and products) and finding the information. The second point is about social interaction, the millennial tends to have good relationship due to implement group work to solve the problems.

Local Wisdom and EFL Teaching

Learning English as Foreign Language (EFL) in Indonesia is really beneficial to face many future challeng. Furthermore, Indonesian learners as EFL learners must be protected them self and smart

in adopting the target language as well as the culture behind it. Sari (2019) assumes that the EFL students are never understand if their life is gradually moving dues to the effect of learning new language and culture. Therefore, it is possible for the students to change their culture or habit as the effect of new culture. Thus before learning new language and culture students must pay attention to the regulation (Sari, 2019). It is also important for the EFL learners to understand their own culture as a comparison object and balancing devices.

Generally, an activity dealing with learning must be containing culture, values and norms. It is stated by Diaz (2004) said that the basic principles of life that is existing in the process of learning are transferred through values and norms socio-culturally. This is also happened in the teaching and learning EFL due to Language and culture are two entities that cannot be separated each other's (Hasyim & Suhono, 2017). Moreover, the process of learning will construct the personal identity of the learners. It is because, as stated before, the learning process provide with the culture in it. Further, the culture consists of belief, values, and rules (Diaz-Rico, 2004). It has values for living explicitly and implicitly. Therefore, the culture is dynamic system that constructs a personal identity transferred through art, law, traditions, knowledge, symbols, meaning, belief and etc (Septy, 2017).

Local wisdom is the identity of a certain group of people. It is values that emerge naturally along with the emergence of the society. Septy (2017) added that local wisdom is the source of conventional value naturally grown up and derived from the social and natural environment that then become philosophical-deep thoughts in controlling and developing better socio-cultural system of a certain group of people.

Every society has different local wisdom; it is a value that useful for the people to manage their socio-cultural system. In Indonesian context, the values of the local wisdom are spread around the country due to Indonesia has variety of social groups. This condition leads Indonesia rich of source local values that can used to build personality, identity and the character of the learners. Then, it is the duty of the teacher and the lecturer to internalize and manage the EFL materials with the values of the local wisdom to the learners. After doing this, it is expected learners use English as means of communication with the good character based on the values of the local wisdom.

In English as Foreign Language (EFL) Teaching and Learning, local wisdom is used to build character of the learners based on their local values. Besides learning linguistics aspects of English namely apllied and pure linguistics, the learners should also understand about the communication strategy and the social culture of the target language as well as their own. In detail, Lane in Septy (2017) inform that communicative competence may include (1) ability to adapt (adaptability/flexibility), (2) ability to involve in conversation (conversational involvement), (3) ability to control conversation (conversational management), (4) ability to express empathy (empathy), (5) ability to act effectively (effectiveness), and (6) ability to act appropriately (appropriateness). Therfore, the coomunicative competence is not mere speaking competence. More detail, the communicative competence demand the learners to undertstand the whole text and context of the topic that it is reflected from the personality, characters of the speaker.

Finally, it can be concluded that learning English as Foreign Languae is not only focusing on linguistics aspects mastery but communicative competence and socio-cultural competence should be also learned. Communicative and socio-cultural based local wisdom competence are benefitial for the learners to build their identity and characters. In addition, it is also give the learners understanding of their local culture values that can protect them from inapropriate target language culture. It is beacuse learning target language such as English will make the learner possibly contaminated inapropriate target language culture. To protect them, EFL teaching and learning should be inserted with local culture contents. The local culture content in teaching and learning process will assist the learners know and undersatnd their culture. Therefore, it is important to learn English as Foreign Language (EFL) along with the learning of the culture or local custome included. It can be said that culture and language teaching and learning cannot be separated.

Teaching and Leaning Writing

In learning foreign language, language learners begin learning a language from their mother tongue, sometimes encounter mistake (suhono, 2017:72). Moreover, language is a media for communication among individuals or people. It is a signaling system which is operated with symbolic vocal sound to get the purpose of communication. Learning English language is one of science that should be learnt to all the people. English becomes very important and useful for us (Suhono 2017:1) one of aspect of learning English is writing.

Writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft. Furthermore, writing also defines as a mental activity of skilful decision-making, appropriate for the situation. It means that the writer is able to make decision as consideration to the purpose of writing, the objective of the readers in reading text, situation and condition during the process of writing done.

Moreover, Grundy assumes that writing is like as playing tennis, it is an activity made up of several processes, such as thinking what to write and the order to put it in (1991:7). In the process, writing and thinking are so inseparable, if the researcher cannot think clearly about an idea, he cannot write well. On the contrary, if he has creative thinking in the writing process, the actual writing process will be easier. Meanwhile, Hyland states that writing is seen as a process through which writers discover and reformulates their ideas as they attempt to create meaning (2002). It is more of a problem solving activity that an act of communication. How people approach a writing task as the solution to a series of problems.

In addition, Writing consist of words and these words are put together into paragraphs. Moreover, Sari and Suhono said that ―Writing involves transferring a message from our thoughts using language in the written from. By writing, the students can share information and ideas in the written form (2017). As a researcher must be able to arrange the words into sentences in the form of the written text in which the reader will eventually understand the ideas and their meaning. Thus, the researcher is demanded to pay the content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation

In general it can be assumed that writing is a thinking process to produce a written text. it is obtained by process of thinking to arrange the words into the sentences, and then the sentences are grouped together into the paragraphs. The result of the written text is reflection of the mental activity of the writer in understanding the context situation that faced by the researcher (Nurul & Umar, 2019).

Because of that, learning to write is not an easy task to do. Many students still make errors and mistakes and, then, they are fossilized (Puspita, 2015). Their interest becomes less and less and students begin to create negative stimuli about learning to write. This condition drives the students to assume that writing is a very difficult task to do. The problem emerges as students are not familiar yet with the types of written discourse in English due to lack of exposure. Consequently, they are not able to or willing to think directly in English. They, then, tend to formulate their ideas in Indonesian language when they express ideas in writing. Afterward they try to translate them into English which is not an easy task and even dangerous.

However, both teacher and students get difficulties to organize writing practice regularly. Teacher does not have proper time allocation in teaching writing. He or she focuses on another skill. Therefore, teacher gives writing activity to students as an out-of-class activity. Students discover lack of clear specific instruction and also lack of control and monitor from teacher during the writing process. It emerges some new problems to students.

Descriptive Text

Descriptive text is a text that tells and describes about place, thing, and etc. Every genre of text has generic sructures and language features. The descriptive text has differents generic structures and language features. Moreover, Wardiman, et. al. (2008) specified the generic structure of descriptive text into two parts: 1) identification and 2) description. Furhtermore, in identification, the writer identifies the phenomenon to be described. However, in other text genre, the identification is like orientation. It is usually put in the first paragraph and brings us to know about the discussed topic. Moreover, identification usually talks about the topic and the content of the text. Abdul and Norhasanah (2019) add that the identification answers the questions such as what the topic of the text is, and what the text about is. The second part is description, in this part the writer describes the parts of things, parts of physical appearance, qualities (degree of beauty, excellence, worth or value), and other characteristics (prominent aspects that are unique). It is put after identification or next paragraph of identification until final paragraph (Abdul & Norhasanah, 2019).

METHODOLOGY

This study is descriptive qualitative. It aims at describing the implementation of the local wisdom presented in teaching descriptive writing. The subject of the study was English Department students of third semester. The data was obtained from interviews and observation. The data obtained then analyze interactively.

FINDINGS AND DISCUSSION

The implementation of local culture in teaching writing is presented in the classroom. Before, doing the writing activity, the lecturer explain about the definition of descriptive text. Moreover, the lecturer also gave example of descriptive text. The lecturer also expalined the generic structure and the language features of the descriptive text.

Then, the students did the activity based on the following text. This text was presented in meeting 12, 4th November 2019. It was conducted in the third semester of English department faculty of Tarbiyah and Teacher Training UIN Raden Intan Lampung. The following was the text presented;

Figure 1. Descriptive Text

The following is the teaching and learning process of descriptove writing. in this table presented the activities of the lecturer and the students during the process.

Table 1. Teaching and Learning Process

	Activity	
	Lecturer	**Student**

Meeting 12 (4th Nov 2019) Descriptive Text (*Siger* Crown)	1. Planning
	  a. In this session, the lecturer gave an example of the descriptive text (Siger crown). Then the lecturer discussed the text in detail. It was about the generic structure of the text and the language features.
	  b. After that, the lecturer asked the students to choose one of topics dealing with local culture of Lampung (sekura dance, melinting dance and etc)
	  c. The lecturer asked the students to find information, facts and values including in the culture had been chosen
		1. Planning
		  a. Students paid attention to the lecturer explanation .
		  b. The students discussed the topic;
		    • *Nawo sesat* traditional house
		    • *Tapis*
		    • *Sigeh Pengunten* dance
		    • *Melinting* dance
		    • *Seruit*
		    • *Sekura* tradition
		    • *Tupping* South Lampung
		    • *Cangget* dance
		    • *Bedana* dance
		    • *Tekhapang* traditional sword
		    • *Ngumbai Lawok*
		    • *Ngambabekha*
		    • *Ngebabali*
		  Those were cultural topics that were chosen by several students.
		  c. Then the students find the facts and information of the local culture as well as the values included.

	2. Drafting
	  a. After finding the information about the a certain culture, the lecturer asked the students to find the important points and values of the information obtained.
	  b. Then the lecturer guide them to develop topic sentence
	  c. Then the lecturer guide the students to write out line and write the paragraph
		2. Drafting
		  a. The students listed the important information (place, date, and etc). the students also listed the values included in the local culture for example;
		    • ***Tekhapang*** traditional weapon is the symbol of **courage** for man to protect his family
		    • ***Melinting*** dance shows the **friendliness**

	3. Revising and Editing
	  a. Lecturer asked the students to do peer editing.
	  b. then the lecturer discussed the result of peer editing and gave suggestion
		3. Revising and Editing
		  a. Students together with their peer did the editing of their draft
		  b. Students and the lecturer discuss revised draft

The teaching and learning process was conducted in three steps namely planning, drafting, revising and editing. The planning process was conducted in order to find idea about a topic. In this case, the teaching and learning process was about descriptive text. The lecturer gave the example of descriptive text; it was about the *siger* crown. The text described the local culture of Lampung in term of traditional object. Then the lecturer and the students discussed the language features and generic structures of the text. After that, the lecturer guided the students to find the other local culture of Lampung as a topic of writing. There were several local culture of Lampung had been chosen by the students such as; *Nawo sesat* traditional house*, Tapis, Sigeh Pengunten* dance*, Melinting* dance*, Seruit, Sekura* tradition, *Tupping* South Lampung*, Cangget* dance*, Bedana* dance*, Tekhapang* traditional weapon*, Ngumbai Lawok, Ngambabekha* and *Ngebabali.*

The second phase was drafting. In this phase, the lecturer guided the students to list important points and the values included in the local culture chosen. After that, the lecturer guided the students to develop topic sentence and wrote the outline to make a paragraph. It is Tekhapang traditional weapon. The following are the detail information listed by the students.

Table 2. The information of *Tekhapang* traditional weapon

Local Culture	Important Information	
Tekhapang Traditional Weapon	Place	: Tulang Bawang Udik : North Lampung
	Time	: Since 12th Century : Tulang Bawang Kingdom
	Function (Today)	: Marriage equipment for groom
	Values	• Courage • Responsibility

The last phase was revising and editing. In this phase, the lecturer and the students discussed the draft had been produced by the students. Before doing the discussion, the students did peer editing with their friends. In this phase, the lecturer focuses on the use of grammar, mechanics, and vocabulary. Besides, the lecturer will check the contents of the descriptive text produced by the students. Finally, the descriptive text is published.

CONCLUSION
Teaching and learning English is not only focusing on the linguistics competence of the learners but building good character of the learners is also important. Moreover, for millennial learners, linguistics competencies are easily obtained from their gadget. However, building good character is not easily achieved by only searching from the internet. Therefore, presenting local wisdom in teaching and learning process is one of ways to build good character of the learners. Thus, this research told the process of teaching English as Foreign Language especially writing skill. The writing skill focused on the descriptive text. It was divided in to several steps namely; planning, drafting, revising and editing. The process of internalizing the local wisdom presented in those steps. Students were presented with the local culture of Lampung such as; *siger* crown.

The lecturer also asked the students to find others local culture of Lampung namely; *Nawo sesat* traditional house*, Tapis, Sigeh Pengunten* dance*, Melinting* dance*, Seruit, Sekura* tradition,

Tupping South Lampung*, Cangget* dance*, Bedana* dance*, Tekhapang* traditional weapon*, Ngumbai Lawok, Ngambabekha* and *Ngebabali.* The students found the important information as well as the values provided in the local culture. After that students were guided to write descriptive paragraph based on the local culture of Lampung. It is expected by understanding the local culture of Lampung, the values of the culture will be internalized in to habitual action of the students and create a good character. This character based local values will protect them from inappropriate target language culture being learned.

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STUDENTS' PERCEPTION TOWARD THE IMPLEMENTATION OF THE MODIFIED JIGSAW TECHNIQUE FOR THEIR WRITING ABILITY

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ABSTRACT

This research was conducted based on the problems faced by the tenth-grade students of SMKN 1 Natar which was identified through the result of the pre-observation that was conducted by the researcher. The objectives of this research were to find out students' perception toward the implementation of the modified jigsaw techniques and the correlation between students' perception and their writing achievement. The data of this research were collected through three instruments, writing test, questionnaire and interview. After the data were collected the researcher used SPSS version 25 to analyze the data. From the analysis it was found that most of the students had positive perception toward the techniques. Besides, it also found that there was no correlation between students' perception and their writing achievement. Based on the research's findings above it can be concluded that modified jigsaw technique is a learning technique that left positive perception on students even though there is no correlation between students' perception and their writing achievement.

Keywords: modified jigsaw technique, writing ability, students' perception.

INTRODUCTION

Writing is one of four basic skills of language which is very important in language learning. Writing is considered as a productive skill whose goal is to assist the students in expressing their ideas in the written form. However, writing is still considered as a complex skill to be mastered by the students since it requires complex thinking. Richard (2002) also states that writing is the most difficult skill to be mastered by L2 learners. He states that the difficulty of writing lies not only in generating and organizing ideas but also in translating the ideas into reliable text. That is why L2 learners need to pay attention to higher-level skills of planning and organizing as well as the lower-level skill of spelling, punctuation, word choice and so on.

In order to help the students in mastering writing skill, the teacher needed to find a good teaching technique that can be used in the writing class. Good teaching techniques should be able to make the students have a positive perception on it. Perception can be defined as the process in which someone creates an impression about something. Demuth (2013) states that perception is influenced by our emotionality, expectation, personal preference as well as by current status and psychological processes. The researcher believed that students' perception was an important aspect that should be considered by the teacher in choosing a teaching technique. The researcher believed that students' perception was able to influence students' attitudes and impressions in the

teaching-learning process which finally affected their ability in learning. That was why finding students' perception is important for the teacher to achieve learning goals.

Some studies related to students' perception of teaching technique had been done by some previous researchers, for example Campbell (2001), Ismail (2011), Tom (2013), and Ho (2017) who had done a research on students' perception toward teaching techniques applied by the teacher in English language teaching class. The results of their researches showed that students' perceptions were different from each other. Most of the students had positive perception toward the implementation of the technique.

In doing this research, the researcher chose SMKN 1 Natar as the subject of the research. SMKN 1 Natar is a senior high school which is located in South Lampung, Lampung. Based on the pre-research that had been done by the researcher, it was found that the students of SMKN 1 Natar had poor ability in English especially in writing. In pre-observation, the researcher asked the students to write a text about personal recount and from the results of the test, it was found that 8 students out of 10 (80%) could not write their idea systematically.

Students' poor writing ability could be proven by some mistakes that were made by the students in the writing test. The students did many mistakes in grammar, choosing appropriate words, developing main ideas and making concluding sentences. In this research, the researcher focused on modifying a technique namely jigsaw technique by inserting the steps of peer-correction. Setiyadi et al (2018) state that, jigsaw technique is one of the techniques that can be used to teach integrated skills for students. Jigsaw technique is an effective way to increase student's engagement in the teaching-learning process through group work that makes peer-to-peer learning easy to do (Shume, 2016). Through jigsaw technique, the students can develop the skills to work effectively in groups and it also encourages cooperation and collaboration between students which is important for achieving a better balance between competition and cooperation in students' experience of education.

The researches related to the effect of jigsaw technique toward students' English achievement have been done by some researchers namely Evcim (2010), Al-Elaimat (2013), Al Salkhi (2015), and Sugianti (2016). In their research, they proved that jigsaw technique was an effective technique that could be used to improve students' English achievement. The other researchers, Sahin (2011), Kazemi (2012) and Hoerunisa (2017) did some researches about the effect of jigsaw technique in improving students' reading comprehension. Form their research it was proved that there was a significant improvement on students' reading comprehension after jigsaw technique was applied. The researches which proved that jigsaw technique was able to improve students' writing also had been done by some researchers namely Sahin (2011) and Zahra (2014). Through their researches, they proved that jigsaw was an effective technique that could be used by the teacher to improve students' writing ability.

Besides jigsaw technique, the other technique that could be used to improve students' writing skill is peer-correction. Peer-correction is a technique that enables the students to get feedback when the students correct their drafts in pairs. Kelly (2014) states that peer-correction is defined

as a process of correcting someone's work, research or idea by someone expert in the same field. Sackstein (2017) states that a side benefit of empowering students to provide feedback or correction to one another is the awareness they gain as learners. Providing students with regular opportunities to give and receive peer feedback enriches their learning experiences in powerful ways. Through this technique, the students were able to realize and correct the mistakes they made in their writing and finally improve their writing ability.

The next previous researches are on the effect of peer-correction in improving students' English achievement and skills. The researches on the use of peer-correction to improve students' speaking ability, had been done by a researcher, Patri (2002), who focused on finding the effect of peer-correction on students' speaking ability and the results showed that students' speaking ability improved after the students did peer-correction. Many researchers investigated the effectiveness of peer-correction on improving students' writing ability. Some of them are Moussoaui (2012), Ayachi (2017), and Gencha (2018) who found that peer-correction had a significant effect on students' writing and the students that were taught by peer-correction had better writing competency than those who were assessed using conventional correction.

Based on the previous researches above, it can be stated that jigsaw and peer-correction are the learning technique that can be used to improve students' writing ability. However, none of those researches tried to modify the technique. That is why the researcher modified jigsaw technique by inserting the steps of peer-correction to the last step of jigsaw technique in students writing class. The researcher aimed to see students' perception toward the modified jigsaw technique.

Considering the background above the researcher the researcher formulated some research questions. The research questions they are:

1. How is students' perception toward the implementation of modified jigsaw technique in their writing class?

2. Is there any correlation between students' perception and their writing ability?

METHODS

This research is a mix method research whose design is one group pretest-posttest design that aimed to find out students' perceptions toward the implementation of modified jigsaw technique in their writing class and the correlation between students' perceptions and their writing ability. The sample of this research was a group of students in X accounting 1 SMKN 1 Natar which consist of 21 students.

The data of the research were collected through two instruments namely writing test, perception questionnaire and interview. The writing tests are used to collect the data of students writing achievement in which the tests were done twice as the data of pretest and posttest (after the treatment using modified jigsaw technique). During pretest the teacher asked the students to write a recount text and before the posttest, the researcher applied modified jigsaw technique. the time given for finishing the recount text is 90 minutes for each test.

After implementing modified jigsaw technique and collecting the data of students writing achievement, the teacher distributed the perception questionnaire to the students in order to collect the data of students' perception. The questionnaire consisted of 14 questions with five Likert scale related to the application of modified jigsaw technique in their writing class which is adapted from Fennel (1992). The data of students writing and perception were analyzed using SPSS ver.25. After analyzing the data, the researcher corelate the data of students' perception and their writing ability to see whether there is correlation between the data or not. Beside the perception questionnaire, the data of students' perception were also collected through interview. The interview questions were similar to the questions in the perception questionnaire but in the interview the students were asked to give the reason why they chose agree or disagree.

RESULTS AND DISCUSSIONS

As have been stated before the data of the research were taken from students writing achievement and perception questionnaire. The participants of the research were 21 students of the tenth grade of vocational high school. Before collecting the data of students' writing ability and perceptions, the researcher did the validity and reliability tests on the instruments of the research. Based on the tests of the validity and reliability, the instruments that were used to collect the data in this research were valid and reliable.

Research Question 1

The first research question of this research focused on the perception of the students toward the implementation of the modified jigsaw technique in their writing class. The result of the data analysis showed that most of the students had positive perception toward the modified jigsaw technique. The result of the data analysis can be seen in the table below:

Table 1. The Results of Students' Questionnaire

No	Questionnaire Items Category	Average of Response				
		SA	**A**	**U**	**D**	**SD**
1.	Usefulness (Item 1-8)	8 (38.10%)	9 (42.86%)	3 (14.29 %)	1 (4.76%)	0 (0%)
2.	Feel (Item 9-14)	8 (38.10%)	9 (42.86%)	3 (14.29%)	1 (4.76%)	0 (0%)
	TOTAL	8 (38.10%)	9 (42.86%)	3 (14.29%)	1 (4.76%)	0 (0%)

Table 1. presents the data of students' perception in general. There were 14 items in the questionnaire with 5 Likert scales which were grouped based on the construct of the perception. Students' perceptions were categorized as positive (strongly agree and agree), neutral (undecided), and negative perception (disagree and strongly disagree). From the table above it can be seen that, for questionnaire items 1-8 at least 17 students (80.96%) stated that they could get the benefit from the implementation of the modified jigsaw technique and it helped them in order to improve their writing ability. However, 3 students (14.39%) could not decide whether modified jigsaw technique was useful or not for them. Then, at least 1 student (4.76%) stated that

they could not obtain the usefulness of the modified jigsaw technique during its implementation in their writing class.

For questionnaire items no 9-14, related to students' feeling toward the implementation of modified jigsaw technique, at least there are 17 students (80.96%) stated that felt helped with the use of modified jigsaw technique in their writing class, they also stated that they were looking forward to the teaching learning activities using the modified jigsaw technique. However, 3 students (14.39%) could not decide their feeling toward the implementation of the modified jigsaw technique in their writing activities. Then, at least 1 student (4.76%) felt unsatisfied with the implementation of the technique in their writing class, besides they also confused and impatient toward the modified jigsaw activities.

Based on the analysis on the interview, the researcher found that the students gave different reasons in choosing the answer for examples, the valuable information could be acquired through the discussion, the students can do the task well, and the teaching learning process was exciting. Besides giving the reason of being satisfied with the implementation of the techniques, the students also gave different reasons in choosing unsatisfied, for example; they prefer studying alone to studying in group, their friend could not give good opinions during the discussion and their friends were joking during the teaching learning process. The results of the data analysis above indicate that the students agreed that the technique that was implemented in their writing class could be used to make them study better in the teaching learning process. This conclusion was supported by the data of students' reasons in choosing yes during the interview. In their opinion the learning technique that was introduced to them is interesting, makes them enjoy the teaching learning process and could be used to improve their writing ability.

The results the current research were supported by some previous researches. Firstly, Hoerunisa (2017) who did a research on the effectiveness of jigsaw in improving students' reading comprehension. She found that after the students received the treatment using jigsaw technique most of the students had positive responses toward the implementation of the technique. Secondly, Gencha (2018) who tried to find out students' perception toward the implementation of peer-correction in students' writing class. He found that the students overall had positive perception toward the implementation of peer-correction in their writing activity. Based on the explanation above it can be stated that the implementation of the modified jigsaw technique in students' writing class can be used to make good/ positive perception on students.

Research Question 2
The second research question of this research focuses on the correlation between students' perception and their writing ability. After analyzing students' data of writing ability and perception, the researcher used SPSS ver.25 to see the correlation between the data. The correlation's results were presented in the table below:

Table 2. The Correlation between Students' Perception and Writing Ability

Correlations		Students' Perception	Writing Achievement
Students' Perception	Pearson Correlation	1	,183
	Sig. (2-tailed)		,427
	N	21	21
Writing Achievement	Pearson Correlation	,183	1
	Sig. (2-tailed)	,427	
	N	21	21

The results of the data analysis in the table above showed that significance value is more than 0.05 which means that there is no significant correlation between students' perception and their writing achievements. The significance value is 0.427 which is higher than 0.05 and indicated that there was no correlation between students' writing ability and perception. The analysis above showed that the results whether students' perceptions were positive or negative, it did not affect students' writing ability. From the explanation about the results of students' perception questionnaire, it can be stated that the modified jigsaw technique could make the students had positive perception toward the implementation of the technique in their writing class. Most of the students agreed that the modified jigsaw technique is a good teaching technique that can be used as a teaching technique even though there is no correlation between their writing ability and their perception.

The reason why there was no correlation between students' perception and their writing ability is because there is no direct relationship between perception and language ability. Because of that reason, it was acceptable that there is no correlation between students' perception and their writing ability, because the factor that directly affect language ability are age, language aptitude and motivation. It is supported by Ellis (1999) who stated that age, language aptitude and motivation could affect the language acquisition. In her book, she states that there is a widely-held lay belief that younger L2 learners generally do better than older learners. Then she also states that motivation refers to the directed effort individual learners make to learn the language. Besides she also states that general aptitude as capability of learning a task, which depends on some combination of more or less enduring characteristics of the learner.

CONCLUSION AND SUGGESTIONS
In line with the results of the data analysis and discussion the following conclusions are drawn, the first conclusion is the modified jigsaw technique is a teaching technique that is able to leave a good/positive perception on students. Since most of the students said that they could reach better learning after the researcher applied the modified jigsaw technique. So, the students can increase their learning activities and finally their learning product. The second conclusion is there is no correlation between students' writing ability which might be caused by the number of the students had positive perception toward the technique.

Concerning the difficulties and weakness of this research, the researcher would like to give some suggestions related to the use of the modified jigsaw technique. The first suggestion is for the teachers who want to apply modified jigsaw technique in their writing class, it is suggested that the teacher should prepare the number of materials that is suitable with the number of the group discussion during jigsaw activities. In order to make all students actively engage in the teaching-learning process. The second suggestion is for the further researcher, in modifying the jigsaw technique in this research, the researcher used the steps of peer-correction. However, the result shows that there is no correlation between students' perception and their writing ability. Therefore, it is suggested for further researchers to modify jigsaw technique with other learning techniques so it can give bigger effects on students' learning process and product.

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THE CROSS CULTURAL PERCEPTIONS ON THE POLITENESS OF THE REQUESTS REALIZED BY INDONESIAN EFL LEARNERS IN SCHOOL CONTEXT

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ABSTRACT

The importance of producing polite requests and having adequate knowledge about cross cultural perceptions in cross cultural communication is unquestionable. Lacking of them could induce communication breakdown inasmuch as what is perceived as formal or polite in one culture may be seen as informal or impolite in another (Meier, 1997 and Lee, 2011). This socio-pragmatics article deals with the perceptions of teachers from different culture on the politeness of requests realized by Indonesian EFL learners in school context. In this study twenty students (aged 16-17) who use English as means of communication at school were asked to do role play. The requests realized in the role play were then rated by six teachers from different culture based on their perceptions on the politeness of requests in school context. The data, taken from Scaled Politeness Perception Questionnaire (SPPQ) filled out by the raters, were analyzed qualitatively. The result reveals that (1) native speakers and non native speakers have different perception on the politeness of requests in school context (2) teachers who are from the same culture have different perception on the politeness of requests in school context. The findings show that perception cannot always be concluded as a consensus in a certain culture, but it can also be regarded as an idiosyncratic. It cannot be generalized since it truly comes from one's background, experience, mind set and knowledge.

Keywords: perception, politeness, request

INTRODUCTION

One of the subsets which lies in pragmatic is speech act. The term "speech act" is used to refer to how the words that a speaker chooses to use affect the behavior of the speaker and the listener in a conversation. Drawing from Austin's classification of speech acts, further Searle (1976:10-14) developed and classified illocutionary act into five main categories including representative (such as hypothesizing or flatly stating), directives (such as commanding or requesting), commissives (such a promising or guaranteeing), expressives (such as apologizing, welcoming or sympathizing), and declarations (such as christening, marrying or resigning).

A speech act of request is a prominent event in daily interactions, one in which the speaker usually manipulates appropriate linguistic forms to make requests according to certain situations. People produce requests for various reasons in everyday interactions either to obtain information or certain action, to seek support, or to acquire assistance from others. However, the way requests are presented varies from one speech community to another. In a request the speaker to a greater or lesser extent imposes on the addressee hence there is a need to put politeness strategies into action in order to mitigate the imposition.

The importance of producing polite request ability and having good perception towards utterances heard is unquestionable. If the requests used by the speaker are considered impolite by the hearer, the relationship between the speaker and the hearer can be jeopardized. The speaker may not receive what he or she wanted or needed and the hearer may feel offended. In short cross-cultural communication requires both speakers' sufficient mastery of the linguistic knowledge of the target language and hearers' pragmatic competence.

Having adequate knowledge about perception of people from different cultures on politeness of requests is needed since it can be a guideline for those who have cross culture communication. Meier (1997:24) stated what is perceived as a formal context in one culture may be seen as informal in another. Lee (2011:22) added that utterance which deviates from the frame of a particular culture will of course be seen as impolite or in appropriate in that particular culture. In terms of requests, Aubrecht (2013:14) said that requests that would be pragmatically appropriate in one culture could be inappropriate in another culture. Numerous statements which state that perception on the politeness of the request is different from one culture to another culture has become the main reason why this study is conducted, to know cross-cultural perceptions on the politeness of requests realized by Indonesian EFL learners.

Many scholars investigated cross cultural perception on the politeness of requests (e.g. Taguchi, 2011; Matsuura, 1998; Lee, 2011) but I have not found any scholars who paid attention on finding out whether the perception of native speaker teachers similar with the perception of non native speaker teachers of English on the politeness of requests in school context.

This study, which focuses on and perception, took students in EFL setting in Indonesia as the participant whose requests were analyzed and took teachers from different culture as the participant in the perception group. The researcher conducted this study because she found some native speakers got confused, felt uncomfortable, and got offended with the requests realized by EFL learners. They did not understand what the EFL learners want them to do or they thought the requests were impolite. In addition this study seemed to be urgent to be conducted due to the fact that more and more Indonesian students go to English speaking countries to continue their studies and due to an assumption that it is important to know the interlocutors' perception in cross culture communication.

Pragmatics deals with who speaks to whom and politeness as well. Since there is a tendency that Indonesians use different kinds of utterances when talking to those who are in the same age and those who are older, this study involved the power of interlocutor as one of issues discussed besides other learners' characteristics like gender and proficiency level. For example, if a speaker wanted to make a request to ask for something from a close friend, she would ask differently than if she were making a request to ask for something from a teacher or another authority figure.

To sum up since no studies have been found regarding to the perceptions of native speaker teachers and non native speaker teachers on the politeness of the request strategy types realized by Indonesian EFL learners in school context, this study was accordingly intended to find out the cross cultural perception on politeness of the requests realized by Indonesian EFL learners.

LITERATURE REVIEW
Socio-pragmatics
Culpeper (2011:4) pointed that socio-pragmatics concern itself with any interaction between specific aspects of social context and particular language use that leads to pragmatic meanings. Its central focus is on language use in its situational context, and how those situational contexts engender norms, which participants engage or exploit for pragmatic purpose.

Politeness and the Speech Acts of Requests
Politeness is interactional balance between the need for pragmatic clarity and the need to avoid coerciveness (Blum-kulka, 1987:131). Politeness is one of the most important impressions of human and human being cannot live with each other and communicate together if conventions of politeness are not observed in the society that they live in. it is a universal, interdisciplinary phenomenon. Every culture, every language, has its ways of displaying respect and deference, saving face, avoiding, or minimizing, imposition and exercising good manners verbally and non-verbally. Numerous studies have shown that the conventions of politeness are different from one culture to another (e.g. Lee, 2011; Matsuura, 1998; Taguchi, 2011).

A request is people's communication of their intentions with others by words and sentences. It is a person's intention to have his anticipation reached by another person. Request acts can affect the pressure on the hearer. It may threaten the addressee's negative face or positive face. A negative face-threatening act can threaten the interlocutor's face and disapprove the interlocutor's idea whereas a positive face-threatening act is against the addressee's desire to be liked and appreciated.

In performing a request, the speaker should always adhere to the principles of politeness and try to avoid direct request. Leech and Brown and Levinson explain that direct form appear to be impolite and face threatening act, but indirect form tend to be more polite and is a suitable strategy for avoiding threatening face. Since there is a the connection between politeness and speech acts of requests, the proper realization of requests needs both the speaker's awareness of politeness and judgment of the request strategies.

Cross Cultural Perception
Lindsay and Norman (1977) in Borkowski (2011:52) said that perception is a process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Borkowski (2011:52) added that the perception process follows four stages: stimulation, registration, organization, and interpretation.
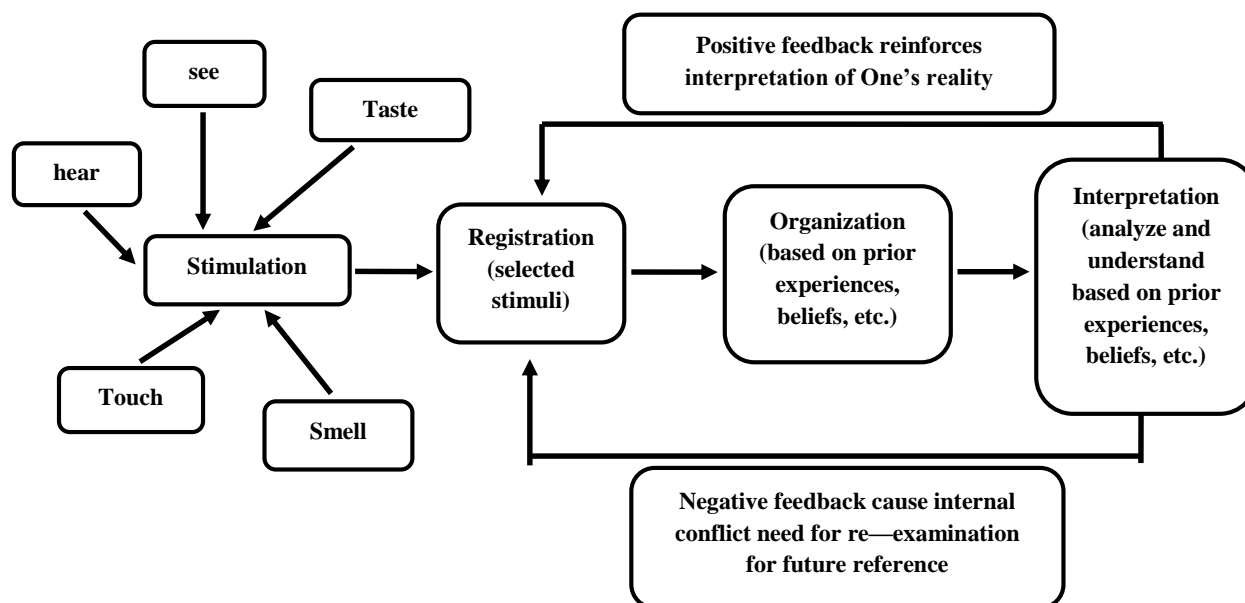
Figure 1. Perception processing system

The figure shows that sense organs and past experience affect someone's perception. When someone is confronted with a situation or stimuli, he or she interprets the stimuli into something meaningful to him or her based on what he or she got through sense organs and based on prior experiences. In addition the target or interlocutor and the context in which a person see objects or events are also important factors to shape a perception.

Perception across culture plays an important role in categorizing politeness. Lee (2011:22) said that people shape their frames about politeness based on the environment and culture in which they live. In other words what is considered in one culture to be polite may seem impolite in another. Similar opinion was expressed by Meier (1997:24) who stated that what is perceived as a formal context in one culture may be seen as informal in another. Perception differences from one culture to another make the widely known politeness marker like "*please*" could be shown to be not polite if it increases the directness of requests by making their force more obvious.

If a request is not realized correctly in a local culture, modes of its performance may carry heavy social implication because the speaker may fail to achieve not only the desired requestive end but also the interpersonal end. Therefore, much attention has been paid to cross-cultural perception towards the realization of requests (e.g. Lee, 2011; Matsuura, 1998; Taguchi, 2011; Mohammadi and Tamimi Sa'd, 2013)

Scale Politeness Perception Questionnaire (SPPQ)
Some different types of questionnaires have been used by some scholars to get data of perceptions toward request realization (e.g. Lee, 2011; Matsuura, 1998; Taguchi, 2011; Mohammadi and Tamimi Sa'd, 2013), yet they go to the same direction that is to rate the level of the politeness.

Lee (2011) used five options called Not acceptable and not polite, Acceptable but not polite, Acceptable and polite, Acceptable but overly polite, and Not acceptable and overly polite. Different version was used by Taguchi (2011) who devided the scales into 5 Excellent, Almost perfectly appropriate and effective in the level of directness, politeness, and formality; 4 Good, Not perfect but adequately appropriate in the level of directness, politeness, and formality. Expressions are a little off from target-like, but pretty good.; 3 Fair, Somewhat appropriate in the level of directness, politeness, and formality. Expressions are more direct or indirect than the situation requires. ; 2 Poor, Clearly inappropriate. Expressions sound almost rude or too demanding. ; 1 Very poor, Not sure if the target speech act is performed. Unlike the two scholars mentioned, Mohammadi and Tamimi Sa'd (2013) used three-point Likert scale of politeness as such: 1) Polite, 2) Partially polite or 3) Impolite and Matsuura (1998) used seven-point scale in their questionnaires.

Since the writer wanted to obtain the wider range of raters' perceptions, The process of data analysis in this socio-pragmatics study used the responses on a five-point Likert scale of politeness as such: 1) really impolite 2) Impolite 3) polite 4) really polite and 5)overly polite.

METHOD

This qualitative study involved Indonesian EFL learners as the participants whose requests were analyzed and teachers from different cultures as the raters whose opinions on the politeness of the requests realized by the students were analyzed. The students were chosen since they used English as means of communication and the teachers were chosen as raters since the context was at school.

The requests analyzed were taken from the role plays. The four situations used in the role plays were chosen since they frequently happen at school. The scenario of data collection is as follow:
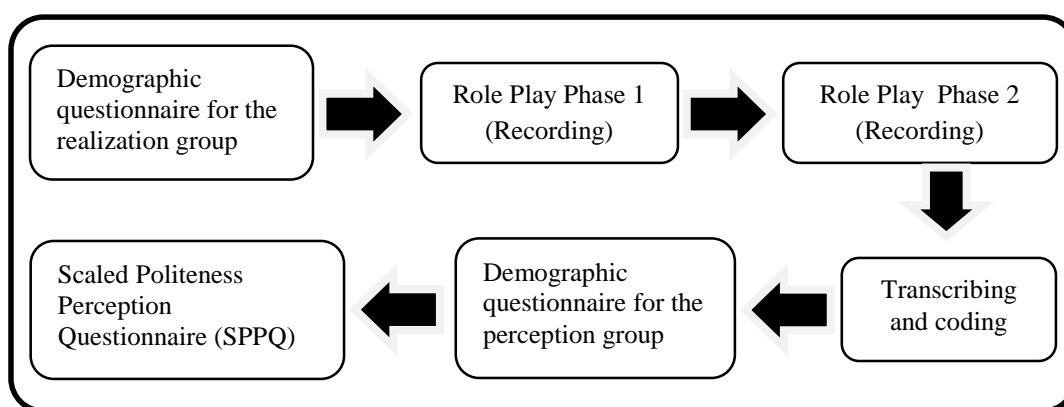

Figure 2. Scenarios of data collection

Demographic questionnaire was administered in order to find out the participants' background and characteristics. From the questionnaire the researcher got the data about name, age, job, nationality and their frequency of using English. Due to the limited time given to the writer, the recording was conducted in two phases: first, the situations are asking a classmate to move his or her bag and asking a teacher to repeat his or her lesson; second, asking a classmate to lend his or

her biology notes and asking a teacher to extend a due date of paper submission. There were eighty dialogues obtained, yet the writer merely chose 10 sentences to be rated. Before rating the sentences, the raters were asked to fill out demographic questionnaire which was aimed to find out the participants' background. From the questionnaire the researcher got the data about name, age, gender, job, nationality, and teaching experiences.

RESULT AND DISCUSSION

There were six teachers that come from different cultures involved in this study. They were asked to rate the politeness of the requests realized by Indonesian EFL learners based on their perception. They judged the politeness of the requests by ticking one of the five options provided in the Scale Politeness Perception Questionnaire (SPPQ). They were also asked to write their reasons regarding to their judgment. The raters' perception can be seen in the following table:

Table 3. The Perceptions of raters from different culture

No	Requests Strategy Types	Native Speakers			Non Native Speakers			Perception
		Ch (Am)	Dr (Am)	Sh (NZ)	Si (In)	Ki (In)	Vl (Sl)	
1	"repeat miss" (+P)	2	2	2	3	3	3	Different
2	"you must move your bag" (=P)	1	1	2	3	3	2	Different
3	"I want you to repeat that again" (+P)	1	1	1	3	3	2	Different
4	"Why don't you put your bag closer?" (=P)	3	3	3	3	4	3	Different
5	"Can you take your bag?" (=P)	3	3	3	3	3	3	Similar
6	"May I submit my paper tomorrow" (+P)	4	4	3	3	3	3	Different
7	"I'm wondering if you could lend me your notes" (=P)	3	3	3	4	5	4	Different
8	"I'd thank you so much if you could let me submit the paper tomorrow" (+P)	3	4	4	4	5	3	Different
9	"your bag is on my chair" (=P)	2	2	2	3	3	2	Different
10	"Miss, I'm confused" (+P)	2	2	2	3	3	2	Different

The data from the Scaled Politeness Perception Questionnaire (SPPQ) show that "can you take your bag?" (an utterance used for asking a classmate to move his or her bag) was agreed by all raters as polite request. Yet there were different perceptions on the politeness of the requests like "repeat miss", "You must move your bag", "I want you to repeat that", "why don't you put your bag closer?". "may I submit my paper tomorrow?", "I'm wondering if you could lend me your notes", "I'd thank you so much if you could let me submit the paper tomorrow", "your bag is on

my chair", and "miss, I'm confused". The differences were not merely found between native speakers and non native speakers but also between each rater.

Politeness is a set of expectations about what is socially acceptable. The request "can you take your bag?" was categorized as polite requests by all raters inasmuch as it was indirect and from the response given in the dialogue the hearer seemed to accept the question and did not feel threatened. The correlation between indirectness and politeness was investigated by Felix-Brasdefer (2005:76) whose finding show that if a request used is more indirect, the politeness level of the request is also higher. The request "can you take your bag?" that was judged by the raters was taken from the following dialogue

> **Example 4.1**
> A : "Hey Reddy, <u>can you take your bag</u> from my chair?"   #7.3 #M #Low
> B : "Oh…. Yeah sure. I am sorry I left it there"
> A : "It is okay, thank you"

Based on the dialog, all raters agreed that the supportive move "Hey Reddy" and the pretty high tone used by the speaker in that part made the request less polite. Yet the relationship of the two persons which was closed and the power of them which was equal made the hearer tolerated the request, gave response and did not feel threatened. However this study limits the area of the research and merely focuses on the cross cultural judgment on the politeness of the head act of requests.

Lindsay and Norman (1977) in Borkowski (2011:52) said that perception is a process by which a person interprets a situation based on prior experiences. According to the raters' experiences, the request "can you……" is considered as polite moreover if the speaker uses a tone that is accepted by the hearer. As Petraki and Bayes (2013:502) said that intonation of a request is also important feature in politeness.

 The different perception between native speakers and non native speakers was found in mood derivable direct request type "repeat miss". This type of request which was used by students to ask a teacher to repeat a lesson in class was considered impolite by native speakers, two American teachers and a New Zealander teacher. They said imperative form like that is not polite to be addressed to a teacher in a classroom. On the contrary, non native speakers, a Slovak teacher and two Indonesian teachers, said that it was still polite since there was additional expression "miss".

When the students used "repeat miss" to ask a teacher to repeat the lesson, they did not mean to be impolite. They used mood derivable request like that because they have known the teacher for some time and they felt that they had pretty close relationship with the teacher. The teacher's response "Ok I will explain again so everybody will understand more" shows that the direct request was tolerated as polite request.

In other direct requests rated, the differences were even found in each group of native speakers and non native speakers. Two American teachers said that locution derivable like "you must move your bag" were very impolite although it was addressed to classmate (=P) while the other native

speaker and a non native speaker judged it as impolite. Different perceptions come from the Indonesian teachers who considered it as polite expression since it was addressed to a friend. Similar situation happened in the scope stating rated, request like "I want you to repeat that again" that was addressed to teacher in the classroom was considered very impolite by the three native speakers involved in the study. On the other hand in the group of non native speakers, Indonesian teachers and Slovak teacher had different perception. Indonesian teachers said that it was polite while the Slovak said it was impolite.

One of direct request types, scope stating, "I want……." is frequently found in Indonesian requests addressed to a teacher in school context. The main reason for this appearance is because it is similar with the form of Indonesian request. For example:

1. Indonesian (L1)　　: "Bu, saya mau ke toilet" (asking teacher's permission to let him/her go to toilet)
   English (FL)　　　: " Miss, I want to go to toilet"
2. Indonesian (L1)　　: "Bu, saya mau nanya" (asking teacher's permission to let him/her go to ask a question)
   English (FL)　　　: " Miss, I want to ask"

The two examples above show that Indonesian assumes the use of scope stating "I want…. " is polite since the tone is not high. So it is not a surprised when the researcher found "I want you to repeat that again" in a situation where a student asks a teacher to repeat a lesson. However for native speakers, low tone is not enough to express politeness. Someone who wants to ask the listener to perform an action is widely suggested to use interrogative sentence like "May I….?"

In short from the three direct utterances rated, native speakers categorized them as impolite and very impolite utterances to be used in school context while non native speakers tolerated them and said that they were polite to be used in school context. The difference between perceptions of native speakers and non native speakers in terms of directness level based on culture differences have been investigated by many scholars (e.g. Matsuura, 1998; Lee, 2011; Mohammadi and Tamimi Sa'd, 2014; Sattar et.al, 2009) yet only a few scholars tried to find out raters' perception based on culturally-mixed group raters (Taguchi, 2011). Further the researcher has not found a study investigates how raters from the same culture can have different perception on the politeness of the request and this study found that gap.

As mentioned previously, from the other indirect utterances rated, different perception between raters was also found. Using the request "why don't you put your bag closer?" for asking a friend to move his/ her bag was considered to be very polite to an Indonesian teacher while other Indonesian teacher and all foreigners involved as raters judge it as "just" polite request. Both of the level polite and very polite mean socially accepted but "very polite" is placed higher and is suggested to be used in cross cultural communication. However if being polite makes the request unclear, it is suggested for the speaker to have priority on "be clear" as suggested by Grice (1975:45) in his Cooperative principle, maxim quantity, in order to have a successful and effective communication.

For American, "may I......?" in "may I submit my paper tomorrow" is very polite and it is different with other raters. This finding is in line with Meier (1997:24) and Lee (2011:22) who said that perception can be different from one culture to other culture. On the other hand for request "I'd thank you so much if you could let me submit the paper tomorrow", the two American raters have different perceptions. One rated polite while the other rated very polite. The Indonesian raters also have different perception on the politeness of this request. One rated very polite while the other rated it as an overly polite request. This finding however shows that perception cannot always be concluded as a consensus in a certain culture, but it can also be regarded as an idiosyncratic. It cannot be generalized since it truly comes from one's background, experience, mind set and knowledge.

Based on the data conventional indirect request like "may I submit my paper tomorrow?" is perceived to be the very polite by raters from America. They assume that "may I.....?" is the most polite way to ask someone to perform an action benefit the speaker. Request "why don't you put your bag closer?" is perceived to be the very polite by a rater from Indonesia. Ki (pseudonym) thinks that it is clear and can avoid coerciveness since the utterance is more like suggestion and does not really show that the action merely benefits the speaker.

Unlike those two utterances which was only perceived as very polite by only native speaker or only non native speaker, the request "I'm wondering if you could lend me your notes" is perceived to be very polite by three raters from three different countries. All of them agree that it is very polite since it is indirect and does not impose the speaker to perform an action.

To sum up Blum-Kulka (1987:131) defined politeness as an interactional balance achieved between the need for clarity and the need to avoid coerciveness. When the researcher correlates the data of raters' perception with the definition of politeness from Blum-Kulka (1987), direct requests like "repeat miss" and "you must move your bag" are clear but since they sound imposing the hearer, they are perceived as impolite. Further the non conventional indirect requests (hints) like "your bag is on my chair" and "miss, I'm confused" are also perceived as impolite because they indicate lack of clarity.

CONCLUSION
The data show that different perception was not only found between native speakers and non native speakers but also between each person who come from the same nationality. So perception cannot always be concluded as a consensus in a certain culture, but it can also be regarded as an idiosyncratic. It cannot be generalized since it truly comes from one's background, experience, mind set and knowledge. Although idiosyncratic perception is still too premature since this study solely involved few raters, yet the data found have shown an indication to it.

That native speakers and non native speakers have different perceptions on the politeness of the requests was also found in the previous study (Lee, 2011; Matsuura, 1998) but they did not obtain data that show that there is a different perception among a group of native speakers and among a group of non native speakers. That mixed cultural background people have different perception on the politeness of the request was investigated by Taguchi (2011) yet he did not find the

differences of perception among people who have the same cultural background. So the finding of this qualitative study, which shows that perception is idiosyncratic, enriches the previous findings and become the gate to a deeper investigation about people's perception.

For second/foreign language classroom practice, since the perception is found to be idiosyncratic, teachers need to equip themselves with adequate knowledge of cultures and different perception of people from different culture so that they are able to attach linguistic politeness in their teaching practice.

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TEACHING PROCDURE TEXT USING ISLAMIC TUTORIAL VIDEO

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ABSTRACT

English language general subject usually is considered by the students at Islamic university of Lampung as the unattractive and boring subject since it is not very much related to their major. Lecturers in the millennial era must seek a way to make this general subject into a fun way and at the same time must engage this subject to the Islamic major. Then, lecturer needs a media which can support the teaching English language general subject in fun and purposeful ways. One of the examples of using media in English language general subject is teaching procedure text using tutorial video. In this paper, this study is aimed to discuss some related literatures about the implementation of tutorial video in teaching procedure text as beneficial tools. The discussion of those literatures is also supported by the researcher's experience in teaching procedure text using Islamic tutorial video in English language general subject class in Islamic university of Lampung. After the learning process was done, it is found that the English language subject can be engaged in Islamic practice in fun and attractive ways. Students also can make their own procedure text in the form of tutorial video which is related to the practice of Islam. This paper ends its conclusion by recommending the English language general subject lecturer to use Islamic tutorial video to teach procedure text but they must selectively give to the students.

Keywords: tutorial video, procedure text, islamic university

INTRODUCTION

English language as general subject is the compulsory general subject which is taken by the students at different major beside English major. This subject is the addition subject to enhance the students' practical ability in this globalization era. Islamic university also makes the English language as the general subject in their curriculum. The goals for this general subject are to communicate ideas of Islam through the international language to other people around the world either Muslims or not (Nashruddin, 2015). Learning English also can gain lots of knowledge about the literature of Islam which uses English language (Nashruddin, 2015). Even though the local literature already a lot, sometimes, there is insufficient material produced in local languages to use in all the various types and levels of educational institutions (lack of corpus planning) (Mahboob, 2009). In fact, the data found that most literatures such as books, newspapers and magazines, scholarly journals, films and videos, and web pages mostly use English as the language used (Lobachev, 2008).

However, English language is not the first language in Indonesia, people in Indonesia is less interested to learn this language. They also tend to assume this language is difficult to learn. In

the perspective of students in different major beside English major, English language general subject is not very important subject since students are not aware the relation between English language and their major. This issue happen might be because from contribution of the lecturer along this time. Sometimes English language general subject is taught by lecturer using unrelated material and text to certain major. Lecturer in Islamic university also should teach the English language general subject using the related material/text which is suitable for Islamic major. Furthermore, the class of English language general subject sometimes is very boring.

Procedure text is one of the texts to be taught in university level. This type of text is also easy to engage in Islamic subject since most of the subject material in Islam is very practical. In fact, in the end, the goal of learning in Islamic way is to practice it (*tadrib*) (Baharuddin & Wahyuni, 2015). Procedure text is the text that describes how something is accomplished through aa sequence of actions or steps (Gerot & Wignell, 1995). Sometimes procedure text is taught with the very common text material for example cooking procedure or tutorial of making something (Anderson & Anderson, 2003). However, in Islamic university we cannot the common text material because it will make the material is unrelated or unspecific. To make it relates we need media specifically video since most material/knowledge in Islam is in the form practice or how to do something. One of the interesting media that teacher can easily get is video (Azurah, 2018). Video is also richer than picture even audio (Azurah, 2018). Video with its visualization can present fixed expression and action which is enjoyable for students to learn (Bal-Gezegin, 2014).

Teaching procedure text especially in Islamic major is suitable if it is used tutorial video. The reason is because most of the subject material in Islam is very practical, for instances; practice of praying, fasting, reciting Al-Qur'an, doing hajj, etc. Those materials are easier to be taught by direct practice. Lecturer is impossible to do the practice directly in front of the class because it will be difficult due to the time and the practice tools. Video in this case hold important roles to provide the example of practice which is easy to use, to comprehend, and interesting to present. Video is easy to use practically in the classroom. Lecturer can directly play the video and present it through LCD projector. Through video, materials can be presented in interesting way. Through video, materials are also easy to comprehend since the example of practice is taught in visualization. Based on the explanation above, thus, this study is aimed to discuss some related literatures about the implementation of tutorial video in teaching procedure text and also share the teaching experience of procedure text in English language general subject class in Islamic university of Lampung.

METHODOLOGY
This research used library research or literature study as its methodology. Library research or literature study is a research that aims to analyze some related literatures in order to search particular subject or case (Zed, 2014). Moreover, according to Zed (2014), library research is not only as the early step to prepare a research design but also as the step to gain research data from the sources or literatures served in library. Then, this research collected the data from some related literatures about the implementation of tutorial video in teaching procedure text.

This study also was designed in descriptive qualitative research. According to Cresswell (2009) qualitative study includes developing a description of an individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically. The data were collected from the researcher experience in teaching and learning process which had been done in 2017 in the form of tutorial video used in the teaching process, lesson plan of procedure text used in the teaching process, PPT slide used in the teaching process, some material of procedure text, and students' video of procedure text. Those data will be presented as the example of real situation to support the literature study.

RESULTS AND DISCUSSIONS
Definition and Advantages of Video and Tutorial Video

Video can be defined as "a basic feature which can help to describe video can be its conveying messages in an audio-visual environment" (Bal-Gezegin, 2014, p. 450). Video has been used all over the world for most level of classroom in the world. It is a common media to use by teacher since it can convey material in both audio and visual ways. While video has general and varied contents, tutorial video is focused on delivering content by doing some instructions. According to Sumarni, "tutorial video is a video to transfer an information of how to accomplish something by means of a set of instruction" (Sumarni, 2015, p. 27).

There are some advantages of using video in the teaching and learning process. Harmer (2007) states that videos help the users to arrange what they will say or write after watching the videos, because they do not listen, but they may recognize it through the gestures of each character in the videos. Video also can be used for different situation in English language. The lecturer can teach a linguistic structure using video as an aid such as presenting a conversation from a movie scene in order to practice particular vocabulary items (Bal-Gezegin, 2014). Video can also be the sole material on which the whole course is maintained as in the case of asking the students to do recordings of themselves (Bal-Gezegin, 2014, p.451). Lecturer also can prepare further activities based on the videos and to provide feedback for these videos (Bal-Gezegin, 2014, p.451). Moreover, A video can be used in all instructional environments with classes, small groups, and individual students (Arum, 2013).

Besides these advantages, a study by Canning-Wilson (2000) concludes that especially language students like learning language through the use of video, which makes language teachers see them as a tool that can motivate learners. McGrath (2002) also said that audio-visuals (video) materials will gain motivation to learners since it likely appeals to them. Besides motivation, video also can increase students' level of knowledge. A study by Ljubojevic et al (2014) Students acquired a higher level of knowledge if the lecture was presented in segments separated with videos, regardless of the context of the video content.

Finally, the advantage of videos in teaching and learning process is concerning with its authenticity. Language teachers are trying to find some ways to make language learning authentic. "Video has been seen as a remedy especially in EFL environments where students have limited access to authentic materials and use of the target language" (Bal-Gezegin, 2014, p.451). It helps

both the teacher and students to develop their knowledge of target language but also knowledge about technology and how to use it to support the teaching-learning process (Arum, 2013).

Procedure Text

Procedure text is a text that describes how something is accomplished through a sequence of actions or steps (Gerot & Wignel, 1995). "The steps may include constraints which have to be met in order to carry out the instruction successfully" (Feez, 2006, p.87). Procedures text can also be taught in spoken procedures text. Spoken procedures text should be taught accompanied by a demonstration to make it easier (Feez, 2006). In this case, people need video, which contains various of demonstration, to teach procedure text.

There are three steps in constructing a procedure text. First, student states an introductory statement that gives the aim or goal. Second, student states a list of the materials that will be needed for completing the procedure. Third, student describes a sequence of steps in the order they need to be done (Anderson & Anderson, 2003). In Islamic subject, the aim of procedure text is related to Islamic practice. The materials and procedures followed are also related to Islamic practice. This is the example of common procedure text:
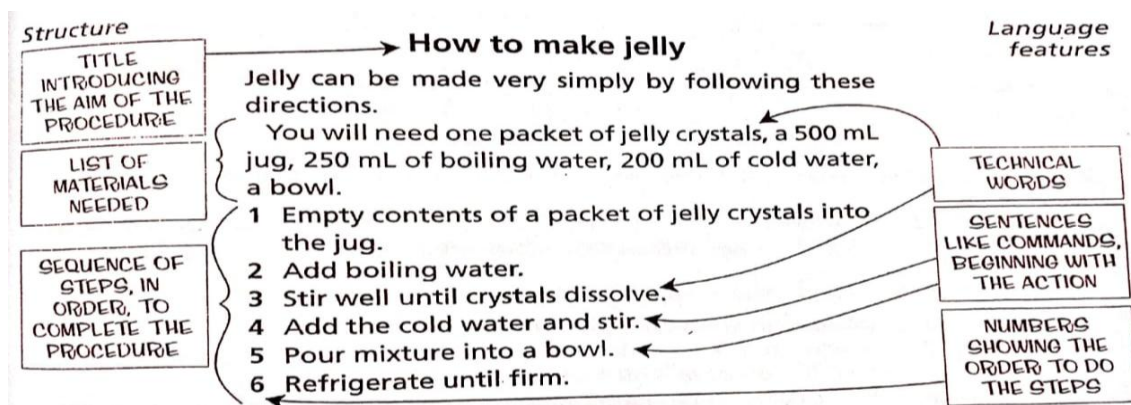

Figure 1. Text How to Make Jelly (Anderson & Anderson, 2003, p. 53)

This is the example of procedure text related to Islamic practice:

How to Perform Tayammum

Niyya : Make your intention as, "I am doing *Tayammum* in place of *Wudhu* (or *Ghusl*), for the pleasure of Allah and to seek closeness to Him."

Step 1 : Strike the palms of both hands simultaneously on earth, sand, or stone (in order of preference) which is dry and clean.

Step 2 : Pull both palms together from the beginning of the forehead where the hair grows down to the bridge of the nose. Both sides of the forehead joining the ears and over the eyebrows should be included.

Step 3 : Then pull the left palm on the whole back of the right hand from the wrist bone to the fingertips.

Step 4 : Then pull the right palm on the whole back of the left hand.

Step 5 : Strike the palms together upon a valid surface a second time as in Step 1.

Step 6 : Repeat Step 3.

Step 7 : Repeat Step 4.

Sources: https://www.al-islam.org/articles/laws-and-practices-how-perform-wudhu-and-tayammum

Figure 2. Text How to do Tayammum

As we can see from the example, without accompanied by the demonstration, the common procedure text is easier to follow rather than the Islamic procedure text since the content of Islamic procedure text in the form of mostly body gesture. The lecturer cannot demonstrate the steps by his/her own. It is possible in the small classes but it will become a problem if it is in big classes. That is why lecturer needs video to present the demonstration to teach procedure text.

Teaching Procedure Text Using Islamic Tutorial Video

In teaching procedure text, this research will discuss teaching procedure text using Islamic tutorial video based on text-based syllabus design by Feez (2006). Feez (2006) promotes five stages of the teaching/learning cycle in this design. This five stages is explained in the figure 3.
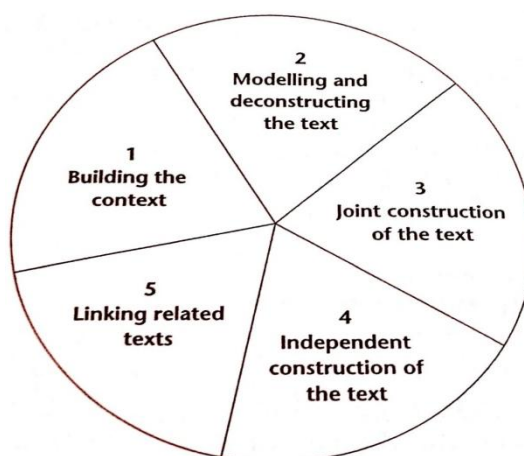

Figure 3. Five stages of teaching/ learning cycle (Feez, 2006, p. 28)

The first stage of teaching/ learning cycle is opened with building the context. In this stage, students (Feez, 2006, p. 28): are introduced to the social context of an authentic model of the text-type being studied; and explore features of the general culture context in which the text-type is used and the social purposes the text-type achieves. In relation to Islamic subject, firstly, students are introduced to social context of procedure text which is using some instructions to accomplish particular Islamic practice. Secondly, the students are introduced to the example of Islamic procedure text and explore its context, for instance, the social context of Islamic procedure text in Figure 2 is to describe some instructions to accomplish *Tayammum practice. In this stages, the Islamic tutorial video is introduced to students to explore its social context. In researchers' teaching experience, it used Islamic tutorial video of how to perform Tayammum taken from Youtube:*

Sources: https://www.youtube.com/watch?v=Oh0gxMmyPSk
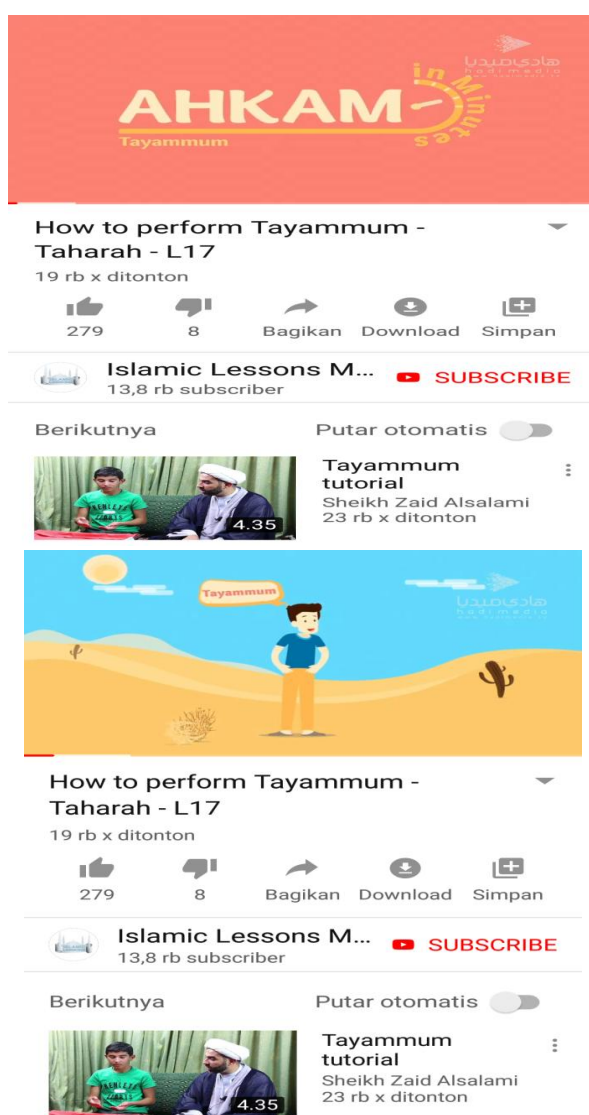
Figure 4. Islamic Tutorial Video on How to perform Tayammum

The second stage is modeling and deconstructing the text. In this stage, students (Feez, 2006, p. 29): investigate the structural pattern and language features of the text model; and compare the model with other examples of the text-type. In this stage, the students in researcher's teaching experience were asked to identify the generic structure of the procedure text presented in the Islamic tutorial video of how to perform *Tayammum* that already been presented previously. Students were asked to watch and to take note of the *Tayammum* steps that they catch from the video. Then, they were asked to identify the generic structure of their note. After they finished, students and lecturer discuss the note together, whether or not students make a correct identification of generic structure of procedure text. Next, the lecturer showed the correct pattern of generic structure of procedure text.

The third stage is joint construction of the text. In this stage (Feez, 2006, p. 30): students begin to contribute to the construction of whole examples of the text type; and the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently. In this stage, the students in researcher's teaching experience were asked to answer some questions related to the content of Islamic tutorial video of how to perform *Tayammum* that already been presented previously. This stage makes students to learn the content of procedure text so students not only learn the technical structure of procedure text but also the content of text.

The fourth stage is independent construction of the text. In this stage (Feez, 2006, p. 31): students work independently with the text; and learner performances are used for achievement assessment. In this stage, the researcher asked students to make their own Islamic tutorial video individually. The theme is free as long as related to the Islamic practice. The result found that the students can make their own procedure text in the form of tutorial video which is related to the Islamic practice. The students made the video using some application in android such as VivaVideo or VideoShow apps. The content of students' Islamic tutorial videos that is collected is varied. The videos' content not only are about the common practice in Islam such as taking Wudhu or Praying (Figure 5) but also are about specific/extraordinary Islamic practice such as: how to do Islamic funeral prayer, how to cut your finger in Islamic way; and how to eat in Islamic way as shown in Figure 6. We can be said that the teaching of procedure text using Islamic tutorial video is quite successful since students can produce a various content of Islamic procedure text.

Figure 5. Students' Islamic Tutorial Video of Praying and Wudhu

Figure 6. Students' Islamic Tutorial Video of doing Islamic funeral prayer, cutting finger, and eating in Islamic way

The last stage is linking to related texts. In this stage students investigate how what they have learnt in this teaching/learning cycle can be related to (Feez, 2006, p. 31): other texts in the same or similar context; and future or past cycles of teaching and learning. In this stage, the students in researcher's teaching experience were asked to share and present their video in front of the class. The other students were asked to compare the content of their own Islamic tutorial videos with their friends' Islamic tutorial videos. This activity hopefully can develop the students' knowledge toward various kind of Islamic practice through Islamic tutorial videos that are presented.

CONCLUSIONS AND SUGGESTIONS

In conclusion, Islamic tutorial videos have many advantages and it can be engaged in English language subject especially in teaching procedure text. Then, based on the researcher's teaching experience, the students can make their own procedure text variously in the form of tutorial video which is related to the practice of Islam. This paper ends its conclusion by recommending the English language general subject lecturer in Islamic university to use Islamic tutorial video especially in teaching procedure text but they must selectively give to the students based on the content.

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https://www.youtube.com/watch?v=Oh0gxMmyPSk

THE USE OF ANIMATION VIDEO TO IMPROVE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT TO THE SECOND GRADE STUDENTS OF SMPN 1 LAHAT, SOUTH SUMATERA

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ABSTRACT

The objectives of this research were to find out the advantages of the use animation video for students during the teaching learning process of reading comprehension; and the problems faced by the students and the teacher in the implementations of animation video. This study was conducted through quantitative approaches with a total 30 eighth-grade students at SMPN 1 Lahat, South Sumatera. Besides that, the data were collected by using reading test, analysed by using Paired Sample T-test, and observation. This research also showed that there was a significant improvement on students' reading comprehension that could be seen from the pretest score 69.27 to 80.42 in posttest score. From the observation, it could be seen that the students were more interested in learning reading comprehension. The advantages by using animation video in reading comprehension are the students directly see, watch, and read the story. Animation video presents the story through the movement of events, sound effects and the speech of the characters. So the students can see, hear and interpret any difficult events they do not understand. From the result, it can be concluded that animation video is effective to improve students' reading comprehension in narrative text (p=0.000<0.05). Those are the advantages of animation video. The problems that the teacher faced were about the time allocation and the limited equipment. While the problem that the students faced was about how they read the story, because they still had a difficulties in pronounced the word.

Keywords: reading, reading comprehension, animation video.

INTRODUCTION

One of the language skills that students should acquire is reading skill, because it has an important role in teaching learning process. In relation to this idea, Palani (2012:5) said, "Reading is an important activity in the process of learning. In the movement of human society, it has been given a greater importance and becoming one of the essential aspects of the functioning of human beings, who are collectively involved in the regulation of society and exposure of knowledge and revelation of literate society".Harris (1975) stated that reading is the meaningful interpretation of printed or written verbal symbols.

On the other hand, based on the researcher's experience during a field practice program in SMP N 2 Semaka, the students have difficulties in comprehending a text. The factor was they had lack of vocabulary so it made them hard to understand the whole text and it made the researcher help them to translate the words one by one of the words to understand the meaning of the text.

In addition, before the researcher conducted this research, a short interview with the English teacher of SMPN 1 Lahatwas conducted. There were the same problems in

students' reading comprehension. They also had limited vocabulary and in identifying aspects of reading such as main idea, specific information, inference, reference, and vocabulary.

Thus, based on the interview above, the problem is related to the reading strategy of teaching and learning process. There are various media that teachers can use in teaching, especially in reading to make the students more active and creative in learning reading. One of them is using animation video. Theresearcher choosed media especially animation video, to be applied in that school to help and simplify students in understanding a reading well and regularly.

There are many possible reasons why students think that reading English text is difficult to learn. First, according to Nurkamto(2003), most schools in Indonesia, especially junior high schools use a method which makes students passive learners. Second, the use of teaching media to deliver the material to the student has not been too effective. Some of them are still confused in finding the appropriate teaching method and media to be applied in the classroom.

Whereas according to the development of science and technology, learning can be implemented by utilizing the technological advances either through a computer or internet media. Moreover, the computer and the internet as audiovisual tool has advantages over other media, as stated in Sadiman, et al., (2008, p. 9) that the use of audio visual aids such as animated video functions as a medium conveys the message or the information in the study. The use of animated video is expected to improve students' motivation to read, understand the concept and then improve their learning outcomes.

Based on the empirical and theoretical explanation above, animation video helped the students to improve the students' reading comprehension of narrative text. Therefore, the researcher was interested to use this media which was aimed at finding out a significant improvement before and after the students being taught by using animation video.

METHODS

This research was intended to find out whether there was an improvement of students' reading comprehension after they have been taught by using animation video. One group pretest posttest design (T1XT2) was used in this quantitative research. The research was conducted in the second semester of the second-grade students at SMPN 1 Lahat, South Sumatera. The sample of this research was VIII 1 class as the experimental class which consisted of 30 students. Reading test pre-test and post-test were the instruments used in this research in the form of multiple choice. This study was conducted through quantitative approaches. The researcher used a quantitative approach with a one group pretest-posttest design (T1 X T2). To find out a significant improvement after the students

being taught by using animation video, the data were analyzed by using Paired Sample t-test in order to find out a significant improvement after the use of animation video (p<0.05).

ADVANTAGES OF ANIMATION VIDEO

When the students learned reading comprehension by using animation video, they directly see, watch, hear, and interpret any difficult events they do not understand. The students also directly train their pronunciation while read the story and watch the animation video at the same time. The students also feel more excited in learning reading comprehension by using animation video. They feel more relaxed and enjoy in understanding the whole story because they directy can see the story through movement events, sound effects and the speech of the characters.

The English teachers could use this media in teaching reading comprehension in order to avoid the students bore in learning reading. This also can be a new way in teaching reading. The English teacher should prepared the correct and appropriate material so that the animation video effective to use in learning activities.

DISADVANTAGES OF ANIMATION VIDEO

The students pay more attention to the animation video than understand the story because the animation video was too interesting for them to watch.

As the researcher, animation video took a lot of time because there were many equipments that must be prepared. Furthermore, animation video in teaching activities should also played at least two times so that the students understand the whole story better.

PROBLEMS

The problem faced by the researcher were about the time allocation and the limited equipment. It took a lot of time for the researcher in teaching by using animation video because to make the students understand the whole story, the animation video should be played two times. The researcher also faced the problem in preparing the equipments. The researcher borrowed the school's LCD in order to support the media in teaching activities.

The problem faced by the students was about how they read the story. The students still had a difficulties in pronounced the word.

RESULT AND DISCUSSION

After the pretest and posttest were administered, the researcher compared the results of pretest with the results of posttest in order to analyze the difference of students' reading comprehension after being taught by using animation video**.** It showed in the following table.

Table 1 The Distribution of Students' Scores of Pretest and Posttest

	N	Minimum	Maximum	Sum	Mean
PRETEST	30	56	76	2078	69.27
POSTTEST	30	70	83	2406	80.42

Table 1 showed that the sum of the students' score of pretest is 2078 and the mean is 69.27. The sum of the students' score in posttest was 2406 and the mean was 80.42. It indicated that there was an improvement on students' reading comprehension of narrative text by using animation video.

Table 2 Hypothesis Testing

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig.
				Lower	Upper			
Pair 1 POSTTEST - PRETEST	10.933	4.660	.851	9.193	12.674	12.850	29	.000

Table 2 showed that the result of computation analyzed by using Paired Sample t-test $p<0.05$ (0.000<0.05). It means the proposed was accepted. Thus, it can be concluded that there was a significant improvement on students' reading comprehension of narrative text after being taught by using animation video. It also could be seen from the result of Tvalue compared to Ttable in which Tvalue>Ttable (12,850 > 2.045).

To answer the second research question of aspects of reading that improved the most after the students' being taught by using animation video will be showed in Table below:

Table 3 Students' Improvement of Each Aspect of Reading Comprehension

No.	Aspect	Mean Pretest	Mean Posttest	Gain	Percentage
1.	Main Idea	13.33	15.33	2	17.93%
2.	Specific Information	15.77	19.22	3.45	30.94%

3.	Inference	12.22	12.66	0.44	3.95%
4.	Reference	14.66	18.88	4.22	37.84%
5.	Vocabulary	13.29	14.33	1.04	9.34%
Total		**69.27**	**80.42**	**11.15**	**100%**

Table 3 shows that there was an improvement on students' reading comprehension in each aspect of reading. All the aspects improved, but the aspect that improved the most was reference and the aspect that improved the least was inference. It proved by the mean pretest of reference was 14.66 to 18.88 or the gain was 4.22, in addition mean posttest of inference was 12.22 to 12.66 or the gain was 0.44. This was the reason why reference was higher than inference aspect.

DISCUSSION
Teaching reading through animation video could improve the students' reading comprehension in narrative text because animation video can improve their motivation, fun, inspiring, make the class more attractive, increasing their enthusiasm, and increasing their focus, and make the material become easier to understand. It is because animation video is unique and different from another media. In line with Harmer (2002) who says that audio visual media is the version of audiotape which is glorified by adding picture. The finding in second research question was used to support the result that animated video has effect to the students' reading ability.

It also in line with the previous studies. The first previous study was done by Purnomo (2015) who states that animation video is an effective media to improve students' reading comprehension. Khalidiyah (2015) also states that animation video as the media in teaching reading is more effective than using conventional method in improving students' readingability. In addition, Nurizmawati (2014) states that the use of animation video in teaching narrative text as a media improved students' reading comprehension from cycle to cycle.

In addition, animation video as the media in teaching reading comprehension improved all the aspects of reading i.e., main idea, specific information, reference, inference and vocabulary. The majority of the students answer the questions regarding reference was the highest score than the other aspects. The score of finding reference was 14.66 in the pretest and 18.88 in the posttest. It got the highest gain score 4.22 (from 14.66 in the pretest to 18.88 in the posttest). The improvement of students' score caused they can answer the question related to the reference in the text while the questions given at the end of the meeting. Theoretically, determining reference refers to word or phrase used either before or after the reference in reading the text. It means that such as words are used, they are signal to the reader, find the meaning elsewhere in the text. Besides, the

lowest score was inference. The score of finding inference was 12.22 in the pretest to 12.66 in the posttest. The gain score was 0.44 (from 12.22 in the pretest to 12.66 in the posttest). The improvement of students' score caused when the students had a question about the blank paragraph related to the pronoun. The students had to determine what words refer to the question and the students look at the previous sentence to answer it.

CONCLUSION

After the researcher has conducted the study at the second grade students of SMPN1 Lahat, South Sumatera, and has analyzed the data, it can be concluded that there was a significant improvement after the students being taught by using animation video in reading comprehension. It proved that mean score from 69.27 in the pretest to 80.42 in the posttest with the most improved aspect was reference and aspect that improved the least was inference.

This study also has some implications. It is proved that animation video as the media in reading comprehension can make a positive impact to students' reading comprehension. Therefore, English teachers are expected to use this media in the class to help students increase their reading comprehension.

However, this study also has some recommendations for future researchers. The media in this research was applied at second grade of junior high school, so that for future researchers are expected to apply this strategy to other levels of students such as elementary students and senior high school level with different number of sample. Furthermore, this study was conducted by using narrative texts and for future researchers can apply other kinds of texts.

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LEXICAL AND GRAMMATICAL COLLOCATIONIN PRESIDENTIAL ELECTION (STUDY OF GENDER BASED ON WRITING ANALYSIS)

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ABSTRACT

Collocation is a pair of the word that often used together. The students can write down the word by another word based on right combination.The objectives of this research are to describe the types of collocation used in students' writing and todiscover the most frequently types of Collocation in students' writing in the sixth semester at English Department. Lexical and grammatical collocation in presidential election is the object of this research. Students' writing in the sixth semester at Muhammadiyah University of metro in English Department is the subject of this research. Text, documentation and tabulation are the research. Qualitative research is a method of this research. The result of this study are found 88 collocations, devided into two main majors include 37 of using grammatical colocation and 51 of using lexical collocation. The most frequently types of using collocation there are top five *L3 (adjective + noun)* as the higher data that found in students' writing with the percentage 70,58%. Apparently there are two patterns that have same score, there are *G4 (preposition + noun combination)* and G8 *(English Collocation Verb)* with the percentage 32,43%. Next passing the most frequently type is *G3 (noun + that clause)* with the percentage 10,81%. The last is *L1 (verb + noun)* with the percentage 9,80%. Based on the data it can be concluded that the students have been understood about the collocation, because in students' writing the students put the right collocation.

Key words: *Collocation, Presidential Election, Writing.*

INTRODUCTION

At the university level, writing is one of the compulsory courses. Students must have one of these skills besides speaking, reading and listening. Writing can express the ideas well. However, to get the meaning strong, interesting, and clear for the reader, this skill must be improved by practicing a lot because writing has many contributions for the students. However, many students still have difficulties in writing because of the lack of ideas, vocabulary, grammar, and make sentences in a good arrangement. Whereas grammar is used to mean the structure of language. Grammar is the system of rules that constructs the formation and connection of every word in a sentence. Grammar must be learned by students who want to learn English because it is very necessary when they want to write it in writing.

There are many kinds of grammar, one of them is collocation. Collocation is not an unusual linguistic phenomenon (Lubis, 2013). In learning foreign language, collocation is very important to generate a good and reasonable speech and writing as the native language speakers. The preliminary research done by some researcher. It can be seen in the table:

Table 1.1 Preliminary Research

Number	Researcher	Total of Error Collocation	Percentage
1.	Hamdi, Isyam, et al (2013)	➢ Verb+noun = 41 ➢ Adjective+noun = 21 (lexical collocation)	➢ 31,30% ➢ 10,29%
2.	Lestariana (2017)	➢ 81 error of lexical collocation ➢ 10 error of grammatical collocation.	➢ Percentage 89.01%. ➢ Percentage 10,99%.
3.	Shiri, Sadighi, et al (2017)	153 total of error collocation (lexical collocation) with: ➢ Adjective+noun = 97 from the total correct 111. ➢ Verb+noun = 41 from the total correct 40. ➢ Adverb+adjective= 3 from the total correct 13. ➢ Verb+adverb = 5 from the total correct 6 . ➢ Noun+adverb = 5 from the total correct 5. ➢ Noun+noun= 2 from the total correct 4 .	➢ Adjective+noun = 46.64% from the percentage of total correct 53.36%. ➢ Verb+noun = 50.61% from the percentage of total correct 49.38%. ➢ Adverb+adjective = 18.75% from the percentage of total correct 81.25%. ➢ Verb+adverb = 55.55% from the percentage of total correct 44.44%. ➢ Noun+adverb= 50% from the percentage of total correct 50%. ➢ Noun+noun= 33.33% from the percentage of total correct 66.66%.

Based on three articles have been done above, it can be seen that the opportunity of doing mistake in lexical collocation is still high. The highest occurace of lexical error is in the pattern of adjcetive+noun. So, the researcher assume to conduct further research in the pattern adjective+noun. Not only that, but also all of the pattern in lexical and grammatical collocation.

Problem Formulations

The research questions for this study are:

a. What are the types of Collocation found in students' writing in the sixth semester at English Department?
b. What are the most frequently types of Collocation in students' writing in the sixth semester at English Department?

Previous Research Overview

The researcher will describe some works which are relevant to this research to make the research arrangement easier.

The first previous research was done by (Hamdi, Isyam, & Fitrawati, 2013) entitled *An Analysis of The Use Collocation in Students' Writing*. The purpose of this study was to see and analyze use of collocation in writing examination of the third semester English Department Students.

The second previous research was done by (Lestariana, 2017) entitled *An Analysis of Translating Collocation Problem on Undergraduate Thesis Abstract of The English Education Study Program.*

The third previous research was done by entitled *The Investigation Of Productive And Receptive Competence In V+N And Adj+N Collocations Among Indonesian Efl Learners*.

REVIEW OF LITERATURE

Concept of Grammar

Grammar is made up of the descriptions that tell you how to use a language correctly (Swick, 2005).Grammar is the system of rules that constructs the formation and connection of every word in a sentence. Both in spoken and written language are essential part of the use of language process, Grammar is an important aspect in learning language because grammar will help learners to write word and sentence correctly.

Concept of collocation

According to (Benson, Benson, & Ilson, 1986) in English, as in other languages, there are many fixed, identifiable, nonidiomatic phrases and constructions, besides such as groups of words are called recurrent combinations, fixed combinations, or collocations. According to (Benson, Benson, & Ilson, 1986)Collocations fall into two major groups: grammatical collocations and lexical collocations. The kind of grammatical collocation, there are eight patterns : (1) noun + preposition combinations, (2) noun + to infinitive, (3) noun + that clause, (4) preposition + noun combinations, (5) adjective + preposition combinations, (6) adjective + to infinitive, (7) adjective + that clause, (8) english collocation verb. Lexical collocation there are seven patterns: (1) verb + noun, (2) verb + noun, (3) adjective + noun, (4) noun + verb, (5) noun + noun, (6) adverb + adjective, (7) verb + adverb.

Collocation in paragraph writing

Mokhtar et.al (2010) define that English paragraph as"coherent related sentences dealing with a single topic. Topic sentence, unity, coherence, and adequate development are component that should contain in paragraph. Writing include the coherence. Coherence in a paragraph itself is the technique of making words, not only word but also phrases, and sentences move smoothly and logically from one to the other to get comprehension. In sentence, include word, phrase, noun, adjective, adverb, preposition. All of the part in sentence include collocation.Collocation related to arranging the sentence or writing and choosing of the word. To make an writing, it has to

correspondence between the word to another word to be good sentence so that the writing can be understood by the reader. So, to create a good writing, there is also combination the word that can help the writer to to choose or select which one the word can be juxtaposed in the word to get the best meaning.

Politics discourse

According to Schaffner in (Bayram, 2010) political discourse, as a sub-category of discourse in general, can be based on two criteria: functional and thematic. (Bayram, 2010)gives more explanation that political discourse is a result of politics and it is historically and culturally determined. There is different functions due to different political activities. The topics are primarily related to politics such as political activities, political ideas and political relations because of thematic.

Politic Based on Gender Perspective

Female candidates are seen as better at dealing with the aged because women are stereotyped as more compassionate and gentle that men (Huddy & Terkildsen, 1993). Male candidates are expected to handle military crisis more competently because men are typically seen as tougher ande more aggressive than women. The belief approach, on the other hand, stresses another, more political aspect of gender stereotypes expectations that women are more liberal and democratic than men.

METHODOLOGY

The researcher analyzes about the text chosen out the collocation that used in students' writing by the students in the sixth semester at Muhammadiyah University of Metro in English Department. The method that is used in this research is qualitative method to describe and identify of using collocation in students writing.

The subject of this research is twenty four of the girl in English Department at Muhammadiyah University of Metro. The object of this research is analysis the collocation that is used in students' writing. The researcher uses test, documentation and tabulation to be instruments of this research. The researcher uses some steps to get the data, there are collecting the data, familiarizing and organizing, coding and reducing, percentage and the last are interpreting and representing.

RESULTS

This research found about 88 collocation that used in students' writing. 24 students' writings were analyzed. There are 259 sentences in studnets' writing, it was found the use of collocation. the types collocation that used in students writing were showed in the chart, as follows:
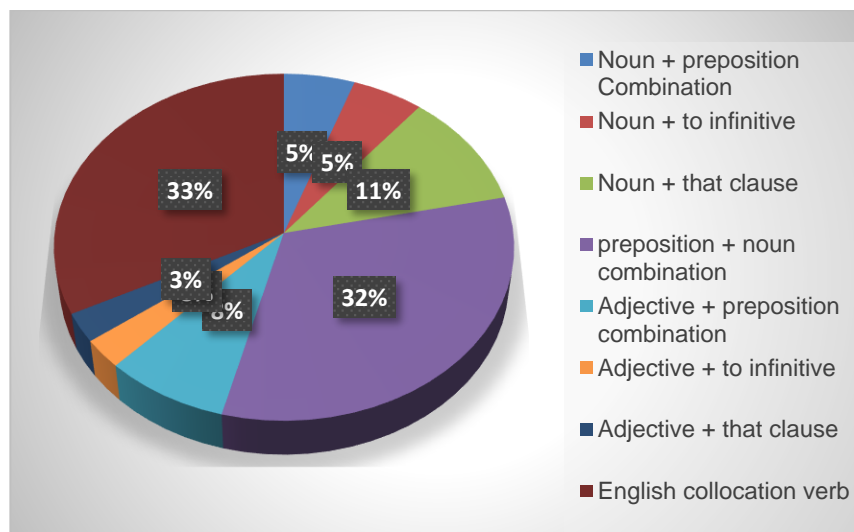
Figure 1 : the use of grammatical collocation

It can bee seen the use of grammatical collocation in the chart above, there are eight types of grammatical collocation in percentage. The first result is noun + preposition combination with the percentage 5%. The second result is noun + to infinitive with the percentage 5% same with the first result. The third result is noun + that clause with the percentage 11%. For the fourth result is preposition + noun combination the highest than the previous result with the percentage 32%. The next result is adjective + preposition combination with the percentage 8%. 3% be the next percentage from the two patterns adjective + to infinitive and adjective + that clause. The last result is from the pattern English Collocation verb with the percentage 33%.
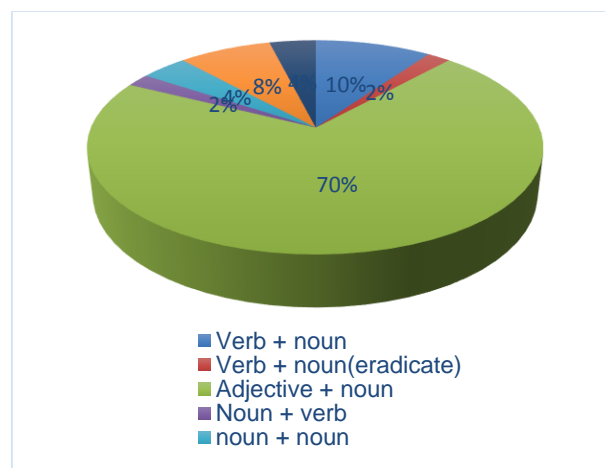
Figure 2: the use of lexical collocation

The data above is the percentage of using lexical collection in students' writing, it can bee seen there are seven patterns that used in students' writing based on percentage. The first result is verb + noun with the percentage 10%. Adjective + noun is the second result with the percentage 70%, it is the highest percentage than all of the patterns. 4% is the percentage for the two patterns , they

are noun + noun and verb + adverb. Verb + noun (eradicate) is the next result with the percentage 2% same with the pattern noun + verb. The last result is adverb + adjective with the percentage 8%.

Besides the types of collocation that is used in students' writing, the researcher writes down into top 5 of the most frequently types occured in students' writing not only in grammatical collocaton, but also in lexical collocation. The data can be discerned in the following of the table 1.5 :

Table 1.5 the most frequently types of usingcollocation in students' writing

Code	Pattern	Total	Percentage
L3	Adjective + noun	36	70.58%
G4	Preposition + noun combination	12	32.34%
G8	English collocation verb	12	32.34%
G3	Noun + that clause	4	10.81%
L1	Verb + noun	5	9.80%

Based on the data above, tha students have been understand of using collocation in writing. *L3 (adjective + noun)* as the higher data that found in students' writing with the percentage 70,58%. Apparently there are two pattern that have same score, there are *G4 (preposition + noun combination)* and G8 *(English Collocation Verb)* with the percentage 32,43%. Next passing the most frequently type is *G3 (noun + that clause)* with the percentage 10,81%. The last is *L1 (verb + noun)* with the percentage 9,80%.

It can be showed from the table above, the total of using collocation between *noun + that clause* and *verb + noun* is different. *Verb + Noun* has higher total than *Noun + that clause,* but in percentage the higher is *noun + that clause,* because the higher total of using collocation is in *Lexical Collocation*(51). So, *verb + noun* is kind of lexical collocation has the higher percentage than *Noun + that clause.*

Conclusion
Based on the data result, it can be concluded that there are the types of collocation that found in students' free writing. In students' writing, that is found 88 collocations devided into two patterns include 37 of using grammatical colocation and 51 of using lexical collocation. The students' writing contain all of the patterns collocation. But, in English collocation verb only six patterns that is found in students' free writing.

Based on the result, the researcher writes down into the top five of the most frequently types occured in students' free writing, there are: (1) adjective + noun that included part of lexical collocation, (2) preposition + noun combinations that included part of grammatical collocation, (3) English collocation verb that included part of grammatical collocation, (4) noun + that clause that included part of grammatical collocation, and (5) verb + noun that included part of lexical collocation.

Based on the result, it can be drawn the conclusion that the students have been understand the use of collocation based on the correct word. It can be seen from the result above, that the students seem have been master the vocabulary because when the students want to combine the right collocation it should be master the vocabulary.

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THE KEY ELEMENTS OF FORENSIC LINGUISTICS

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ABSTRACT

The main problem of this study was "what are the key elements of forensic linguistic?". The objective of this study was to find out the result or the usefulness of the key elements of forensic linguistic. Forensic linguistics is a discipline coordinated with legal goals in the judicial system, focusing on all branches of linguistics including phonetics, semantics, discourse etc. This science is not so known in Iran; whereas, it can have a lot of applications in judicial system. The author aims at providing a conceptual structure for the linguistic analysis. Having reviewed different cases in a conceptual frame with six components including requirement/greed, proposal/advertisement, perlocutionary effect, agreement based on commitment speech act, problem (not realizing of commitment speech act) and completion. This is a field research and applies at analysis-description method.

Keywords: The key elements and Forensic Linguistics

INTRODUCTION

Forensic linguistics is a sub-branch of linguistics which mainly deals with linguistic theories, findings and methods to solve language problems.

Language may describe the character of a person. The oracle can be attributed to the extent of one's educational knowledge and insight into the man. Similarly, by their pronunciation and intonation their nation or ethnic of origin can be deduced. From the use of language, we may conclude the group to which they belong, whether from the educated or uneducated group or their social status, etc. Furthermore, we may also know if the language user tells the truth or not.

Based on linguistic facts, forensic linguistics will entail obtaining truth and honesty. Forensic linguistics can predict who was speaking and what its purpose was. They can be seen from the data of the language that emerge from the language users either spoken or written. Admittedly forensic linguistics is widely used in relation to law and justice. However, it does not mean that forensic linguistics cannot be used in the development of science, technology, and society (STS).

Forensic linguistics can play a role in the development of STS. To investigate the characteristics of prosody that become the features of the linguistic form of tones, pressures, including the mimic and gestures, forensic linguistics requires analytical tools produced by the development of science, technology, and society. One of the products of science, technology, and society is spectrograph used to analyze the color of the sound. Furthermore many problem solving processes require the use of information technology such as computer digital forensics, mobile phones, and

tablets to uncover the truth. All of these are closely related to the development of science, technology, and society.

Besides the use of science and technology that can assist the work of forensic linguistics to examine particular linguistic prosody such as tones, pressures, intonation and pronunciation, forensic linguistics may also employ other methods of analysis such as semantics, pragmatics, and syntax. Several researches on forensic linguistics have been done to investigate some social problems such as criminality. The most common invest- tigation on crime using forensic linguistics is corruption. Momeni (2011) examined bribery in Iran pragmatically. In different research, Momeni (2012) studied fraud and judicial system in the same country using pragmatic analysis as the forensic linguistics approach.

The increase of corruption cases in Indonesia recently is an interesting case to study. To investigate such crime, pragmatic, semantic, and syntactic approaches are used in this forensic linguistic study. "Foreign language learning is probably the most important application of applied linguistics. Even at the first look, language learning seems to be the only discipline related to applied linguistics; however, there are also other applications". (Crystal, 2003, p.29). One of the new branches of applied linguistics is forensic linguistics. "Forensic linguistics is an interdisciplinary course originated from linguistics and law which has developed in America and Europe since 1997. Since then, linguists offer their evidences in courts for detection of realities and more careful judgment. This cooperation is developing increasingly." (Tiersma and Soolan, 2003, p.213) Shuy defines forensic linguistics, quoting from Levi (1994), as follows: "Forensic linguists have been developing their works into communication, advertisement and common issues between language and law. Now forensic linguists deal with sound identification, identification of writer of a written text, asymmetry of power in courts, miscommunication between lawyer and client, perjury, problems related to legal texts, libel, problems about brands, interpretation and translation of communication in courts, recorded interviews as evidences. This field has been called forensic linguistics since1980." (Shuy, 1998).

Initially, the growth of forensic linguistics was slow up to the past 15 years. Since then, there has been a rapid growth in the amount of cooperation between courts and linguists. Linguistic findings in legal process show development of a new and scientific science which joins the relationship between linguistics and law. This new science can be as effective as legal medicine, legal psychology etc. There is a growing need for this new science in courts; however, many countries like Iran have not heard anything about this science. Even the pioneer countries like America and England have enjoyed this new-born science just in the last decade.

METHOD

The research method used is descriptive analysis with talk discourse of corruptors as the data source. After being collected, a variety of data were then marked and grouped. Subsequently those linguistic facts are analyzed based on the study of the theory that has been referred to become a tool of analysis. In the end, the results of the analysis comprise conclusions and some suggestions that may be proposed.

RESULTS AND DISCUSSION

Forensic Linguistics

Forensic linguistics is a branch of applied linguistics which is closely related to legal issues. The word 'applied' in applied linguistics is different in meaning with 'applied' in other disciplines such as in the field of chemistry. In applied chemistry, theories underlying chemistry is used as a starting point to be used or applied to all practices of chemistry processes, whereas in linguistics the meaning of 'applied' tends to show the use of theories or linguistic knowledge as a measurement to analyze the use of a language in a particular social sphere.

'Forensic' is a legal term (its place of origin) taken from the Latin 'forensis'. It means a science that is used to assist the enforcement of justice through the application of the science or discipline. Tiersma and Solan (2003:213) stated that *"Forensic linguistics is an interdisciplinary course originated from linguistics and law which has developed in America and Europe since 1997.* Associated with the science of linguistics, it can generally be said that forensic linguistics is an applicable and interdisciplinary knowledge linking language, crime and law (Olsson, 2008: 3).In forensic linguistics, language is used as an 'evidence' for a criminal offense similar to a fingerprint that can be studied and analyzed to obtain a truth. The 'evidence' to be analyzed in a forensic linguistic study is in the form of speech events (speech act). Chaer (2004: 47) explains that speech act is a linguistic interaction activity in one or more forms of utterances between two parties; the speaker and the listener, with one conversation topic, and at a certain time, place and situation. Furthermore Dell Hymes (in Chaer, 2004: 48), a well-known sociolinguistics expert, said that a speech act must meet eight components, they are:

1. Setting and Scene. Setting relates to the time and place or when and where a speech act takes place and the scene refers to the situation of the setting or psychological situation of the conversation. Different time, place and circumstances of utterances can cause variations in the use of different languages.
2. Participants. Participants are parties involved in a speech act such as speaker and listener, sayer and hearer, or sender and receiver.
3. Ends refer to the intent and purpose of a speech act which are taken from the context of the sentences used in the speech act.
4. Act Sequences. Act sequence illustrates the form and content of speech with regard to what words and how these words used in the speech act as well as how the relationship between those words and topic of the conversation.
5. Key. Key refers to the tone of voice, how the utterances are expressed whether happily, seriously, angrily, shortly, arrogantly or mockingly, and it can also regard the body language and gestures.
6. Instrumentalities. Instrumentalities are the form of the expressed. It could be expressed in the form of spoken or written, direct or indirect, by telegraph or telephone. It also includes dialect and the way of writing.
7. Norm of Interaction and Interpretation. It contains the rules on how to interact such as the way to ask questions, the way to object or to interrupt which all deal with the interpretation of the utterance of the speaker.
8. Genres are varieties of delivering a speech act that can be in the type of narrative, prayer,

proverbs, poetry, and so on.

The application of the method of language or linguistics in forensic linguistics serves to assist the resolution of problems in law enforcement. The function gives an understanding that forensic linguistics is an application of a science (linguistics) in which theories can be used to analyze the linguistic evidence either spoken or written.

"*Applications of forensic linguistics include voice identification, interpretation of meaning expressed in laws and legal writings, analysis of discourse in legal settings, interpretation of intended meaning in spoken and written statements (e.g., confessions), authorship identification, the language of the law (e.g., plain language), analysis of courtroom language used by the trial of participants (i.e., judges, lawyers, and witnesses), trademark law, and interpretation and translating when more than one language must be used in a legal context.*" (McMenamin, Forensic Lingu- istics: Advances in Forensic Stylistics. CRC Press, 2002).

McMenamin (2002) pointed out that the application of language in linguistic forensics involves the identification of sound (phonetic), the interpretation of meaning in official and legal writings, discourse analysis, interpretation of the spoken and written state- ments (e.g. in recognition), the identification posts, the statutory language, the language analysis of the trial, and interpretation and translation when more than one language is used in a legal context. In this condition the linguists are needed to provide or to analyze the linguistic evidence in the form of components for the sake of civil and criminal investigations. Based on the above theory, forensic linguists could conduct some observations in various areas such as the study of memory (how people remember the language), the study of phonetics (how a person expresses their language through tone, color and sound pressure) and the study of language itself such as conversation analysis, discourse analysis, grammar theory, cognitive linguistics, speech act theory, and many others.

Phonetic

An analysis can be performed phonetically when the linguistic evidence in a criminal offense is in the form of sound recordings (audio). According to Olsson, forensic phonetics is the use of phonetic technique, especially in the analysis of the sounds that applied to criminal investigation (2008:156). This technique includes sound technical comparison, naive voice recognition, transcriptions of spoken language including the disputed speech transcription, voice signal enhancement and authentication records. Since the phonetic relates very closely to how the sound is produced by the human vocal organs, we need a sophisticated technology that can be used to measure the tone, color and sound pressure accurately. Thanks to scientific advances, currently such tools are already available and known by the name spectrograph.

The written linguistic evidence or a transcript of a conversation will be analyzed through linguistic theories involving syntactic knowledge to analyze how the text is built based on the structure of the language, pragmatic knowledge to analyze the current context of language used, and semantics to analyze the meaning behind the words used.

Semantics and Pragmatics

Semantics is the study of the meaning of a word, phrase or sentence (Yule, 2010). According to Leech (1989:13) pragmatics is the study of meaning in relation to the situation of an utterance.

Syntax

Discourse is language units larger than sentences, such as narration and conversation. Discourse, spoken and written, can take many forms, especially in conversations related to specific social contexts. Syntactically, discourse analysis is performed in a forensic linguistic study to clarify the verification process in a legal case. As a means of syntactic analysis, researchers used transitivity explaining the processes contained in the clause.

CONCLUSION AND SUGGESTION

Forensic linguistics is a field that involves various branches of applied linguistics in the field of law to get at the truth. Linguistic analysis is used to express the fact of law occurring in criminal events which involve spoken and written language evidence. To obtain the data clearly and actually, development of technology is needed.

Data of spoken evidence is not only obtained by sophisticated technology such as a telephone listening devices, but can also be analyzed by a specific instrument called spectrograph to measure the tone, color and sound pressure with high accuracy so that the tool can assist the analysis process of the phonetic recording of telephone conversations.

Semantically, it was found in the telephone conversations that the actors used codes to conceal the true meaning, so that it can be interpreted as a way to trick the other party. Pragmatic analysis shows that the perpetrator uses a certain way to convey locutions to get the illocution to achieve the perlocutionary effect of what he wanted. Syntactically, by using the transitivity approach that includes several types of processes including the mental process, material process, and verbal process, it is found that many material processes appear in the transcripts of the telephone conversations of the actors (corruptors) which show the actions performed by the actors. The material process that appears in the conversation suggests a direct request from the more powerful to prepare materials to the interlocutor.

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AN ANALYSIS OF FIGURATIVE LANGUAGE AND ITS MEANING IN ROBERT FROST'S POEMS: *STOPPING BY WOODS ON A SNOWY EVENING* AND *THE ROAD NOT TAKEN*

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ABSTRACT

This study investigated the use of figurative language and its meaning in Robert Frost's poem "*Stopping by Woods on a Snowy Evening* and *The Road Not Taken*". Descriptive qualitative research was used in the current study to analyze what figurative language found in those poems. The findings revealed that Robert Frost used some figurative language in his poem, such as, metaphor, personification, irony, hyperbole, symbol and many others. Figurative language would assist people to understand some literary works in form of poetry, short story, novel, etc.

Keywords: figurative language, meaning, poem

INTRODUCTION

Semantics is one of the important branches of linguistics that deals with interpretation and meaning of the words, sentence structure and symbols, while determining the reading comprehension of the readers how they understand others and their interpretations. In addition, semantics construct a relation between adjoining words and clarifies the sense of a sentence whether the meanings of words are literal or figurative. According to Ogunsiji (2000) cited in Yeibo language may be said to work in two broad dimensions namely literal and figurative dimensions. The literal dimension of language use deploys words in their usual and obvious sense without any additional suggestions. On the other hand, the figurative dimension deals with the suggestive or connotative use of language (p.56). Ogbulogo (2005) cited in Yeibo states in semantics figurative helps writers to extend the meaning of concepts or phenomena, resulting in polysemy or transfer of senses. The scholar adds figurative language covers different devices which are semantically or grammatically marked or unusual. Balogun (1996) cited in Yeibo corroborates this view when he averred that, the "… consequence of the poet imaginative approach to language is that in poetry everyday words and expressions often acquire new meanings" (p.349). Hence Ogunsiji (2000) cited in Yeibo avers that, "if one writes without using figurative language, one's speech or writing will be "dry" (p.56). Figurative includes: simile, metaphor, personification, alliteration, assonance, paradox, oxymoron, etc.

As we have earlier observed, figurative is a critical consideration or element to the composition of poetry texts, in the sense that, it helps the poet to economize words and, at the same time, make his works picturesque, concrete and adequate. Poetry is a special type of English which is written in different ways. It deserves study as much as they do, perhaps more, since poetry is the type of English which touches our personal feelings most closely. Maley and Moulding (1985:1) cited in Diyah, states that poetry can also help us assimilate the typical rhythms of a language. However,

most people find difficulties when studying or reading poetry. Any difficult vocabulary in the poems is either explained or given special attention. Poetry is full of meaning and symbol. It is very important to understand about poetry when someone reads poetry. In the current research, the writer chooses Robert Frost's poems since his literary works are popular and most people have read his poems. He was an American poet and he was born in San Francisco, California on March 26, 1874 – January 29, 1963. He is one of the great poets in America. In fact, his poems deal with social human life and nature. Most of his poems have deep meaning and the figurative language gives poetic sense to them. When readers read poetry, they will find message and theme of poetry. To read a poetry, it is important to know and find the figurative language used in the poetry. Figurative language is not to make poetry confusing, but to make it clear.

Related to the description above, the writer intends to identify and describe some kinds of figurative language which are found in Robert Frost's poems. She also wants to analyse the meaning of figurative language used in the selected poem of Robert Frost.

METHODS

This research used descriptive qualitative research to analyze Robert Frost's selected poems. It attempt to provide answer of the research problems of the study in analyzing the figurative language of the poems used and the meaning of the figurative language in the poems. In line with the description above, the design was categorized into semantic content analysis. Content analysis is research technique for making inferences that can be replicated and valid data by considering the context. Some form of classification in content analysis include: pragmatic content analysis, semantic content analysis, and analysis tool sign (Bungin, 2001: 172-176) cited in Diyah. According to Arikunto (2006: 129) cited in Diyah, the source of data in the study is subjects from which the data can be obtained. In this study, the writer used book as the sources of data. The data of this study were collected from the selected poems of Robert Frost which contain figurative language. The writer took two selected poems of Robert Frost, they are: *"Stopping by Woods on A Snowy Evening"* and *"The Road Not Taken"*.

The writer collected the data from the book related to the kind of literary research to support this data. The instrument of this study was the writer. The writer was as the key or main instrument that spent time deal with reading and understanding the selected poems of Robert Frost. In collecting data, the writer took the following steps: 1) Reading and understanding the selected poems by Robert Frost. 2) Identifying the expressions containing of figurative language. 3) Understanding every stanza to each of poem dealing with the general meaning. To answer the research problem, after the data had been collected, the writer analyzed them systematically. Firstly, the writer read the whole poems to find some figurative language then after identifying the figurative language used in the poem, the writer categorized them into some kinds of figurative language. Secondly, the writer interpret poems to find general meaning of figurative language. Then the writer read every stanza of poems to understand the meaning of figurative language in the poems.

RESULTS AND DISCUSSIONS

Table 1. Analysis of Poem 1

No.	Sentence	Figurative Language	Meaning
1	Whose woods these are I think I know.	Symbol	The word 'woods' in stanza one emphasizes the figure of things I cannot illustrate.
2	His house is in the village, though;	Alliteration	−
3	He will not see me stopping here	Alliteration	−
4	To watch his woods fill up with snow.	Hyperbole, Alliteration	The word 'fill up with snow' in stanza one emphasizes the woods which full of snow however the writer expressed in overstatement.
5	My little horse must think it queer	Personification	The word 'must think' in stanza two emphasizes the horse wondered why they stopped there.
6	To stop without a farmhouse near	−	−
7	Between the woods and frozen lake	Symbol	The word 'woods and frozen lake' in stanza two emphasizes the figure of things I cannot illustrate.
8	The darkest evening of the year.	−	
9	He gives his harness bells a shake	Metaphor, Alliteration	The word 'he gives his harness' in stanza three emphasizes the horse gives a sign to his master.
10	To ask if there is some mistake.	Metaphor	The word 'to ask' in stanza three emphasizes the horse still wondered why they stopped there.
11	The only other sound's the sweep	Alliteration	−
12	Of easy wind and downy flake.	−	−
13	The woods are lovely, dark, and deep,	Symbol	The word 'lovely, dark and deep' in stanza four emphasizes the situation or condition in the woods.
14	But I have promises to keep,	Symbol	The word 'promises' in stanza four emphasizes the responsibility of the speaker that he had to do.
15	And miles to go before I sleep,	Symbol	The word 'sleep' in stanza four emphasizes the death.
16	And miles to go before I sleep.	Symbol, Repetition	−

Table 2. Analysis of Poem 2

No.	Sentence	Figurative Language	Meaning
1	Two roads diverged in a yellow wood,	Symbol, Assonance	The word 'roads' in stanza one emphasizes the choice of life.
2	And sorry I could not travel both	Antithesis	The word 'I could not travel both' in stanza one emphasizes the speaker could not walked in those two roads

			however in stanza two he said he had walked in them.
3	And be one traveler, long I stood	Assonance	−
4	And looked down one as far as I could	Assonance	−
5	To where it bent in the undergrowth;	Symbol	The word 'undergrowth' in stanza one emphasizes the possibility of danger or risk in taking any decision of something as the consequence.
6	Then took the other, as just as fair,	−	−
7	And having perhaps the better claim,	−	−
8	Because it was grassy and wanted wear;	Personification, Alliteration	The word 'wanted wear' in stanza two emphasizes that the road hope the speaker to walk in or pass this road.
9	Though as for that, the passing there	−	−
10	Had worn them really about the same,	Antithesis	The word 'had worn them' in stanza two emphasizes the speaker had walked in those two road however in stanza one he said he could not walked in them.
11	And both that morning equally lay	Metaphor	The word 'morning equally lay' in stanza three emphasizes morning as a nature which present the situation or condition in the roads.
12	In leaves no step had trodden black.	Metaphor	The word 'leaves and step' in stanza three emphasizes those two things as a nature which present the situation or condition in the roads.
13	Oh, I kept the first for another day!	Alliteration	−
14	Yet knowing how way leads on to way,	−	−
15	I doubted if I should ever come back.	−	−
16	I shall be telling this with a sigh	Onomatopoeia	The word 'sigh' in stanza four emphasizes the poet's depression/sadness/happiness for the consequence of the decision he made.
17	Somewhere ages and ages hence:	Repetition	−
18	Two roads diverged in a wood, and I –	Symbol	The word 'roads' in stanza four emphasizes the choice of life.
19	I took the one less traveled by,	Irony	The word 'I took the one' in stanza four emphasizes the speaker walk in one road only however in stanza two he said he had walked in those two roads.
20	And that has made all the difference.	Irony	The word 'made all the difference' in stanza four emphasizes whatever the road (choice) is taken has had a shaping influence on life however in

			stanza two the speaker said that both the roads are equally fair and worn.

Regarding to the findings above, the writer had found some figurative languages in Robert Frost' poem: "Stopping by Woods on a Snowy Evening and The Road Not Taken". The findings of current research coincide with the previous studies which reveal the use of figurative language in poetry (Aqeel, Sajid, Shakir et.al, 2015, Batool, Khan, Iqbal et.al, 2014 and Yeibo, 2012). The role played by figurative language in encoding the meaning of a literary text cannot be over emphasized. Specifically, it serves both functional and artistic purposes. This infers that, figurative language acts as semantic signifiers in texts and also helps the literary artist in achieving beauty in form (Yeibo, 2012). The critical fact that emerges from the foregoing is that, figurative language constitutes the cornerstone of the literariness or ornamental nature of literary language, as it enables the writer to exploit and manipulate the latent potentials of language, in sundry ways, for specific stylistic effects.

Importantly, this pattern of language use is more predominant in poetry than other genres of literature (i.e. drama and prose). Balogun (1996) cited in Yeibo avers that, what distinguishes poetry from the other two major genres …is the emphasis it places on the imaginative use of language… it is the common practice of the poet to use words figuratively and hence the proliferation of figures of speech, collectively called imagery, in poetry (p.349-350). Ogunsiji (2000) cited in Yeibo adds that, figurative language is "... a form of picture language" (p.56). The implication of this viewpoint is that, figurations do not only decorate poems and endow them with aesthetic value, they also convey connotative meanings and produce certain special effects, which enrich the texts and make their meanings more precise and concrete. According to Balogun (1996) cited in Yeibo, this fact explains why, in poetry, "… we predominantly look beyond the ordinary denotative meaning of the language to its connotative or implied meaning" (p.349).

CONCLUSIONS AND SUGGESTIONS
By analyzing figurative language and its meaning, it can be useful for people in order to comprehend some kind of literary work, such as, poetry, novel, short story and many others. Besides that, it also can enrich their vocabulary and knowledge since they will find several new 'term' in different type of figurative language. In language teaching, teacher may provide some material about figurative language in form of poetry or short story to make teaching learning process more interesting. In addition, since the current study had analyzed Robert Frost's poem, the further research can conduct research in other popular poet, for example, Emily Dickinson, Langston Hughes, William Shakespeare and many others.

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PROVISIONING ENGLISH AS A LIFE SKILL: INTEGRATING THE GOOGLE FORM SIMULATION OF JOB APPLICATION PORTOFOLIO FOR 12 GRADE STUDENTS OF TECHNOLOGY MAJOR AT VOCATIONAL SCHOOLS

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ABSTRACT

Vocational Schools are chosen by the low-medium economy class in the society because they have fixed target in mind –they want to get a job soon after graduating.Thus, the Ministry of National Education i.e. the Directorate of Vocational Education has set up the grand design of SMK curriculum to produce BMW graduates-B for bekerja, M for melanjutkan studi and W for Wirausaha. In the framework of education 4.0, English subject especially for the 12 graders truly contributes a particular life skill that can provision them to apply for a job in multinational companies through iternet of things (IOT). This paper proposes an attempt to involve ICT as teaching and assessment media of KD 3.28:Writing job application letter and CV. By integrating Google Form simulation of students' job application portofolio, it enables the students to directly experience the real situation of job application process in this IR 4.0 era.

Keywords: IR 4.0, Education 4.0, Digital English.

INTRODUCTION

Vocational school used to be called as either STM, SMEA, SMIP, SPMA, etc based on its major. Now, from the legal side, vocational School or SMK is projected as one of the types of formal education institution that provides vocational mid level training courses after Junior High School or Islamic Junior High school SMP/MTS as stated in Constitution No 20, 2003, article *18 verse* [3]. Further, vocational education is also regarded as secondary education that provisions the students to work in certain field of jobs (Constitution No *20,* 2003, explanation on article *15).*

*From academic side, v*ocational education might be defined as specialized education that prepares the leaners for entrance into a particular occupation or family occupation or to upgrade employed workers (Wenrich and Galloway, 1988). Unlike the general Senior High School or SMA, vocational education has some characteristics such as job oriented, demand driven basis, knowledge focused, workfield skills and values focused, and students' performance based evaluation focused. For vocational education, maintaining good relationship with the workfields and industries is the key success for its business beside quick responding and anticipating with the advancement of technology as well as updating - sophisticating facilities for practicing the students' skill (Djoyonegoro,1998 ; Prosser ,1950).

Vocational Education Revitalization

In the current decade, The Misnistry of National Education, specifically the Sub Directorate of Industry and Vocational Education Interface, at the Directorate of Vocational Education has been executing the Grand Design of SMK Revitalization with the main mission to provision the SMK graduates with the three BMW competences. B stands for bekerja, that is by enforcing the LSPP1 (Lembaga Sertifikasi Profesi Pihak 1 in SMK so that their graduates get certified competences on their field of vocations at SKKNI level 2 legalised by BNSP (Badan Nasional Sertifikasi Profesi). Then, the M stands for melanjutkan studi. Vocational Education also provisions those students who want to continue studying at higher level, especially at technology majors of various universities or polytechnics in Indonesia with the appropriate competences to pass the entrance tests. The last W stands for wirausaha or enterpreneurship provision by setting the curriculum at 7 to 8 hours learning period each week for PKKWU subject (creative and innovative products and enterpreneurship) by the estalishment of PU or Production Unit at the very basic level of business, up to TEFA (Teaching Factory) and TECHNOPARK- groups of some TEFAs in a vocational school (Permendikbud No 34, 2018 and Perdirjen P. SMK No 464, 2018).

IR 4.0 , Education 4.0 and Vocational School Millenial Students

Industrial revolution, in a simple view can mean a greatly radical change on the way human beings produce comodities/ products. This huge changes has happened four times up to the present time. Now we are living in the fourth industrial revolution era (IR4.0). It is signed by the revolutionary changes on the scales, scopes and complexities of the industry aspects. The advancement of the new technology truly integrates the physical, digital and biological worlds which influences all field of sciences, economy, industry and government, such as the robot and artificial intelligence, nano technology, biotechnology, quantum computer technology, blockchain, Internet of Things, 3D printer,etc (Schwab,2017).

This industrial revolution 4.0 not only changes the industry but also the workfields, means of communication, shopping, mode of transactions, up to the people's lifestyles. To adapt with Industrial Revolution 4.0, Education 4.0 has come to existence. In this period, the new possibilities exist due to the linkage between human and technology (Hussin, 2018). Technology is no longer used as a tool to substitute traditional mode of learning, but it is used to modify, augment, and even redefine learning process previously inconceivable.

In Education 4.0, students have more chances to learn anywhere and anytime. Thanks to the Internet, the traditional classroom can be flipped enabling students to learn theoretical part outside the classroom, whereas practical part can be learned inside the classroom, face to face with teachers (Fisk, 2017) or vice versa.

Leapfrog (Harkins, 2008) named the education in this era of innovation as Education 4.0. It is catering to the need of the society in 'innovative era'. It is in accordance to the changing behavior with the special characteristics of parallelism, connectivism (Goldie , 2016), and visualization. This learning management must help to develop the learner's ability to apply the new technology, which will help the learner's to develop according to the changes in society. Sinlarat (2016) stated

that the learning management of this era is a new learning system, allowing the learner to grow with knowledge and skills for the whole life, not just to know how to read and write. To be able to live in a society and to be equipped with the best of his/her ability. Therefore, Education 4.0 will be more than just an education.

The life skills or the innovative skills are to live in the era of Education 4.0. Beside possessing 21st century skills which consists of leadership, collaboration, creative, digital literacy, effective communication, emotional intelligence, entrepreneurship, global citizen, problem- solving and teamwork, education 4.0 has also to include the skills of building an intelligent nation or intelligent people who are with critical thinking, creativity and innovation, cross-cultural understanding, information and media literacy, career and learning skills. Skill for innovating-the process of seeking the possibilities in innovative design, selection of the best way to produce, and leading the most worthy way that help to gain benefits from the innovation, of which each process requires different skills such as, critical thinking, design and selective thinking, productive and problemsolving thinking, entrepreneurial thinking, responsible thinking, social-consciousness thinking, and scenario thinking (Puncreobutr,2016).

The skills which derives from integrating the life skills and innovative skills together becomes the main characteristics, to develop individuals to use Intelligent agents, Mobile technologies, Cloud computing and services, which Marinela and Andreescu (2011) explained that they are the main attributes of cloud computing which are service based, scalable, elastic, shared, metered by use, and delivered through internet technologies.

Hence, Supporting education and training are badly needed to provision today's students so called as millenial generations to keep up with the advanced digital technology. These millenial generations especially the Z generation were born between 1995 up to 2010. They play the key important roles in this indstry 4.0 as they are the digital natives (Prensky, 2001) who will occupy the future   workforces. Most   prominently, the Vocational School graduates   will face the workforces sooner than   university graduates will. Kown also as iGeneration or net generation, they can apply multitasking activities at one time such as tweeting on their smartphone or android, browsing with PC and listening to music by using headset. Anything they do is mostly connected to the virtual world. Since little children they have been encountering the digital products and are friendly with sophisticated gadget technology. Consquently, their attitudes and behaviours are indirectly influenced by this environment, and this   means   additional homework for us teachers to adjust our teaching techniques with their circumstances.

As digital immigrant English teachers, we should carry out attempts to keep up with the changes of our students characteristics and be wise in adjusting teaching materials, teaching media and assessments so that those teaching 'weapons' can shoot two targets appropriately,i.e.they are suitable with the desire of millenial students and they can provision millenial students with the skill of conducting today's aspects of life condition, like for example applying for jobs through Internet of Things. As digital immigrant teachers, we should also familiarize ourselves with this IOT. Known as   a system of interrelated computing devices, mechanical and digital machines, *objects*, animals or people that are provided with unique identifiers (UIDs) and the

ability to transfer data over a network without requiring human-to-human or human-to-computer interaction, this IOT can be a very helpful means of internet technology for us teachers in making our subject more acceptable with today's students' desire beside provisioning them with the skill content underlined by the curriculum.

This paper elaborates an alternative attempt of teaching English at Vocational School, especially on KD 3.28 and KD 4.28 Writing Application Letter and CV with the use of IOT- the google form, as media of assessment after learning in the form of online portofolio document submission, and assessment for learning the life skill of applying for a job in English Language in this global Industrial Revolution 4.0 era by first analyzing the graduate competence standard newly issued by the ministry of education, spreading the VAK learning style questionnaire to decide the apropriate teaching media, and by collecting students' perception after the treatment for evaluation and follow up treatments.

METHOD

This research was a descriptive qualitative one, trying to find out students' perception on the integration of google form as their writing job application and CV portofolio assessment (KD3.28 and KD4.28) with the subjects of the research , students of 12 TKJ class at SMKN 2 Kalianda. The research was conducted from August up to October 2019. The procedure of the research was :1) analyzing the SKL /Graduate Competence Standard from Permendikbud No 34, 2018 and the KD 3.28 amd KD 4.28 from Perdirjen Pendidikan SMK No. 464,2018; 2) Designing the RPP or lesson plan for KD 3.28. and KD 4.28; 3) Designing the teaching media;4) Designing the assessment media in the form of weblog which intergrated the google form simulation of curriculum vitae and job application documents uploading including application letter, ID card , recent potograph and latest education certificate; and
5) Teaching Learning Process in the class.

The data elicitation was done by tabulating the students' year of birth to get the data of real millenial generations, and spreading simple VAK learning style questionnaire to find out whether students' major learning modality matches the assessment media selection, and spreading students' perception questionnaire on their experience with the job application simulation portofolio submission through the IOT. The data then were collected and grouped for interpretation and conclusion drawing .

FINDING AND DISCUSSION

Result of Graduate Competence Standard Analysis on KD 3.28 and KD 4,28. Writing Job Application Letter and CV

From the two newly issued legal documents regarding English teaching at Vocational Schools - the Permendikbud number 34,2018 and Perdirjen Pendidikan SMK number 464,2018- an analysis was done resulting 7 guidelines for carrying out students' English learning activity, namely:

Competence Area:

The area competence for English subject in SMK is number 5. LITERACY

Graduate Competence Standard:

The graduate competence standard for English Subject in SMK is A.5.2 having the ability to use English and other foreign languages to suport them in carrying out the tasks in relation with their field of expertise.

The Core Competence

The core competences of English Subject in SMK are KI 3 for knowledge and KI 4 for Skill:

The KI 3 /The Core Competence 3,covers : understanding, applying, analyzing, and evaluating the factual, conceptual, basic operational and metacognitive knowledge based on the field and scope of English tasks on the technical level which is specific, detailed, and complex in relation with the science and technology, art, culture , humaniora in the context of developing self potency as part of family, school, workfield, citizen of national, regional and international community.

The KI 4/ The Core Competence 4 covers: conducting specific tasks by using tools, information and standard operational procedure commonly applied as well as solving problems in line with the field and scope of Engish tasks;Performing the guided tasks with the measureable quality and quantity in line with the standardized work competence;performing the cognitive skill, digesting and presenting efectively, creatively, productively, critically, self dependently, colaboratively, communicatively and solvably, on the abstract taxonomy relating to what they learn at school, as well as performing the specific tasks under direct supervision; performing the perceptional skill, readiness, imitation, customize, expert movement to become natural movement in the concrete taxonomy relating to the development of what they learn at school as well as able to perform specific tasks under direct supervision.

Basic Competence

The basic competences being analyzed were in **KD/Basic Competence 3.28** and **KD/Basic Competence 4.28.**

KD 3.28 : Analyzing the social function, text structure and language element of some short functional texts in the form of application letter by giving and asking information relating to personal data , education background and work experience in line with the context.

KD 4.28: Composing short functional text in the form of application letter which gives information about personal data, education background and work experience, by considering the social function, text structure, language element, appropriately based on the context.

Scope of the material of KD 3.28 and KD 4.28 are :
   a. Social Function, Text Structure language element for report, procedure, negotiation, advertisement, announcement, letters, presentation and simple scientific writing.
   b. Short and simple texts, authentic or semi authentic for practical use in line with the field of expertise with clear, valid and reliable source of references. Dealing with aspects of intelligence and smart activity (sharpening the HOTS) as well as habituating reading and literacy skill in various field of expertise.

Learning Activity

The learning activity should implement the scientific approach involving :
observing,questioning,gathering information, associating and ommunicating.

Evaluation/Assessment .

Evaluation/assessment is divided into:

a. Non-test, such as observation, self evaluation, peer evaluation, journal.

b. Written Test, such as True-False, Multiple choice, Essay.

c. Assignment such as report or portofolio on setting up a framework , creating, drawing etc.

Result of VAK Questionnaire

From the simple VAK learning modality questionnaire, there were two groups of data gained, namely the students' year of birth and students' major learning modality as described on table 3.1 and table 3.2 .

Table 3.1
STUDENTS' YEAR OF BIRTH

2001	2002
9	26

Based on the data of students' year of birth, it is obvious that they are millenial generations especially the generation Z who were born between 1995 and 2010, and who need to do every aspects of life with IOT, including this particular simulation of job application portofolio through google form as a life skill practice. Thus , it implies that the selection of media assessment that integrated google form is acceptable for them.

Table 3.2
STUDENTS' TYPES OF LEARNING MODALITY

No	Types of Learning Modality	Total Number of Students
1	Visual Learners	1
2	Audio Learners	2
3	Kinesthetic Learners	1
4	Audio Visual Learners	3
5	Audio Kinestetic Learners	3
6	Visual Kinestetic Learners	15
7	Audio Visual Kinestetic Learners	10
TOTAL		35

Based on the data of students' VAK learning modality, **Visual Kinestetic** appeared to be the majority in this 12 TKJ class; thus, the assessment that involved their visual and direct practice such as simulation of job application by integrating the google form to fill out their CV and to upload their supporting documents portofolio (ID, application letter, recent photograph, and latest education certificate) is very much appropriate .

Result of Students' Participation on the Job Application Simulation   Portofolio with Google Form

Having learned KD 3.28 and 4.28, students are expected to conduct semi authentic job application tasks starting from browsing and understanding the vacancy on the internet,selecting the appropriate vocational jobs that match their education background, making job application letter and CV, and sending the document- in this case, through the Google Form. Picture 3.1 below shows the teacher's weblog, the ICT based assessment media *after learning* the basic competence 3.28 and 4.28 and assessmentmedia *for learning* the life skill of applying for a job in English that is, the *http//www.missninaenglishclass.blogspot.com* that provides: 1) the first and second pictures on the top- the simulated job vacancy for the appropriate vacant positions; 2) first picture in the middle - the google form simulation of students'CV; 3)the second picture in the middle and the first picture on the bottom- the samples of uploaded job application letter and certificate; 4) the second picture on the bottom –the Microsoft Excel file as database of the students' responses to the form.

Picture 3.1

Teacher's media for KD 3.28 and KD 4.28:Simulation of Job Application and CV Portofolio

Result of Students' Perception on the Simulation of Job Application Portofolio with Google Form

Having the experience of applying for a job through IOT, the students were given simple questionnaire as seen on table 3.4 on the level of difficulty in accessing the weblog, selecting the vacant position, filling out the CV form and uploading suporting document, and the level of usefullness of the simulation experience for the students and their future. The difficulty level questionnaire consistd of 5 questions with four score options, the very difficult (1), difficult (2), easy (3) and very easy (4). The usefulness level consisted of two questions with also four score options, the very unuseful (1), unuseful (2), useful (3) and very useful (4).

Table 3.3
Students' Perception on Semi-Authentic Job Application Simulation Experience through Google Form

Questions on Difficulty level	Students' Responses			
	VD	D	E	VE
1.Accessing Teacher's weblog for job application simulation	-	-	-	35
2.Comprehending the job vacancy on the teacher's weblog	-	-	25	10
3.Selecting the appropriate vacant position with their major	-	-	33	2
4.Filling out the google form curriculum vitae	-	-	28	7
5.Uploading supporting documents for job application (ID,application letter , recent photograoh, and latest education certificate)	-	10	25	-
Questions on Usefulness	VNU	NU	U	VU
6. Usefulness of weblog as job application portofolio simulation media for me	-	-	35	-
7.The experience of authentic practice through job application portofolio simulation for my future	-	-	5	30

Note: VD: very difficult ;   D : difficult; E: easy;VE: Very easy.
        VNU: Very unuseful; NU: Unuseful; U: Useful;VU : Very Useful.

From table 3.3 above,it could be seen that the majority of the students in the class found that accessing the teacher's weblog was easy. It was only uploading the document that was considered difficult, not because they couldn't do it but because they need to do it as trial and error before they found out that they must adjust the size of the uploaded files as no more than 10 MB. Soon after they found out, they shrank the size and uploaded the files smoothly. As an assessment after learning the KD 3.28 and KD 4.28, the media truly required the students to

perform their competence in understanding English job vacancy, selecting the appropriate vacant position suitable with their back ground education and skill, and writing appropriate English application letter and CV. As media of assessment for learning the life skill of applying for a job especially in English and through gooogle form, it trully gave the students meaningful experience that they considered very useful for them and for their future life. They now can figure out the steps and the ways how to apply for a job in this millenial era. They welcome the facts that Industries may require them to apply manually (paper based) or virtually, through the IOT , anything like the google form they did try to deal with in the previous simulation.

CONCLUSION

To conclude, SMK students nowadays are those who were born between the years 2001 up to 2003, and this becomes unavoidble fact that they are members of genertion Z or i-generation who cannot live without gadgets and internet. As digital immigrant English teachers, (those in their 40's and 50's) we are supposed to voluntarily welcome this phenomenon, and to encourage ourselves to upgrade our digital tasking skill in order that we can adjust our teaching set, i.e. lesson plan- material-technique-media-assessment- with our students' needs and wants for a *genZ like* meaningful and motivating English learning experiences.

The integration of google form as *assessment media after learning* basic competence of writing job application and CV and *assessment media for learning* the real life skill of applying for a job in this IR 4.0 era is only a tiny peace of any possible teacher's efforts to answer the IR 4.0 challenge. There are hundreds or even thousands of alternatives to interface the basic competence aspects with any type of IOT applications to be explored by English teachers either those who are digital immigrants or those who are also digital natives so that we are on the right track in the framework of teaching English in education 4.0 circumstances.

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THE USE OF INTEGRATED TECHNOLOGY OF SUBSTITUTION, AUGMENTATION, MODIFICATION AND REDEFINITION (SAMR) IN INCREASING ENGLISH SKILL AT STIK SITI KHADIJAH PALEMBANG

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ABSTRACT

Technology will be a meaningful supporting tool in the learning process. There are several models in the integration of technology into the learning process including the SAMR model. The objective of this research was to determine the significant influence the use of SAMR integrated technology in improving English skill (writing) at STIK Siti Khadijah Palembang. This research used quasi-experimental design in the form of pre -test and post-test design. The population in this research was nursing students of STIK Siti Khadijah Palembang. The sample in this study was 6th grade A students as the experimental class and B as the control class. The results of this reserch showed that the average between the experimental class and the control class using the t-test showed that in each group, it was 3.3 and the significance level was 0.00. If 0.00 was lower than the alpha value 0.05,it can be concluded that there was a significant difference between the experimental class and the control class. In other words, students' english skill (writing) using SAMR models is better than conventional models. Based on the results of student responses to the SAMR model questionnaire showed that almost 100% of students responded positively about the use of integrated technology namely the SAMR model and became one of the indicators in the effectiveness of the strategies used in learning English (writing).

Keywords: Integrated Technology, SAMR, English(Writing)

INTRODUCTION

Language has a central role in the intellectual, social, and emotional development of students and it is a supporter of success in learning fields of study. English is a tool to communicate verbally. Communication is the process of understanding and expressing information, thoughts, feelings, and developing science, technology and culture.

The learning that has been performed so far is only in the form of handouts, material summaries, power points and others. Module development is only about collecting material that is directly taught to students without analyzing the needs and various systemic and systematic processes. Such a process cannot reach the actual needs of students, so the learning material delivered tends not to attract students' interest, as well as learning that only relies on handouts. Development is one of the domains of learning that functions as a process of translating design specifications into physical forms (Barbara & Rit, 1994).

Technology will be a meaningful tool in the learning process. There are several types of technology integration into the learning process namely the SAMR Model which is very simple but can describe the process of integrating technology into the learning process comprehensively. The SAMR model consists of four (4) levels, namely (1) Substitution, at this level, technology is used as a substitute for equipment used with no change function. (2) Augmentation, at this level, technology is used as a substitute for equipment used by adding or improving functions. (3) Modification, at this level, technology makes it possible to have better way of work. (4) Redefinition, at this level, technology makes it possible to create unimaginable ways of work (Ruben Puentedura, 2013).

English subject in the universities in Indonesia are generally grouped into Personality Development Subject which must be attended by all students with the aim of equipping students with active communication skills in English, namely listening, speaking, reading, and writing. Learning outcomes of English courses only by listening, taking notes and exercises are categorized as less satisfactory because there is no attraction in the learning process.

Existing data from the results of learning English subject at STIK Siti Khadijah Palembang was still low. Based on the questionnaire distributed to students at the end of the lecture, students were still not enthusiastic about English learning, the use of teaching materials used so far was still traditional, only in the form of modules or books. Therefore, the use of technology as a tool in the learning process can help in increasing student motivation and creativity in following the learning process both in the classroom and outside the classroom. Therefore, technological readiness is needed in learning to prepare students to be able to integrate technology in the process of English learning with the SAMR model for Nursing Students at STIK Siti Khadijah Palembang, so that in the process of English learning both inside the classroom and outside the classroom can be more interesting and can open students' insights into current technology, as well as increase their motivation and creativity towards current technology. The purpose of this study was to determine the significant influence of the use of SAMR technology integration in improving English language skills especially writing skill at STIK Siti Khadijah Palembang.

LITERATURE REVIEW
English learning
The purposes of english subject are that students can develop communication in oral and written forms to reach the level of informational literacy, have awareness about the nature and importance of English to improve the competitiveness of nations in a global society, and develop students' understanding on the relationship between language and culture (Puskur, 2007).

According to Richards (2001), English as a second language emphasizes the development of communicative abilities, which not only produces grammatical sentences, but also uses the sentences to communicate. Communication skills are considered as the ultimate goal of learning, so they should not only be seen as products, but also as processes. The implication of communication skills must be taught, because by teaching communication, linguistic skills will also be taught (Waluyo, 2010). According to research by Fika (2016) showed that research

subjects had varying learning difficulties in English. This is due to the different levels of English mastery.

To achieve optimal English language skills, professional language instructors are needed in order to produce quality students. In addition, mastery of the material and practice must be provided with a balanced portion. However, to realize an ideal language class is not easy. In addition to having sufficient material experience, a language instructor should know the level of language mastery of each student. If all conditions are generalized, it will be difficult to achieve the expected learning goals. Because basically, every student has different characteristics including learning techniques and the portion of absorption of subject matter as in the concept of multiple intelligence (Stanford, 2003).

According to Hasan (2000) who stated that the difficulty faced by many learners of English as a foreign language is the lack of understanding of English pronunciation which expressed at normal speed through listening material. In reading skills, Rahmawati (2011) argued that the problem faced for reading text comprehension lies in the lack of knowledge about reading material and ignorance of how to connect ideas between sentences with one another. Writing skills are difficult because these activities require complex and systematic thought processes, however writing skills need to be mastered by English learners. According to Rukmini (2011), in communication, writing skills are also important to master. The benefits will be felt when the written text is published and read by many people. So the quality of writing must always be improved. For speaking skills, Megawati & Mandarani (2016) found that the difficulties which students often face when speaking English lie in the lack of English vocabulary. The problems faced, it certainly encourages a teacher or language instructor to pay more attention to the condition of their students followed by readiness in the implementation of learning. Without careful preparation, learning activities will not run effectively.

Problems in learning English are not only found at the level of primary, secondary and high education, but will continue to the tertiary level. Several studies have proven on each English language skill (Kharma, 1981; Megawati & Mandarani, 2016; Lituanas et al. (1999); Hasan, 2016). This also applies to students who are not from the English major. Each student must have an interest in a different field of science. So that, not all like English and choose English majors. This cannot be separated from the problems that will arise when the learning process takes place.

Based on the concepts presented in the introduction, it can be concluded that there are many difficulties faced by students when learning English, especially as a foreign language because the language is used in certain conditions and certain people but not in daily activities and the need for technology integration as a tool to increase enthusiasm or student motivation in learning English.

Writing

Writing is an embodiment of a language competence expressed in the use of written language. Writing is not just arranging language into certain symbols but writing is a thought process. In writing, a writer not only requires mastery of sentence structure but the ability to choose the right words to express ideas. According to Harris (1969) stated that there are several components in writing, namely content, organization, use of language structures (grammar), word selection (vocabulary) and use of spelling (mechanics). In the writing process there are 4 main activities, namely planning, drafting, editing, and final drafting (Harmer, 2004). According to Tompkin (1994), the stages of writing are pre-writing, drafting, revising, editing, and publishing

Some opinions above on writing process can be concluded that in writing there are several steps namely:

Pre-writing

In this activity, the teacher encourages students to think about a topic that will be written, the most important thing is to grow ideas. For this reason, it is necessary to provide appropriate strategies in order to help students in getting ideas on topic.

Whilst-writing

In this activity there are drafting, revising, and editing. Students begin to compile or write according to ideas obtained at pre-writing, after that students revise according to the theory of writing and students edit especially on the use of correct spelling.

Post-writing.

At this level, students present their writing in front of the class or submitted to get an assessment.

SAMR Model

SAMR is a model designed to help educators instill technology skills into a learning process. In SAMR there are 4 functions in developing applications, namely Substitution, Augmentation, Modification and Redefenition. Substitution, at this stage, tries to use technology but is limited to "replacing" existing media with other media with a touch of technology. Augmentation, at this stage, tries to use technology by adding features to further empower technology from substitution that only replaces media. Modification, at this stage, tries to use technology so that it can be shared with other parties. Redefinition, at this stage, tries to use technology to change the initial form into a new form (Ruben R. Puentedura, 2013).

A simple example of the use of the SAMR model can be seen in the use of computers as a technology used in everyday life. (1) At the substitution level, a computer with word processing software such as MS word has a function to replace the writing process that is normally done with pen and paper. (2) At the augmentation level, by using the same software and by utilizing available functions, for example having a function to check spelling, even grammar. (3) At the modification level, by using the same computer, it can connect to the internet. By using the google docs application, work can be performed together with colleagues far apart. With google docs, our friends can even correct what we have done. (4) Redifinition, by still using the internet and better software, we can make the writing process richer by using multi-media applications.

Previous research in the Yo Azama journal (2015) entitled "Effective Integration of Technology in a High School Beginning Japanese Class" stated that the SAMR model can develop students in learning and demonstrate Japanese language skills and cultural knowledge in learning based on second language theory, a survey in formative assessment, sumative assessment , tasks and journals in the analysis that in determining the effectiveness of technology integration can influence motivation in students. Students can also develop learning strategies with technology as they share it with their friends. The following is a figure of the SAMR model of learning with technology as they share it with their friends. The following figure SAMR Model:
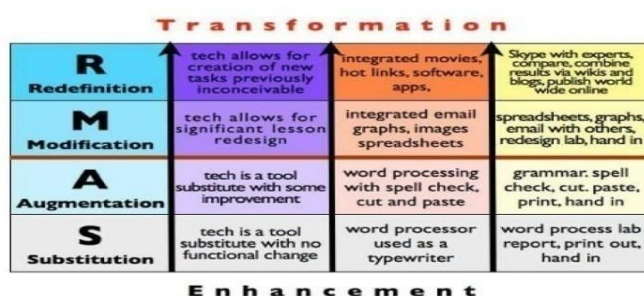

Figure 1 : *SAMR Model* (Toy,2012)

The Research Object

The objectives of this study were as follows:
   a. To find out whether students of the Nursing study program STIK Siti Khadijah Palembang who took the English Subject in Writing skills with SAMR models had better learning outcomes than students who do not use the SAMR model
   b. To get a description of student responses after attending English subject with SAMR model.

The advantages of this study are as follows:
   a. SAMR model can be applied as an alternative in learning English.
   b. SAMR models can improve English skills especially writing skills.

METHOD
Research Type
The research method used in this study was a quantitative method to determine English language skills (Writing) after being given learning with the SAMR model. Quantitative research is research focused on the study of objective phenomena to be studied quantitatively. The type of data is quantified in the form of numbers and analyzed using statistics (Musfikon, 2012). Besides that, this research used the experimental method. Where the experimental method is a systematic way to determine one or two variables, control and measure several changes in variables. In this research, there were two classes, one experimental class and one control class. The experimental class was class with treatment (X1) namely English learning by using SAMR technology

integration and control class (X2) with english learning by using books/modules. According to Arikunto (2006), in this model, before treatment performed both groups were given a pre-test to measure the initial conditions (Q1). Furthermore, the experimental class was treated by using the SAMR model (X1) and the control class was given lectures that are usually performed by lecturers. After the treatment was completed, the two classes were given a post-test (Q2). It can be illustrated as following diagram:

Experiment	Q1	X1	Q2
Control		Q1	X2	Q2

Where :
Q1 : Pre-test
Q2 : Post-test
X1 : *SAMR Model*
X2 : C*onventional*

In this research there are 2 variables, namely the independent variable (X), that is the SAMR model and the dependent variable (Y), that is learning English (writing). The following research flow diagram:
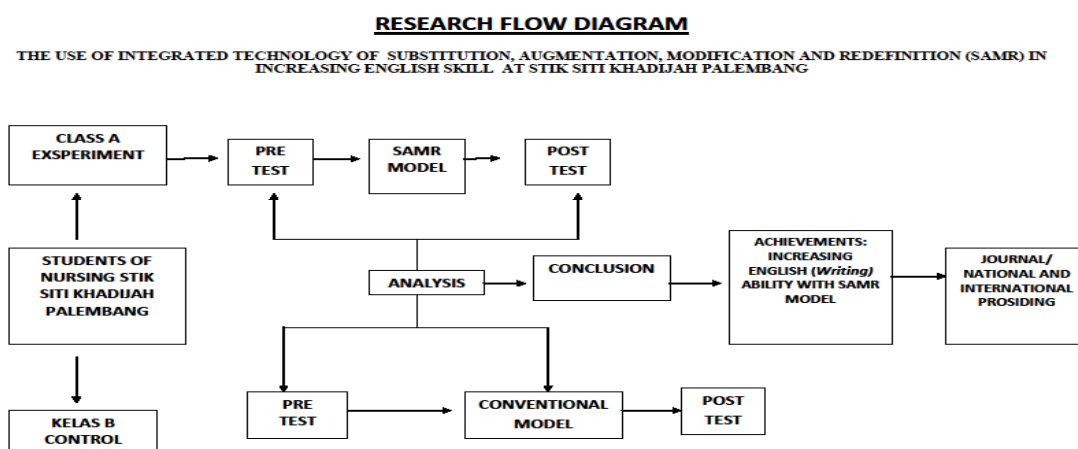

Diagram 1
Research Flow Diagram

Population and Sample
The population of this research was all nursing students of STIK Siti Khadijah Palembang with a research sample was 6th semester students of STIK Siti Khadijah nursing study program in Palembang, where class A as an experimental class there were 30 students and class B as a control class there were 30 students.

Research Instrument

There were 2 types of instruments used, namely: test and student response questionnaire. The test given was that students wrote simple paragraph by selecting the given topic. Then students were asked to fill out a questionnaire in the form of a student response to the SAMR model.

Stages in Experiment Class

Pre-activities

> A. The lecturer introduces a good simple paragraph.
> B. The lecturer shows a good example of a simple paragraph
> C. The lecturer explains how to make a good simple paragraph.

Whilst-activities

> a. Lecturer instructs students to choose topics based on their interests.
> b. Students write their handwriting on paper, then type it on a mobile device using a note-taking application or digital device such as Google Drive, Microsoft Office Online, Evernote, or Etherpad (Substitution level).
> c. Students write text on their mobile devices, students can highlight words, check spelling, adjust and format fonts and styles (Augmentation level).
> d. Students can enrich text by adding images, sounds, animations, and videos. They can also write collaborative texts using some of the online tools mentioned at the previous level, and receive feedback through comments and explanations in the document (Modification level)
> e. Students post their writings to their class blogs and share social networks like Twitter or Facebook (Redefinition level).

Post-activities (10 minutes)

> A. The lecturer instructs students to submit it by printing out their work and discussing it.
> B. The lecturer evaluates the work.

Stages in control class

Pre-activities

> A. The lecturer introduces a good simple paragraph.
> B. The lecturer shows a good example of a simple paragraph
> C. The lecturer explains how to make a good simple paragraph.

Whilst-activities (60 minutes)

> a. The lecturer asks the students to write many words that related to the topic freely in a piece of paper individually.
> b. The lecturer asks the students to create sentences from their words individually.

    c. The lecturer asks the students to make a paragraph from their sentences individually.

    d. The lecturer asks the students to revise the paragraph individually.

    e. The lecturer asks the students to re-write the paragraph after revising it in another paper individually.

Post-activities (10 minutes)

    A. The lecturer asks the students to submit their works and discuss them.

    B. The lecturer discusses some of students work and evaluates them.

Validity and Reliability

This research conducted validity and reliability test of the given test. Validity requires a match between the ability to be measured and the test used to measure it (Djiwandono, 1996). In making quality tests required valid content, the content of test should adjust to syllabus, each test item should adjust to the test specifications (see Appendix 2) where the syllabus is used by lecturers to etach English at STIK Siti Khadijah Palembang, where lecturers of English subject have more than 5 years experience at STIK Siti Khadijah Palembang. In determining the validity there were 3 English lecturers appointed in determining the difficulty and the level of suitability in the writing test, where the topics used in the writing test include grammar, vocabulary, mechanics, fluency and organization for the specification test in accordance with the syllabus.

The response results showed the topic and aspects of suitability in writing (100%) was suitable (See appendix 3) then in the aspect of difficulty in writing there were (75%) medium, (12.5%) easy and (12.5%) difficult. Based on the description above, it can be concluded that the test in this study was valid.

In determining reliability, this study used inter-rater reliability. There were 2 raters, first, an English lecturer who teaches English subject in Midwifery Study Program of STIK Khadijah Palembang and the second, an English lecturer who teaches English in Nursing Study Program of STIK Khadijah Palembang. The score used was based on the rubric criteria given.

To determine the reliability of the coefficients of the test, a student score calculation (see appendix 5) was carried out using the Pearson Product Moment Correlation Coefficient with the SPSS program. In this case statistical reliability was used by using Cronbach's Alpha in SPSS, to determine reliability when the reliability coefficient is equal to or greater than 0.70. After being given a test, it was found that the reliability of the test was 0.871. It can be concluded that the writing test was reliable.

Data Analysis

Measurements were made on five components of writing by using a test instrument in the form of a good simple paragraph. The test is the main tool in gathering data in this study. Data obtained from the test were analyzed using two types of statistical research methods, namely pre-test and post-test. At first the researcher gave a pre-test on the experiment class and the control class in which the students were asked to write a simple paragraph with the given topic. Researchers collected test results both in the experimental class and the control class, where the test included

5 components in writing, namely grammar, vocabulary, mechanics, fluency and organization. This can be seen in Table 1 below:

Table 1
Assessment Component of Writing Test

Score	Grammar
5	Written like a native speaker
4	Occasional errors of grammar/word order which do not interfere with comprehension
3	Occasional errors of grammar/word order which may interfere with comprehension
2	Frequent errors of grammar/word order which impede comprehension
1	Severe errors of grammar/word order which make comprehension impossible
0	Nothing written
	Vocabulary
5	Vocabulary use indistinguishable from that of a native speaker
4	Occasional use of inappropriate vocabulary does not impede comprehension
3	Occasional use of inappropriate vocabulary may impede comprehension
2	Limited vocabulary and frequent errors hinder expression of ideas
1	Vocabulary so limited that it makes comprehension virtually impossible
0	Nothing written
	Mechanics
5	Punctuation/spelling and use of accents comparable to that of a native speaker
4	Occasional lapses in punctuation/spelling, accents do not interfere with
3	comprehension
2	Occasional lapses in punctuation/spelling may interfere with comprehension
1	Frequent errors in punctuation/spelling sometimes lead to obscurity in meaning
0	Severe errors in punctuation/spelling make comprehension virtually impossible Nothing written
	Fluency
5	Choice of structures and vocabulary consistently appropriate
4	Occasional lack of consistency in choice of structures/vocabulary do not impede comprehension
3	Occasional lack of consistency in choice of structures/vocabulary may impede comprehension
2	Structures or vocabulary items sometimes not only inappropriate, but misused; little sense of ease
1	Communication impossible due to completely inappropriate or misused structures/vocabulary
0	Nothing written
	Form/Organization
5	Highly organized, with a clear progression of ideas
4	Material well organized; links could be clearer, but communication is not impaired
3	Material well organized; links could be clearer; communication may be impaired
2	Some lack of organization; re-reading required for clarification of ideas
1	Lack of organization so severe that communication is seriously impaired
0	Nothing written

Rubric used for the analytic scoring of the writing sample (Hasson: 2001 cited in Hasson: 2005)

Based on the rubric above, the following students score in table 2 :

Table 2
Students Score

Interval Scores	Grade
21 – 25	*Excellent*
16 - 20	*Very Good*
11 - 15	*Good*
6 - 10	*Fair*
0 - 5	*Poor*

Where the student got score 21-25 was *excellent,* 16-20 was *very good*, 11-15 was *good*, 6-10 was *fair* and the last 0-5 was *poor*. In this analysis research used t-test to find the significant differences between exsperiment and control class at students of Nursing STIK Siti Khadijah Palembang in English (Writing) ability.

RESULTS AND DISCUSSIONS

The following are the results of the pretest and posttest of the experimental class and the control class:

Pretest and Posttest Results of Experimental Class

Pre-test results in the experimental class showed that the lowest score was 5 and the highest was 14,so average score was 9.0 with a standard deviation was 2.82. Pre-test results can be seen in following chart:
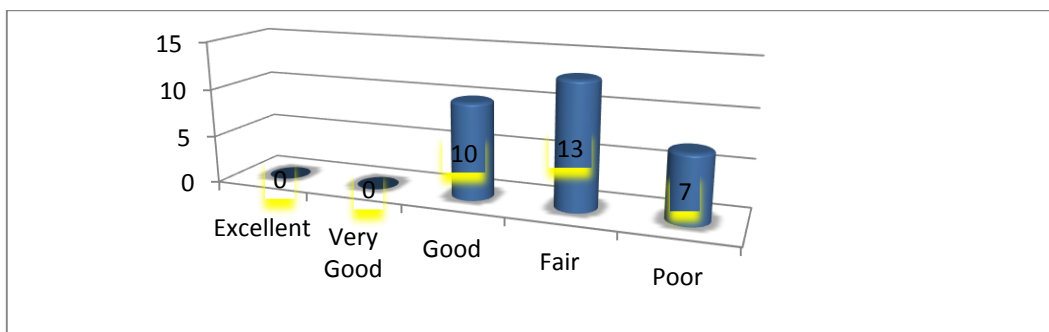

Chart 1
Pre-test Results of Experimental Class

Post-test results in the experimental class showed that the lowest score was 8 and the highest was 15,average score was 12.2 with a standard deviation was 2.0. Post-test results can be seen in following chart:

Chart 2
Post-test Results of Experimental Class

Pre-test and post-test results of control class

Pre-test results in the control class showed that the lowest score was 5 and the highest was 13, average score was 7.4 with a standard deviation was 2.3. Pre-test results can be seen in following chart:

Chart 3
Pre-test Results of Control Class

Post-test results in the control class showed that the lowest score was 5 and the highest was 14, average score was 8.9 with a standard deviation was 2. Post-test results can be seen in following chart:
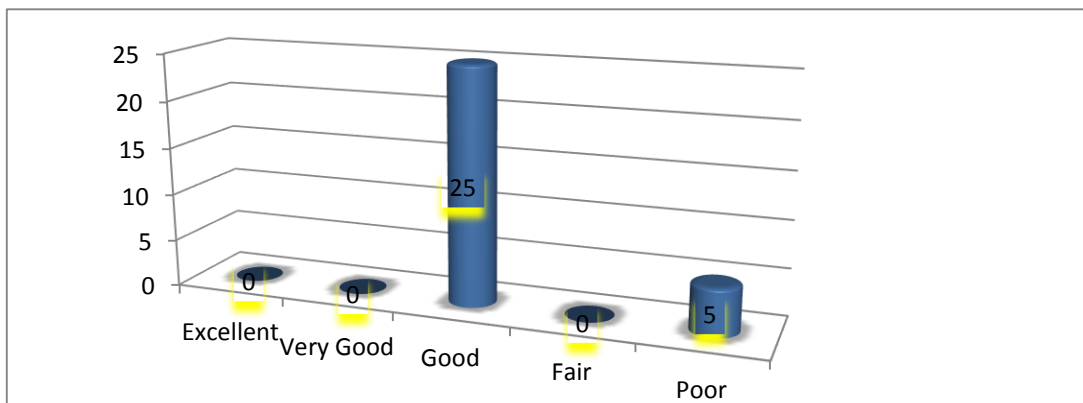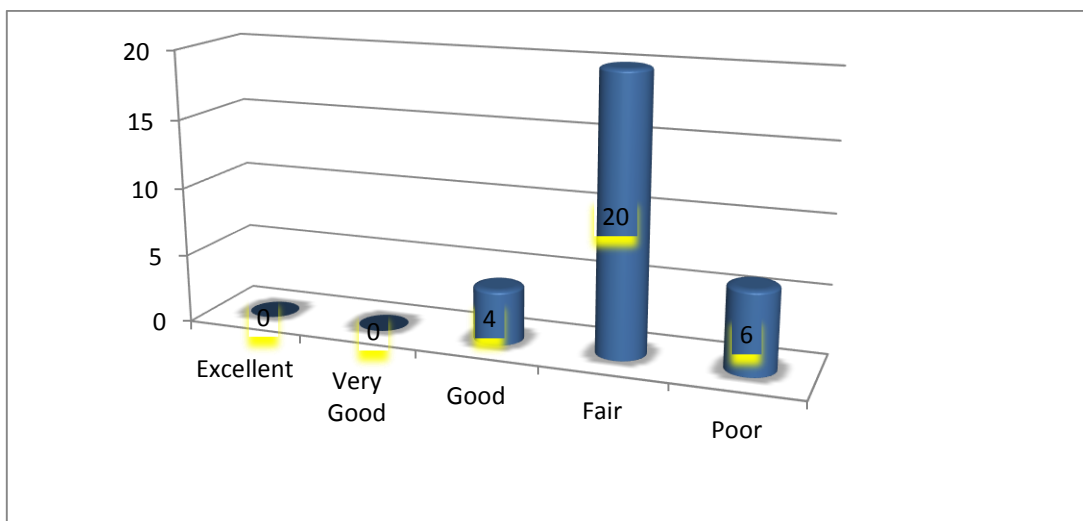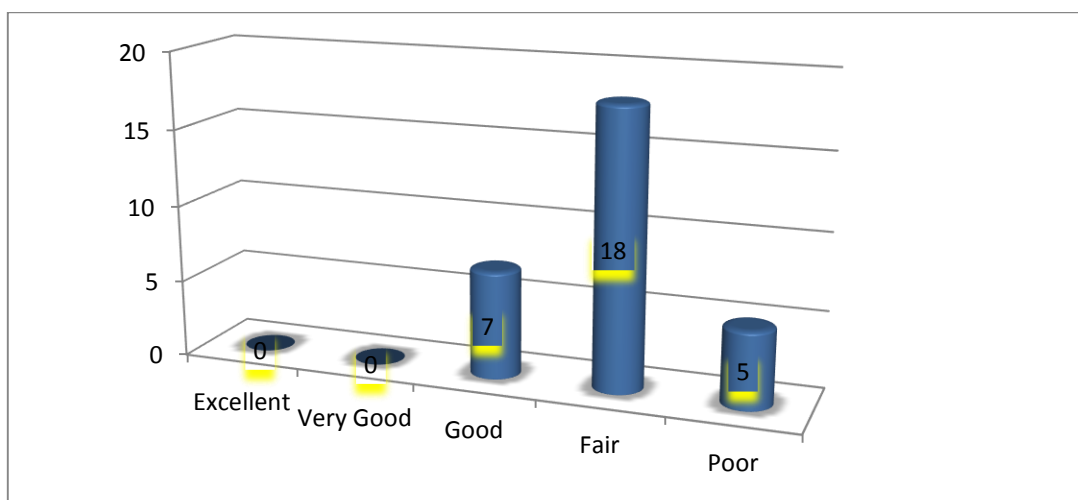
Chart 4
Post-test Results of Control Class

Statistic Analysis Results

The results of the pre-test and post-test in the experimental class and the control class were tested by t-test. The analysis consists of paired sample t-test analysis for the experimental class and the control class and independent sample t-test for the experimental class and the control class.

In the experimental class, before treatment, the average value of students was 9.0 and after treatment the average value of students was 12.2. This showed that there was a difference between pre-test and post-test in the experimental group with a mean value was 3.31 and a standard deviation was 3.1 with a significant level was 0.00. If 0.00 is lower than 0.05, it can be said that the SAMR model in the experimental group was effective.

In the control class, before treatment, the average value of students was 7.4 and after treatment the average value of students was 8.9. This showed the difference between pre-test and post-test in control class was 1.4 and standard deviation was 1.3 with a significant level was 0.00. If 0.00 is lower than 0.05, it can be said that the control class was also significant in writing ability.

Analysis of the experimental class and the control class showed that the average value of the experimental class in the post-test was 12.2 with a standard deviation was 2.0 while in the control class was 8.9 with a standard deviation was 2.6. The independent t-test table showed that the difference in the post-test in each group was 3.3 with a significant level was 0.00. If 0.00 is lower than the alpha value 0.05, it can be concluded that there was a significant difference between the experimental class and the control class. This showed that students in the experimental class experienced an increase in writing ability compared to the control class after being given treatment. This shows that there was a big difference in each average value, where the average value of the post-test in the experimental class was 12.2 while the control class was 8.9. It can be concluded that the post-test in the experimental class was better than the control class.

Questionnaire Analysis Results

The questionnaire is a set of questions that are arranged logically, systematically, and objectively to explain the variables studied (Musfiqon, 2012). The questionnaire was used to gather information about students' responses to the use of the SAMR model. Questionnaires were giving after all English lecture finished. A summary of student responses as follows:

Table 3
Recapitulation of Student Responses to the Use of the SAMR Model

No	Questions	Student Responses			
		Yes	%	No	%
1	Is learning English by lecturers using a variety of methods	30	100	-	-
2	Do you feel bored in learning English if you don't use information technology	17	56.7	13	43.3
3	Is learning English by lecturers using online facilities	29	96.7	1	3.3
4	Is learning English more fun by utilizing information technology	30	100	-	-
5	Does SAMR model can improve the ability to learn English, especially writing skills	30	100	-	-
6	Does the use of SAMR models make learning English more interesting	30	100	-	-
7	Is the use of SAMR models able to increase your creativity in the use of information technology	30	100	-	-
8	Is learning English become more real by using the SAMR model	30	100	-	-
9	Do you feel the benefits of the SAMR model	30	100	-	-
10	Do you like online english learning	29	96.7	1	3.3

Based on the table above, the recapitulation of student responses to SAMR models showed that 100% of all students stated that the English learning methods used by lecturers vary, learning English is more fun by utilizing information technology, SAMR models can improve students' ability in learning English, especially writing skills, the use of SAMR models in learning makes English lessons more interesting, the use of SAMR models can increase student creativity in the use of information technology, learning English becomes more real by using the SAMR model, and students feel the benefits by using the SAMR model. 96.7 % of students stated that learning English with online facilities and students like to learn English independently through online media. Then 56.7% felt bored in learning English if doesn't use information technology.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results of data analysis in the previous chapter it can be concluded that: First, there is a significant difference in the English ability (writing) of Nursing students at STIK Siti Khadijah Palembang between students who use the SAMR Model and the Conventional Model. Even students in the experimental class and control class had an increase in each average grade, students in the experimental class had a higher increase compared to the control class. Second, students in the experimental class apply all the steps in the SAMR model during the English learning process (writing). However, the SAMR model is not the only factor that causes improvement in English (writing) in the experimental class, many factors such as a comfortable classroom, fun learning activities because it relates to the use of technology that makes students become more enthusiastic, etc.

Suggestions
Here are a few suggestions based on the results of the study:
a. SAMR model can be used as an alternative for lecturers and teachers in the lecture and learning process, so students can be more motivated and are expected to be able to improve their learning outcomes, especially writing skills.
b. Lecturers can apply other methods, not only SAMR model, but there are many better methods that provide motivation in learning English (writing).

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DIRECT AND INDIRECT CORRECTIVE FEEDBACK ON ACCURACY STUDENTS' ABILITY IN WRITING AN ESSAY

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ABSTRACT

Writing is one of four language skills that are very important to learn because it is a form of communication activity involving the use of language. Writing is also an activity to create a sentence, paragraph, or text that has the steps and procedures in implementing it. The purpose of writing is not only to teach someone to convey idea to the readers but also to reinforce all aspect of languages that have been learned by the students. An essay is a several paragraphs long writing instead of just one or two paragraphs and written about one topic, just as a paragraph is. However, a topic of essay is too complex to discuss in a paragraph. To make their writing of an essay is well organized, it should be needed the way teacher's feedback, it can be used direct and indirect corrective feedback. Direct corrective feedback is the teacher provides the students with the correct form. It given notes and can take a number of different forms—crossing out an unnecessary word, phrase, or morpheme, inserting a missing word or morpheme, and writing the correct form above or near to the erroneous form; meanwhile, the indirect corrective feedback involves indicating that the students have made an error without actually correcting it. This can be done by underlining the errors or using cursors to show omissions in the students' text or by placing a cross in the margin next to the line containing the error.

Keywords: Direct, Indirect, Corrective feedback, Writing an essay

INTRODUCTION

Writing is one of the language activities that are productive and expressive in the form of written. According to Syifa et.al in Troike (2018:20) said that writing is the most important productive activity for L2 learners to develop if they will use the language for academic purposes or in certain types of service function. Similarly, Harmer in Syifa et.al (2007:22) said that writing is a process and we write is often heavily influenced by constraints of genres, and then these elements have to be present in learning activities. While Linse and Nunan in Syifa et.al (2007:22) said that writing is a combination of process and product which is the process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

Writing is one of four language skills that are very important to learn, because writing is a form of communication activity involving the use of language. According to Martha in Wibowo (2013:2) said that there are four-skills in learning English that should be mastered, such as speaking, listening, reading, and writing. writing is a tool that enables people in every discipline to wrestle with facts and idea. Writing is effective because in writing the readers are able to know and understand more about the information because they are able to read it repeatedly it until they get the point. Writing is an activity to create a sentence, paragraph, or text that has the steps and procedures in implementing it. According to Brown (2007:117), writing is process of putting ideas down on a paper, transforming them into words to sharpen main ideas and to give them structure and coherent organization.

Generally, students assume that writing is very difficult. It was faced by many students in primary and secondary education; students in universities also face the difficulties of writing. The result of the complaint eventually became a public opinion, that writing was difficult (Sukirman in Khuzaenah and Herawati, 2017:150). To direct students to be able to write an essay, it must be done in some stages. When talking about courses writing specifically writing essay is not easy, many components of writing an essay that must be mastered by students include content, organization, grammar, vocabulary, and mechanics. According to Oshima and Hogue (1991:100), "an essay is a several paragraphs long writing instead of just one or two paragraphs and written about one topic, just as a paragraph is. However, a topic of essay is too complex to discuss in a paragraph. Therefore, it must be divided into several paragraphs, one each major point. Then the tie must be all the paragraph together with adding an introduction and conclusion "in line with the opinion of Djuharie and Suherli in Khuzaemah and Herawati (2017:150) say that essay is a part (piece) of a writing, but can also be interpreted as a short essay, intact bouquet. Therefore, the essay is one type of writing that is often used as a test tool to measure one's intelligence. A knowledgeable person will be able to convey his ideas in a coherent, logical and interesting manner.

To develop the out put of learners' writing and to empower the writing performance, it can use direct and indirect corrective feedback. According to Ur in Abbas and Tawfeeq (2018:2), feedback in the setting of teaching as, 'The information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance. Fundamentally, feedback falls into two major independent classes: "assessment" and "correction". corrective feedback are more likely than others to help students improve their writing quality. Some of them distinguish between direct and indirect feedback techniques and the effects in facilitating the improvement of writing quality (Ferris and Helt in Wahyuni, 2017:40). Direct corrective feedback is a type of feedback given to students' writing by providing the correct form above or near the errors (or mistake). Meanwhile, indirect corrective feedback is a type of feedback given to students' writing by indicating an error which has been made by students on their writing, but the correct form of the error is not provided.

DISCUSSIONS
Writing Process
Writing is most likely to encourage thinking and learning when students view writing as a process. 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 makes thought available for reflection (Brown, 2001:240). In order to have a good writing that represents the writer's thought, it is necessary to do some series of steps that usually called as the writing process. In the case of learning, the writer is the student. When the students start to write, they might have difficulties in putting the ideas and organizing them. It is better to give them an understanding that writing is not a matter of writing the letters, instead it is a process. There are four main stages in writing process; they are prewriting, planning, writing and revising draft, and writing the final copy to hand it. Although the process is considered ideal it is not always used. Nevertheless, it will serve the students well, particularly when the paragraph will stand alone.

Prewriting
According to Oshima & Hogue (2006:4), prewriting stage in writing process are vital components to the success of your writing program. Prewriting process will include choosing and narrowing the topic and brainstorming.

Choosing and Narrowing Topic
When the writing process is about to start, the topic will be limited. On the other hand, when there is a free choice of topic to write, then it must be narrowed to a particular aspect on that general subject.

Brainstorming
Brainstorming is a process in which the chosen topic is being narrowed down into a specific focus. Brainstorming for ideas can get start writing more quickly and save time in the later stages of the writing process. Three useful brainstorming techniques are listing, prewriting, and cluster.

Listing
Listing is a brainstorming technique in which topic occurs. The writer should quickly make a list of whatever words or phrases come into their mind. It can follow this procedure: Write down the general topic at the top of your paper, make a list of every idea that comes into your mind about that topic, keep the idea flowing, try to stay on the general topic; however, if write down the information that is completely off the topic, do not worry about it because you can cross it out later, and use words, phrases, or sentences, and don't worry about spelling or grammar.

Free writing
Free writing is a brainstorming activity in which you write about a topic because you are looking for a specific focus. The purpose of free writing is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization. Follow these procedures: write the topic on the top of paper, write as much as you

can about the topic until you run out of ideas, reread the paper and circle the main idea that you would like to develop, and take that main idea and free writing again.

Clustering
Clustering is another brainstorming activity that can be used to generate ideas. Here's how to use this technique: in the center of the paper, write the topic and draw a "balloon" around it. This is the center, or core, balloon.

Planning
According to Harmer, the writing process typically involves planning what is it going to write. Then, it is necessary to encourage the students to follow the following steps:
1. Making Sub-lists.
This step toward making an outline is to divide the ideas into sub lists and cross out any items that don't belong or that are not useable.
2. Writing the Topic Sentence
Finally, write a topic sentence. The topic sentence is the most general sentence in a paragraph, and it expresses the central focus of the paragraph. It contains the main idea of the paragraph.
3. Outlining
An outline is a formal plan for a paragraph. In an outline, you write down the main points and sub-points in the order in which you plan to write about them.
An outline is a formal plan for a paragraph. In an outline, you write down the main points and sub-points in the order in which you plan to write about them.

Writing and revising draft
Writing the First Rough Draft
This is how to proceed: Write the topic sentence and underline it, don't worry about grammar, punctuation, or spelling, skip one or two lines per line of writing and leave margins of one inch on both sides of the paper. These blank spaces will allow the writer to add more details, information, examples, etc. in order for you to fully develop your point, and write the paragraph following the outline as closely as possible.

Revising Content and Organization
During the revision, the changes are sometimes needed to check over the content and organization, including unity, coherence, and logic. Changing, rearranging, adding, or deleting some of the words or ideas are common in order to communicate the thought more clearly, effectively, and in a more interesting way.

This is how to proceed: after read over your paragraph, focus on the general aspects of the paper and make notes in the margins so that you can rewrite parts that need to be improved, check to see that the writing purpose is achieved, check for general logic and coherence, make sure that the paragraph has a topic sentence and it has a central main focus, and check for unity.

Proofreading the Second Draft
Check over each sentence for correctness and completeness; no fragments or run-on sentence, check over each sentence for a subject and a verb, subject-verb agreement, correct verb tenses, etc. check the mechanics: punctuation, spelling, capitalization, typing error, etc. change vocabulary words as necessary.

Writing the Final Copy
Be sure that all of the corrections already noted on the second draft. Remember that writing is a continuous process of writing and rewriting until you are satisfied with the final product. From the outset, the dynamic process of planning, writing revision, rough draft revision and final editing should be emphasized (Rooks, 1988).

Parts of Essay
There are three components when the writer writes an essay, likes an introductory paragraph, body, and conclusion. According to Oshima and Hogue (1991:101), there are three important parts in writing essay, such as:

An introductory Paragraph
The introductory paragraph consists of two parts, the first is a few general statements about the topic of interest to the reader and the second is a thesis statement that is to deliver important or specific parts of the topic or plan that will be written. The thesis in writing an essay is the same as the topic or main sentence in writing a paragraph. There are four purposes in the introductory paragraph, they are (1) Submit the topic in the essay, (2) Provide a general description of the topic, (3) Declare all plans in the essay, and (4) attract the reader's interest about the topic.

Body
The body consists of one or more paragraphs. Each paragraph develops a subdivision of the topic, so the number of paragraphs in the body will vary with the number of subtopics. The body is the longest part of the essay and can contain as many paragraphs as necessary to support the controlling ideas of the thesis statement. Each body paragraph has a topic sentence and several supporting sentences. It may or may not have a concluding sentence. Each body paragraph supports the thesis statement.

Conclusion
The concluding paragraph is the last paragraph of an essay. It has three purposes: It signals the end of the essay, it reminds the reader of your main points, and it leaves the reader with your final thoughts on the topic. The first part of the concluding paragraph summarizes the main points or repeats the thesis statement in different words. It may require one or more than one sentence. In the second part, you may add a final comment.

Corrective Feedback
Giving feedback in the process of writing is important to improve students' writing quality (Brown, 2001:335). The importance of giving feedback on students' writing is equal to the

importance of doing revisions and/or editing in the writing process. Feedback given is as a source of information about the students' strengths and weaknesses on their writing to do improvement. Feedback is information that is given to the learner with the objective of improving the performance (Ur in Wahyuni, 2017:6).

Giving feedback means telling learners about the progress they are making as well as guiding them to areas for improvement (Lewis in Wahyuni, 2017: 6). Through feedback given, learners are expected to be able to focus and concentrate more on what is being learned. Furthermore, feedback given by a teacher makes learners more aware of their strengths and weaknesses in a learning course so that it is expected that they can use the strengths to overcome the weaknesses by understanding the feedback given. Therefore, providing Corrective Feedback on students' writing products is one of the strategies that can be used in teaching writing as a second or foreign language.

Feedback in the Process of Writing
Referring to the complexity of writing, an appropriate approach of teaching writing is undoubtfully important, and process-oriented instruction is the appropriate one. In the process-oriented approach, writing is viewed as a creative process consisting of a series of stages occurring recursively throughout the process and building on one another. This approach focuses on what goes on when learners write, and what the teacher can do to help the learners acquire the natural writing process (Cahyono in Wahyuni, 2017:6). Writing as a process means that teachers focus more on the process of writing in which consists of some stages: prewriting, drafting, revising, and editing. Then, the importance of giving feedback on students' writing is equal with the importance of doing revision and/or editing in the process of writing.

Feedback is as a source of information about the students' strengths and weaknesses on their writing to do improvement. Feedback, actually, has two distinguishable components: assessment and correction (Ur in Wahyuni, 2017:7). In assessment, the students are simply informed how well or badly they have performed, for example, by giving a percentage grade on an exam, the response 'No' to an attempted answer to a question in class, or a comment such as 'Fair' at the end of a written assignment. In correction, some specific information is provided on aspects of the student's performance, for example, by giving explanation, or provision of betterment or other alternatives, or by eliciting of these from the student. Feedback on learning is kind of ongoing correction and assessment, directed at specific bits of student-produced language with the aim of bringing about improvement.

It can be concluded that Feedback is crucial for both encouraging and consolidating learning in education. It needs learners to be more active and proactive in the feedback. Without understanding how students feel about and respond to teacher feedback, teachers may run the risk of continually using strategies that are counter-productive. As teachers give feedback on student's writing, it is crucial that students' responses to the feedback are fed back to teachers as a heuristic to help them develop reflective and effective feedback practices.

Types of Written Feedback

Some experts classify the type of feedback based on the ways or strategies used in providing feedback. Ferris and Roberts classify types of feedback into two namely direct and indirect feedback (Ferris and Roberts in Wahyuni, 2017:7). The other types of feedback are focused and unfocused feedback proposed by Ellis, Sheen, Murakami and Takashima in Shirotha (2016:4). Furthermore, Ellis (2005:3-18) did not only proposed the two classifications of feedback but also other classifications namely, direct and indirect corrective feedback, metalinguistic corrective feedback, and electronic corrective feedback. All types of feedback will be discussed more in the following part.

Then, there is the other side of the theory. Ferris (2004:176) proved that Truscott's theory was work of flaw. She stated that through written corrective feedback, the students were able to edit and revise their texts. The short-term effect of written corrective feedback on text revisions had constantly established improved students' writing accuracy. The long-term effect of written corrective feedback was the students' writing accuracy gains over time. Then, written corrective feedback has a great acceptance from both students and teachers. The error correction is not completely useless and harmful. Error correction could be seen as a meaningful input. Polio in Shirotha (2016:3) argued that it is possible that some forms of error correction could serve as a trigger. The error correction should be done by the teacher. The teacher merely has better linguistic knowledge. Besides, Ellis (2005:600) revealed the obstacles with learners' self-correction. First, learners typically prefer the teacher to do the correction for them. Next, learners can only self-correct if they possess the necessary linguistic knowledge.

Moreover, Ellis, Sheen, Murakami, and Takashima in Shirotha (2016:12) found that written corrective feedback can be effective in promoting greater grammatical accuracy in both error correction test and in a new piece of writing. Then, they indicated that written corrective feedback can be effective in an EFL context as well as in ESL context. There are also several tips to survive written corrective feedback treatment. Guennete in Shirotha (2016:5) proposed several ideas. First, the teacher should not adopt a one-size-fits-all behavior. It means a written corrective feedback have a great impact on a particular problem. For example, a direct written corrective feedback will improve students' untreatable error.

Meanwhile, an indirect written corrective feedback is suitable for students' treatable errors (Ferris in Shirotha, 2016:9). Second, the teacher should be selective about what to correct. It is intended to train students' awareness of linguistic pattern. The teacher also has more time to focus on another classroom activity. Last, the teacher should train learners to self-edit. Self-edit trains students to become aware of linguistic problems. More studies have found that written corrective feedback helped students' writing progress. Bitchener in Shirohta (2016:5) found that written corrective feedback had a significant effect on students' writing accuracy. Therefore, since others written corrective feedback has a flaw in their implementation, the only options are only direct and indirect written corrective feedback. From those two, a teacher has to pick the best. On the other hand, indirect written corrective feedback requires the teacher only to mark the certain error without giving the correct form. Marking the error can be taken in a form of circling, underlining, and crossing.

Direct Corrective Feedback

Direct corrective feedback may be defined as the provision of the correct linguistic form or structure above or near the linguistic error. It crosses out of an unnecessary word/phrase/morpheme, the insertion of a missing word/phrase/ morpheme, or the provision of the correct form or structure. Direct corrective feedback may also have additional forms that are meta-linguistic explanation and/or oral meta-linguistic explanation. Meta-linguistic explanation means the provision of grammar rules and examples at the end of student's writing with a reference back to places in the text where the error has occurred. Then, oral meta-linguistic explanation means a mini-lesson where the rules and examples are presented, practiced, and discussed; one-on-one individual conferences between teacher and student or conferences between teacher and small groups of students (Bitchener in Shirotha, 2016:5).

Ferris in Shirotha (2016:5) argues that directive corrective feedback is appropriate to be used if one of the following conditions is met. The first is when students are at beginning levels of English language proficiency. Then the errors are "nontreatable". The last is when the teacher wishes to focus student attention on particular error patterns but not others. In summary, direct corrective feedback can reduce the kind of confusion that can result when students fail to understand or remember the meaning of error codes used by teachers.

Direct written corrective feedback means that the teacher marks the error and provides the correct form. There are many forms of this direct written corrective feedback (Ellis, 2005:99). They are crossing out unnecessary words, phrases, or morpheme; inserting words, or morpheme, and writing the correct form above or near the mistaken word. However, the direct written corrective feedback hinders students' autonomous learning and may not contribute to long-term learning.

Indirect Corrective Feedback

Indirect corrective feedback is a type of written feedback in which teacher indicates an error has been made by students on their writing, but the teacher does not give or provide the correct form of the error. The teacher just gives explicit correction on students' writing. Indirect corrective feedback is commonly presented by giving indicators. The indicators may be in one of four ways: recording in the margin the number of errors in a given line, using a code to show where the error has occurred and what type or error it is or underlining or circling the errors (Ferris and Roberts in Shirotha, 2016:4).

Getting indirect corrective feedback, the learners need to discover their own error and correct it by themselves. Sees the importance of self-discovery and the impact it has on long-term sustainable improvement in writing (Lalande in Shirotha, 2016:6). Ellis (2005:100) also claimed that indirect feedback where the exact location of errors is not shown might be more effective than direct feedback where the location of the error is shown. The reason is because the students would have to engage in deeper processing. Written corrective feedback is one of the instructions. The instruction has been a major debate since Truscott (1996:354) published his paper. He

acknowledged his opinion that written corrective feedback should be abandoned because it harms students' writing.

Lalande in Shirotha (2016:7) stated that indirect written corrective feedback leads to guided learning and problem solving. It also encourages students to reflect on their linguistic form. Moreover, it leads to long term learning. Another success story of indirect written corrective feedback was stated by Ferris in Shirotha (2016:8). Indirect written corrective feedback forces students to be more reflective and analytical about their errors. The students are required to learn from process, leads to their autonomous learning which is beneficial for to their long life learning. Then, if the goal is to sustain improvement in students' writing, then indirect written corrective feedback is the best strategy.

Furthermore, Ferris in Shirotha (2016:8) stated that the students prefer indirect written corrective feedback. Role of corrective feedback given by teachers to improve the L2 learners' writing accuracy. Furthermore, the efficacy of both direct and indirect corrective feedback is investigated in light of the findings of several studies on L2 writing error feedback. In conclusion, indirect corrective feedback involves indicating that the student has made an error without actually correcting it. This can be done by underlining the errors or using cursors to show omissions in the student's text or by placing a cross in the margin next to the line containing the error. In effect, this involves deciding whether or not to show the precise location of the error.

CONCLUSION

Based on the explanation above, it can be concluded that writing can be the most challenging of the four domains of language." Writing takes more effort to produce than to receive. Writing is considered as a productive skill, it aims at assisting students in expressing their written idea, but it is one of the most difficult skills that foreign-language learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and sociocultural competencies. essay is a part (piece) of a writing, but can also be interpreted as a short essay, intact bouquet. Therefore, the essay is one type of writing that is often used as a test tool to measure one's intelligence. A knowledgeable person will be able to convey his ideas in a coherent, logical and interesting manner. In an essay, it usually consists of three parts, they are; introductory paragraph, body, and concluding paragraph. To write a good essay, the teacher should give feedback on their writing, it can be directly or indirectly. Direct written corrective feedback means that the teacher marks the error and provides the correct form. There are many forms of this direct written corrective feedback. They are crossing out unnecessary words, phrases, or morpheme; inserting words, or morpheme, and writing the correct form above or near the mistaken word. Indirect corrective feedback is a type of written feedback in which teacher indicates an error has been made by students on their writing, but the teacher does not give or provide the correct form of the error.

Giving feedback means telling learners about the progress they are making as well as guiding them to areas for improvement. Through feedback given, learners are expected to be able to focus and concentrate more on what is being learned. Furthermore, feedback given by a teacher makes learners more aware of their strengths and weaknesses in a learning course so that it is expected that they can use the strengths to overcome the weaknesses by understanding the feedback given.

Therefore, providing Corrective Feedback on students' writing products is one of the strategies that can be used in teaching writing as a second or foreign language.\

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NEGOTIATIONS OF MEANING, CORRECTIVE FEEDBACKS AND BACKCHANNELS II ORAL COMMUNICATIONS

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ABSTRACT

Oral communication involves two parties: speakers and listeners, during which listeners in face-to-face interactions send communicative signals that might suggest negotiation of meaning, feedback, and backchannels or responses and/or reactions to the primary speaker when the primary speaker is speaking. These signals operate in an attempt to make meaning of what is constituted in the interaction. Oral communication between native speakers of English and non-native speakers of English is assumed to result in negotiation of meaning, feedbacks, and backchannels or responses and/or reaction different from the one in which the speaker and listener are all native speakers of English. The three forms of communicative signals may occur more frequently in oral communications with non-native speaker of English. This study aims to find out the occurrences of negotiation of meaning, corrective feedbacks, and backchannels in an interview of four learners of English of different levels by a native speaker of English. Data was collected from video recordings of the interview with four participants. The results showed that the three forms of communicative signals occurred less frequently in the interview because the non-native speakers acted more as speakers rather than listeners.

Keywords: oral communication, negotiations of meanings, backchannels, native speakers of english, non-native speakers of english

INTRODUCTION

Oral communication involves two parties: speakers and listeners. Listeners in face-to-face interactions are not only attending to the communicative signals being indicated by the speakers, but are sending out signals themselves in the various modalities such as facial expressions, gestures, head movements and speech. These communicative signals might suggest negotiation of meaning, feedback, and backchannels or responses and/or reactions that a listener gives to the primary speaker when the primary speaker is speaking. These signals operate in an attempt to make meaning of what is constituted in the interaction.

Making meaning is a dynamic process, involving the negotiation of meaning between speaker and hearer, the context of utterance and the meaning potential of the utterance (Thomas, 1995, p. 22). This is why negotiation of meaning often occurs during an interaction in oral communication due to unclear input or difficulty understanding each other. According to Swain (1995, p. 128), negotiation of meaning is able to help a cognitive process because by becoming consciously aware

of one's own production, output can serve the metalinguistic function of helping to internalize linguistic form. Moreover, oral communication is beneficial to learners' language development because it fosters negotiation of meaning (e.g., Gass & Mackey, 2007), from which corrective feedback often arises and provides opportunities for language learners to focus on specific linguistic forms and thus may lead to incidental, implicit language learning, which has been shown to be effective in increasing communicative competence (Long, 1996).

The occurrences of backchannels may function differently among listeners of different level of competency in English and among speakers of different cultures around the world. Some serve as learners' strategy to avoid turn of speaking due to their shyness and lack of confidence in their English ability.The objective of this study is to describe the occurences of corrective feedbacks, negotiation of meanings, in an interview with four learners, Rodrigo, Antonio, Xue and Chun by a native speaker of English and to explain the occurences of backchannels in an oral interaction between learners and native speaker of English. In addition, the paper also aims to explain the function of and the reason for the occurrences of the three.

METHOD

The method of this study is a literature study using the data source of video recordings of an interview involving four interviewees, Rodrigo, Antonio, Xue, and Chun, all of whom were learners with different levels of ability to communicate in English. The video recordings of the interview can be accessed on the following links for Rodrigo, Antonio, Xue, and Chun respectively.

1. https://drive.google.com/file/d/0ByZYQ0TAhVQTRkVFU0g5ckxBMVE/view?usp=sharing
2. https://drive.google.com/file/d/0ByZYQ0TAhVQTYmc1cWRudWZnXzA/view?usp=sharing
3. https://drive.google.com/file/d/0ByZYQ0TAhVQTc2MySXk4Tmo2Xzg/view?usp=sharing
4. https://drive.google.com/file/d/0ByZYQ0TAhVQTNU9TSmFaVXJPWUk/view?usp=sharing

The data of Negotiation of Meaning (NoM) were classified based on Oliver's (1995) classification with four categories: clarification request, repetition, confirmation, and comprehension check.The occurrences of Corrective Feedbacks (CF) were analyzed by employing Ellis's categorization with six categories: recast, repetition, clarification request, explicit correction, metalinguistic cues and elicitation. Moreover, backchannel occurences were recorded using Maynard's (1997) backchannel categorization: (1) continuer, (2) understanding, (3) support and empathy, (4) agreement, (5) emotive, and (6) minor additions as explained in Cutrone's (2010, pp. 31—34).

Summary of Previous Studies and Review of the Literature

The use of meaning negotiation in language learning has been claimed to be potentially demotivating because it emphasizes a lack of success in using the target language (Aston, 1986, p. 132). In addition, Foster and Ohta (2005, p. 417) found that the use of meaning negotiation among Japanese English learners were infrequent, and that of the three types of meaning negotiation as proposed by Pica, comprehension checks were the lowest to occur and clarification requests were the highest. A similar study which was conducted by Bower and Kawaguchi (2011),

however, showed a different result. Their study focused on the occurrences of corrective feedback and negotiation of meaning of two different groups: English learners in Japan and Japanese learners in Australia. In English sessions, there are 33 instances of which 15 and 18 instances were initiated by NSs and NNSs respectively where clarification requests was the most frequent negotiation strategy type. In Japanese sessions, they identified that nearly double the frequency of negotiation of meaning instances were initiated by NNSs (21 instances initiated by NSs versus 38 instances-initiated by NNSs). Regarding the type of negotiation, NSs used clarification requests and confirmation checks most frequently (7 times each) followed by comprehension checks (4 times), while NNSs used confirmation checks most frequently (26 times) followed by clarification requests (9 times). It is important to point out that the success rates of negotiation of meaning are very high.

The result of the research by Bower and Kawaguchi confirmed an earlier research by Lyster (1998b) on the benefit of meaning negotiation in language learning. In her research Lyster found that teachers preferred to use the negotiation of form to correct lexical errors and that the negotiation of form led to greater learner repair for grammatical and lexical errors. It is for this reason that Lyster (1998a, 1998b) advises that teachers should use the negotiation of form rather than recasts to correct learners' grammatical errors because the negotiation of form pushes learners to produce output which serves as an internal priming device that may prompt learners to notice the gap between their non-target utterances and the correct target language (TL) forms.

Investigations have also been undertaken to explore the effectiveness of corrective feedback for second language (L2) learning. Lyster (1998b) found that recasts led to greater learner repair for phonological errors while negotiation of meaning, as discussed earlier, led to greater learner repair for grammatical and lexical errors. Lyster's study also revealed that, in general, teachers had a low tolerance for lexical and phonological errors. Additionally, he found that teachers tended not to correct as many grammatical errors, but when they did, they usually opted to correct them with a recast rather than through the negotiation of form. However, a more recent research by Panova and Lyster (2002) and Lyster (2004) suggest that recasts are ambiguous to L2 learners. In his 2004 study, Lyster compared recasts to prompts (Lyster's 2004 term for a set of meaning negotiation comprising of *elicitation, metalinguistic cues, clarification requests, and repetitions*) for the acquisition of grammatical gender in French.

Prompts, which were formerly known as the negotiation of form (Lyster, 1998a, 1998b), were defined as instances where students were prompted to use more accurate grammatical forms. Prompts included elicitations, metalinguistic cues, clarification requests, and repetitions where the teacher adjusts intonation to highlight the error. Lyster found that when combined with form-focused instruction, prompts were more effective than recasts for learners' acquisition of rule-based representations of grammatical gender. Similarly, Panova and Lyster (2002) found that students who received prompts achieved greater accuracy in subsequent language processing than those who received recasts. The researchers concluded that the students who received recasts did not demonstrate subsequent gains in their L2 accuracy because they had difficulty noticing their own morphosyntactic errors and because they were uncertain about how to interpret recasts. Despite this, Long (2006) asserts that foreign and second language teachers should not reject the

use of recasts in their classrooms simply because they have been found to be ambiguous in some immersion classroom settings. Further, Long points out that the immediate uptake of recasts cannot be equated with L2 learning.

Another feature that characterizes an interaction in oral communications is backchannels. A research by Cutrone (2014, p.96) revealed that Japanese English speakers produced more backchannels during conversations with American English speakers. From the interview, it is reported that they commonly use backchannels as a means to ensure continued participation and inclusion in the conversation, and of the 30 Japanese English speakers who participated in the research, 19 of them acknowledged that they also sometimes send backchannels as a way to avoid speaking due to shyness, lack of confidence in their English ability, and not knowing what to say next. This is in line with Yngve (1970) and Orestrom (1983) in Cutrone (2010, p.31) who believe backchannels are a means for the nonprimary speaker to signal to the primary speaker that s/he understands and agrees, and thus have a supportive function.

Negotiation of Meaning

What negotiation of meaning is actually all about has been discussed by Pica (1992, p. 200). He defined it as "activity that occurs when a listener signals to a speaker that the speaker's message is not clear, and the listener and speaker work linguistically to resolve this impasse." Negotiation can occur either from explicit indication of trouble or without explicit signals of trouble (Cogo, Dewey 2012, p. 115). Pica (1987, p. 18) calls these signals of trouble as signals of comprehension difficulty and distinguishes them into three types: *confirmation checks, clarification requests,* and *comprehension checks*. *Confirmation checks* refer to the moves by which one speaker seeks confirmation of the other's preceding utterance through repetition, with rising intonation, of what was perceived to be all or part of the preceding utterance.

Unlike confirmation checks, *clarification requests* refer to moves by which one speaker seeks assistance in understanding the other speaker's preceding utterance through questions, ... statements such as "I don't understand," or imperatives such as "Please repeat!" To the other way round, *comprehension* checks include moves by which one speaker attempts to determine whether the other speaker has understood a preceding message.The following examples of interactions from Pica (1987, p. 18) between non-native speaker of English (NNSE) and native speaker of English (NSE) illustrate the three types of meaning negotiation.

1. Clarification Request

   NSE   : So you came here by yourself or did you come with friends?
   NNSE : No no I - *what? what you say?*(clarification request)
   NSE   : did you come to the states with friends or did you come alone?
   NNSE : no, alone - from Toronto

2. Confirmation Check

   NSE   : did you get high marks? Good grades?

    NNSE : *High marks?*(confirmation check)
    NSE   : good grades A's and B's – did you get A in English?
    NNSE : Oh no in English yes em B

3. Comprehension Check

    NSE   : OK, he's dancing with the woman doctor
    NNSE : *excuse me?*(clarification request)
    NSE   : the the young man doctor is dancing with the woman doctor, *right?*
           (comprehension check)
    NNSE : Mmhm

Unlike Pica, Oliver (1995) as cited in Bower and Kawaguchi (2011), classifies negotiation strategies into four types, all of which are of the five types of implicit corrective feedback: clarification requests, repetition, confirmation, and comprehension checks. Pica differs from Oliver in that he does not include repetition as one type or strategy of negotiation, but he includes it as one of the moves in confirmation check instead. According to Oliver, repetition refers to an occurence when the interlocutor repeats a learner's erroneous output as shown in the following example:

A: He go to school?

B: Go to school?

Oliver's classification is in line with Lyster's (1998b) consolidated classification system of negotiation of form which contains the categories of *elicitation, metalinguistic cues, clarification requests, and repetitions*. What is important to notice about the four categories of negotiation of form is that the negotiation of form, according to Lyster, does not provide the correct form to the learner, but rather a cue to facilitate learner or peer repair.

Corrective Feedback
The role of feedback has a place in most theories of second language (L2) learning and language pedagogy and is seen as contributing to language learning. It is viewed as a means of fostering learner motivation and ensuring linguistic accuracy (Ellis, 2009, p. 3). He further explains that there are two kinds of feedback—positive and negative feedback. While positive feedback affirms that a learner response to an activity is correct, negative feedback signals that the learner's utterance lacks veracity or is linguistically deviant. One type of negative feedback is constituted in corrective feedback (CF). CF takes the form of a response to a learner utterance containing a linguistic error, and it is used to give foreign language learners information on correctness of what they have linguistically produced and provide learners with the correct form of their erroneous production (Fahim and Montazeri, 2013, p. 1776). Six types of CF have been distinguished by Lyster and Ranta (1997): recast, repetition, clarification request, explicit correction, metalinguistic feedback, and elicitation. Ellis (2009, p. 8) elaborates the six types of CF as follows.

1. Recast
   The instructor/teacher incorporates the content words of the immediately preceding incorrect utterance and changes and corrects the utterance in some way (e.g., phonological, syntactic, morphological or lexical). Following is an example of interaction between a learner and a teacher in which recast is provided by the teacher:
   L: I went there two times.
   T: You've been. You've been there twice as a group? (recast)

2. Repetition
   The instructor/teacher repeats the learner utterance highlighting the error by means of emphatic stress or by rising intonation as can be seen in the following interaction example.
   L: I will showed you.
   T: I will SHOWED you. (repetition)
   L: I'll show you.

3. Clarification request
   The instructor/teacher indicates that he/she has not understood what the learner said, that is by saying such expressions as *sorry, pardon, what,* etc.
   L: What do you spend with your wife?
   T: What?

4. Explicit Correction
   The teacher indicates that an error has been committed, identifies the error and provides the correction.
   L: On May.
   T: Not on May, In May. We say, "It will start in May."

5. Metalinguistic feedback
   Without providing the correct form, the teacher provides comments or poses questions related to the well-formedness of the students' utterances (for example, "Do we say it like that?" "That's not how you say it in English," and "Is it a thing?").

6. Elicitation
   The teacher directly elicits the correct form from the student by repeating part of the learner utterance but not the erroneous part and uses rising intonation to signal that the learner should complete it.
   L: I'll come if it will not rain.
   T: I'll come if it ……?

Backchannel Behaviors

Backchnnel behaviors refer to communicative signals such as facial expressions, gestures, head movements and speech. Yngve (1970, p. 568) describes backchannels as follows:

> When two people are engaged in conversation, they generally take turns. . . . In fact, both the person who has the turn and his partner are simultaneously engaged in both speaking and listening. This is because of the existence of what I call the backchannel, over which the person who has the turn receives short messages such as *yes* and *un-huh* without relinquishing the turn.

Cutrone (2010, p. 1) defined backchannels as the responses and/or reactions that a listener gives to the primary speaker when the primary speaker is speaking. These cues and signals enable the synchronization of the communicative actions (for instance turn-taking), grounding and the building of rapport. What is important to notice about backchannel is that it serves as listening function (that is, when it serves only to react to what the primary speaker is saying but not as speaking function (that is, when it adds new information to the conversation). Therefore, brief questions such as *Is that so?* or *Really?*, which are formed in terms of requests for clarification, serve as backchannels. However, a question such as *Why did he go?* Was interpreted as a full speaking turn because it serves a speaking function in terms of steering the conversation in a new direction. Further, responses to questions are not considered backchannels (Cutrone, 2014, p. 85). He further explains that brief utterances such as *uh huh, yeah, mm, I see*, etc and nonverbal cues such as head nods and head shakes by the non-primary speaker are also backchannels in that they also serve as listening function.

Types of Backchannels

Based on his broader definition of backchannels, Cutrone (2014, p. 86) categorized the verbal backchannels according to three types: *simple, compound, and complex.* Cutrone's classification was developed from Tottie (1991) who classified it into backchannels and backchannel items, where the former could consist of one or more of the latter. For example, the sequence *yeah, I see* can function as one backchannel but consist of three backchannel items. Similarly, in Cutrone's categorization, a simple backchannel such as *yeah* is one that has only one backchannel item. A compound backchannel such as *yeah yeah yeah* is one in which one backchannel item exists but is repeated more than once. A complex backchannel such as *yeah, that's right* consists of multiple and varied backchannel items. To account for nonverbal backchannels, which can occur both simultaneously and independently of the three categories above, Cutrone (2005) added the following categories: simple accompanied by a head nod(s), compound accompanied by a head nod(s), complex accompanied by a head nod(s), isolated head nod, multiple head nods, smile, laughter, raised eyebrows, and two or more nonverbal backchannels occurring simultaneously.

According to Maynard (1997), however, based on the function, backchannels can serve six functions as follows: (1) continuer, (2) understanding, (3) support and empathy, (4) agreement, (5) emotive, and (6) minor additions. Cutrone (2010, p. 31-34) provides a more comprehensive definitions and examples of each type below.

Continuer is the type of backchannel that functions for the non-primary speaker to signal to the primary speaker that they are indeed listening attentively, and to allow the primary speaker to continue their speaking turn. This can be seen in the following example in which B's back channel of *Mm hm* signals that B is listening and A should continue speaking:

A. I'll pick it up from his place
B. *Mm hm*
A. at around 7 o'clock

The second type of backchannel, understanding, displays understanding of content. This is when the non-primary speaker feels it is necessary to show that he/she understands the primary speaker as in the following example:

A: You have to go two blocks
B: *Mm hm*
A: then turn left at the video store
B: *Uh huh*
A: It's a few stores down on the right side
B: *I see*
A: You can't miss it

In this example, B sends two continuer type backchannels in *Mm hm* and *Uh huh* to signal to A that he/she should continue giving directions, and once B seems to understand where the place is, B signals understanding of content to A with the backchannel *I see*.

A backchannel functions as agreement, the third type, when the non-primary speaker reacts to a question or question like utterance made by the primary speaker as can be seen below:

A: You mean you heard the news already.
B: (*Head Nod*)
A. I was going to tell you.
This example shows B reacting with the backchannel *Head Nod* in agreement to A's question like statement.

Another type of backchannel is support and empathy (toward the speaker's judgment). This occurs when the non-primary speaker responds with a show of support or empathy to an evaluative statement made by the primary speaker as can be seen in the following example.

A: He quit his job again
B: It's going to be hard to find a new one
A: *Yeah*
B: He'll have to apply...

This could be interpreted as A feeling it necessary to provide support to B's evaluative statement *It's going to be hard to find a new one*, hence A uttered the backchannel *Yeah*.

The next type is emotive (strong emotional response). This is when the non-primary speaker responds emphatically to a statement made by the primary speaker, which indicate more than simple continuer, understanding, or support. Such backchannels are found in the forms of laughs and exclamatory statements as in the following example.

A. I got an A+ on my Chemistry test.
B. *Fantastic!*
A. I hope I can keep it up all semester.

The last type of Maynard's (1997) backchannel categorization is minor addition or request for information.This occurs in such instances as when the non-primary speaker corrects something the primary speaker has just uttered, when the non-primary speaker needs clarification or when the non-primary speaker attempts to add a word in completing the utterance the primary speaker has just made. The following example illustrates it.

A: John will likely be back in April.

B: *Really.*

A. Yeah, the government is reducing troops in the gulf.

In this example, it is clear to see that B was surprised at A's first utterance, and B's backchannel response of *Really* signalled B's request for confirmation.

RESULTS AND DISCUSSION

Negotiation of Meaning (NoM)

The data of NoM occurrences in the four learners' interview is summarized in table 1 below. It makes up a total of 27 occurrences with *clarification request* being the most to occur (15 of 27 or 56 %) foloowing *Confirmation* with 6 out of 27 or 22% , *comprehension check* 4 out of 27 or 15% and *repetition* the least to occur (2 of 27 or 7%). NoM occurred in all interactions between NS and NNS during the interaction. This indicates that there has been what Swain (1995, p. 128) calls as unclear input or difficulty understanding each other during the interaction between NS and NNS.

Of the four interviewees, Rodrigo (who was the least fluent of the four) made the least NoM (4 occurrences) while Chun (who was comparatively as fluent as Xue) made the most (9 occurrences). Xue, who was more fluent than Antonio, produced the same number of occurences (7 each). The data in detail is presented below.

Table 1. Frequency of NoM Occurences

	Clarification Request	Repetition	Confirmation	Comprehension Check	TOTAL
Rodrigo's	2	0	1	1	4
Antonio's	6	1	0	0	7
Xue's	2	1	3	1	7
Chun's	5	0	2	2	9
TOTAL	15	2	6	4	27

Corrective Feedback (CF)

Provision of FC by the NS (interviewer) to the NNS (learners/interviewees) occurred as many as 18 in the form of only *recast* (17 occurrences) and *repetition* (1 occurrence). The other four types of CF were not provided to the learners. Of the 18 occurrences, Rodrigo received the most (7 CFs): 6 recast and 1 repetition. Following Rodrigo was Antonio with 5 recasts, Chun and Xue with 4 and 2 recasts respectively. From this data we can infer that, since Rodrigo and Antonio

respectively are the least fluent of the four, the less fluent a learner is, the more mistakes or errors he/she makes, and so the more CFs he/she receives.

Table 2. Frequency of CF Provision by NS

	Recast	Repetition	Clarification Request	Explicit Correction	Metalinguistic Feedback	Elicitation	TOTAL
Rodrigo's	6	1	0	0	0	0	7
Antonio's	5	0	0	0	0	0	5
Xue's	2	0	0	0	0	0	2
Chun's	4	0	0	0	0	0	4
TOTAL	17	1	0	0	0	0	18

Backchannel

It is not always easy to determine into which classification the data should be categorized, for one brief utterance such as *yeah* might belong to more than one category which depends on the context of previous utterance by the primary speaker and on the function of it (that is, whether it serves as listening function or speaking function). The following table shows the frequency of backchannels occurences during the interviews of the four learners.

Table 3. Backchannel Occurrence Frequency

	Continuer	Understanding	Agreement	Support & emphaty	Emotive	Minor addition	Total
Rodrigo's		1					1
Antonio's		1	2				3
Xue's			3				3
Chun's		1	1				2
TOTAL		3	6				9

The frequency of backchannels in the four learners during the interview was quite different from that found by Cutrone (2014, p.96) in Japanese English speakers. As discussed earlier, Cutrone found that Japanese English speakers produced a lot of backchannels during their interaction with American English speakers. What distinguished the two was the fact that it was the native American English speakers who took much the turn of speaking in Cutrone (2014, p.96) while the Japanese English speakers served most as listeners because of their shyness and inconfidence to take turn of speaking; therefore, they employ backchannels as their strategy to avoid their turn of speaking. To the other way round, during the interviews of the four learners, it was the learners who spoke a lot while the native speaker (interviewer) was only trying to elicit information from the interviewees by asking questions. This is the reason why backchannels, which serve as listening function, occurred less frequent during the interviews.

CONCLUSION

Negotiation of meaning, corrective feedback, and backchannels are features that often characterize interactions of oral communications in language learning. The occurrence of each of them might signal incomprehensibilities, errors, or continued participation and inclusion in a conversation. The three function to overcome communication breakdowns and achieve comprehensibility between the interlocutors. While negotiation of meaning is more effective for grammatical and lexical repairs in language learning, corrective feedback (recast) leads to greater repair for phonological errors. The occurrences of backchannels do not always signal to primary speaker that the nonprimary speaker understands or agrees, but sometimes they are learners' strategy to avoid speaking due to shyness, lack of confidence in their English ability, and not knowing what to say next.

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THE USE OF ICT IN ENGLISH LANGUAGE LEARNING BY EFL UNIVERSITY STUDENTS

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ABSTRACT

This study was an attempt to examine the ICT integration in English language learning on EFL University students at a state university in Jambi, Indonesia. The frequency and activities of ICT use, both for general purposes and English language learning purposes also discussed in this study. This research applied quantitative method which involved 134 students who were selected using stratified random sampling technique of English department students at Jambi University. The instrument used in collecting the data was a questionnaire. Data collected were analyzed by using SPSS 23 in form of descriptive quantitative. The findings indicated that the students spent more time in using ICT for general purposes than English learning purposes. On the other hand, they showed positive attitudes towards the use of ICT in learning English. They use ICT to access their social media for general purposes. Furthermore, they use ICT for dictionary and Google translation in English language learning. The students perceive that ICT has the important role in improving their English language skills, and they expected that teacher use ICT in the classroom in order to make the learning process become more effective.

Keywords: English Language Learning, ICT, University Students

INTRODUCTION

Nowadays, technological advances have been had such a great influence on the field of education especially in learning English as a foreign language. The use of ICT in learning English can assist students in improving their language skills, aside from that, ICT utilization may empower and motivate learners in English language learning. ICT utilization can provide opportunities for collaboration and interaction in learning process, and also the instruction needs to be scaffolded for learners to benefit from such opportunities (Murray, 2005).

Information and communication Technology (ICT) is more commonly used in language learning and teaching in the last decades. ICT refers to the computers-based technologies and internet-based technologies which is used for creating, storing, displaying and sharing information. ICT provides a context for human-human and human machine communication, and it provides a context for information production, display, delivery, and sharing. In the context of EFL, ICT can provide English language learners with opportunities for interaction to native speakers through ICT tools such as e-mail, social networking, and video-based communication like skype.

ICT can help on both teachers and students in English language learning. ICT has been used in the classrooms from elementary school to higher education. ICT utilization provides the opportunity for students to find out the learning material and practice their English language skills. Moreover, ICT can be used to attract and grow students' interest and their positive attitudes in learning English, and it is also expected that ICT should be used more frequently in the classroom in order to maximize language teaching and learning. The use of ICT can provide students the opportunities to practice their English in real context of language use (Kramsch & Thorne, 2002). The learners can use Skype to interact to native speaker (Dalton, 2011). In addition, the teachers can use video resources in the classroom to enhance English language learning (Boutonglang & Flores, 2011). ICT can be used to develop students' English language skills (Listening, reading, Speaking, writing) (Jakob & Afdaliah, 2019).

The use of ICT can help English language learners to improve their English language skills in English language teaching process. The university students are more interested in English language learning when the teachers using ICT in English language teaching process. The effects of technology use in the classrooms makes the students active and enjoy the classrooms activities. The integration of ICT also increases students' motivation in EFL context (Ilter, 2009).

In Indonesia especially in English Department of a state university in Jambi, the students perceive that ICT is useful to be used in English language learning. They used ICT only for projector as a media in teaching and learning process (Oktalia, Ngadiso, & Supriyadi, 2018). This is fact for the students of English Department at Jambi University. The Students used ICT for searching information given by the lecturer, and the lecturer used the ICT for presenting material and as a media in teaching. Therefore, the use of ICT needs to be investigated further to know the students perception and expectation towards the use of ICT in English language learning inside and outside the classroom.

Consequently, this study aims to find out the role of ICT in learning English as a foreign language. This study attempts to answer the questions; 1). How is the frequency of the use of ICT for general purposes and English language learning purposes? 2). what activities do the students use ICT for general purposes and for English language learning purposes?

LITERATURE REVIEW
ICT Definition
Information and communication technology (ICT) is defined by UNESCO as forms of technology used for creating, displaying, storing, manipulating, and exchanging information (Meleisea, 2007). ICT refers to computer-based technologies and networks-based technologies that provide a context for information production, delivery, and sharing (Murray, 2005). In general, ICT refers to the computers, hardware and software, smartphones, gadgets, networks, internet, website, e-mail, television, radio and other computer-based technologies. Information and Communication Technology (ICT) has brought profound changes to all aspects of our lives, and it has an important role to play in education. The ICT utilization in the last decade has made a high contribution in English language learning.

According to Kennewell (2004), ICT covers all aspects of computers, networks (internet) and certain other devices with information storage and processing capacity such as TV, mobile phones, and automatic control devices. In this research, ICT refers to computer-based technologies and internet based-technologies such as desktop, laptops, smartphones, gadget, email, social networking, website, and software related to English language learning and teaching (Davies & Hewer, 2009).

ICT for ELT

Since the first appearance of ICT integration in education in the last decades, a substantial investment has been made in ICT facilities and training in Indonesia universities. In Indonesia, as in other countries, the use of ICT in education concentrates on the potential contribution of ICT on teaching and learning process. ICT makes teaching and learning activities more active, and it has the contribution to increase the students' engagement. ICT use in English language teaching makes the students tend to have a positive perception, and positive attitudes towards ICT integration in the classroom (Boutonglang & Flores, 2011).

Using ICT in the classrooms has a great potential for English language leaning. It can offer active learning process and motivate the learners. The technological equipment such as TV, Laptop, Projector, and interactive video will affect the learners' attitude in English language learning process. The learners can develop their language skills and give the sense of freedom and encouragement using kinds of technological equipment (Krista & Jay, 2001).

Benefit of ICT use integration in ELT

Many claims are made about the benefits of ICT integration in ELT. Technological equipment including the internet makes the process of teaching and learning easier and faster, but also to increase the students' engagement and motivation (Fatiha, Sliman, Mustapha, & Yahia, 2014; Ilter, 2009). The use of ICT brings many advantages to learners. The learners may have opportunity to search for a variety of materials. The advantages of using ICT in education such as Social Networking Services (SNS) were social interaction (peer discussion and platform to interact between students and supervisors or lecturers) and learning motivation and experience supports (Habibi et al., 2018).

The implication of ICT integration in ELT can support both teachers and learners. Technology devices have been viewed and realized as significant and useful tools especially in English language teaching. ICT use in ELT help the students to increase their attitudes in learning English (Idowu & Gbadebo, 2017; Sabti & Chaichan, 2014). Using ICT in the classroom may bring positive attitudes for both teachers and learners (Benghalem, 2015).

Moreover, others research conducted to support the benefits of ICT integration in ELT often relies on introducing the learners to the new devices, software, and websites for learning and practicing English language.(Zhang, Song, & Burston, 2011). There are so many kinds of devices, software, and websites that can be accessed by the learners to improve their English skills. The internet-based technologies allows the learners to access to the authentic materials to make them enjoy the

English language learning (Shevchenko, 2018). These devices provide the learners in order to interact, share, and experience the learning in authentic environments.

Previous Studies of ICT integration in ELT

A number of related studies of ICT use in English language teaching have been conducted in the worldwide. For instance, in the U.S (Foti & Mendez, 2014; Johri, Teo, Lo, Dufour, & Schram, 2014), or in Australia (Manakil & George, 2017; Vaughan, 2011), which, however did not address in EFL context.

In EFL context, they tend to focus on investigating the students attitudes and barriers (Sabti & Chaichan, 2014), this study involves 30 Saudi Arabia students of a high school in Kuala Lumpur, Malaysia. The analysis of the study revealed gender differences in attitudes towards the use of technologies in learning English. Female students showed high and positive attitudes than males. Other related studies was conducted to investigate ICT use in learning and using English in EFL university students (Alfarwan, 2019). This study involves 138 Saudi English and business students at a Saudi university through a survey. The findings indicated that smartphone has the greatest potential for further exploitation in relation to English, followed by the laptop and tablet.

The last related study was conducted by (Tri & Nguyen, 2014), it undertook 149 EFL students at a university in Vietnam who responded to the questionnaire survey. The findings indicated that the learners spent more time using ICT for private purposes than for English learning purposes. Specifically, 88,4% of them using ICT for general purposes, and only 12.6% of them used ICT for English learning purposes.

METHODOLOGY

The current study used the quantitative method to investigate the frequency of ICT use for general purposes and English language learning purposes. In addition, it explored the students' activities towards the use of ICT for general purposes and English language learning purposes. The questionnaire was administered randomly to 134 students of English Department at Jambi University. The students had normally studied English for three years at secondary school, three years at high school and taken further English Education course at university. 99 respondents are female and 35 respondents are male.

The three-section of questionnaire was designed in the close-ended format. The first section elicited background information. The second section entailed the frequency of ICT use for general and English learning purposes. The third section elicited for what activities do the students use ICT for general purposes and English learning purposes.

Before the instrument was administered in the study, piloting was conducted to representative group who were not included in the main study in order to enable the researcher to identify and modify the instrument to make sure its validity and reliability. The instrument also was translated into Indonesian language to ensure the participants' comprehension of the instrument.

The data were analyzed quantitatively. The responses of participants were analyzed using SPSS version 23. Descriptive statistics were performed in order to find out the frequencies and percentages of ICT use both general purposes and English learning purposes.

RESULTS AND DISCUSSION
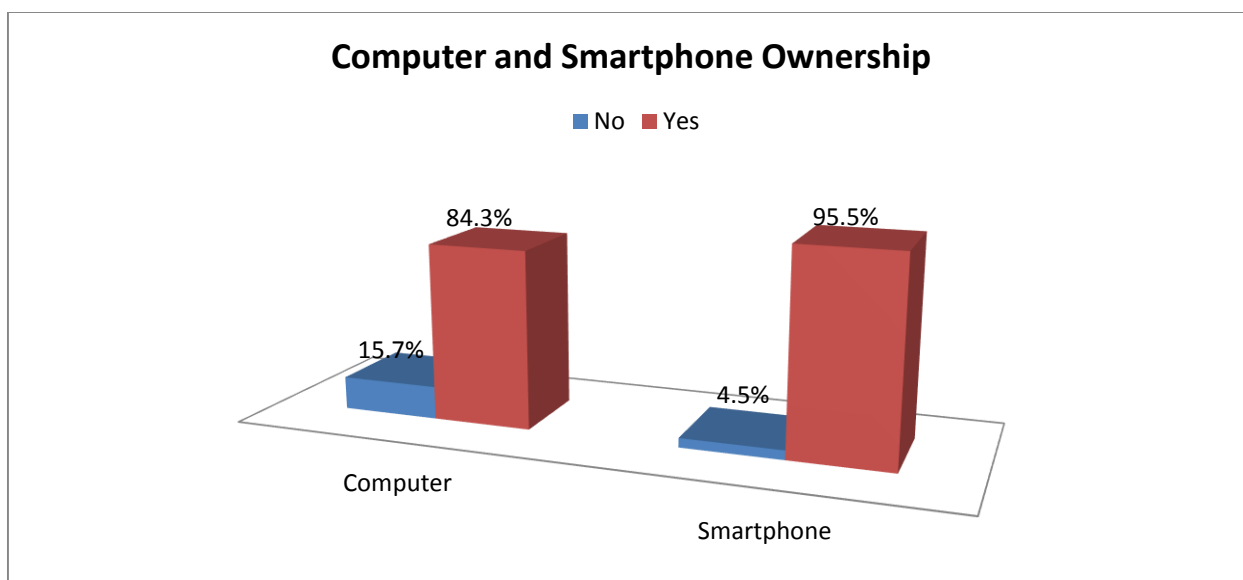### Computer and Smartphone Ownership

Figure 1. Computer and Smartphones Ownership

Figure 2 displayed the computer and smartphone ownership that owned by the respondents. It showed the overwhelming majority of respondents have computer and smartphone 84.3% (113 respondents) and 95.5% (128 respondents) respectively. Only a small number of respondents who did not have computer and smartphone. The respondents who did not have computer only 15.7% (21 respondents), and who did not have smartphone only 4.5% (6 respondents).

ICT Use Frequency for General Purposes
This figure below shows that The ICT use frequency both for general purposes and for English language learning purposes
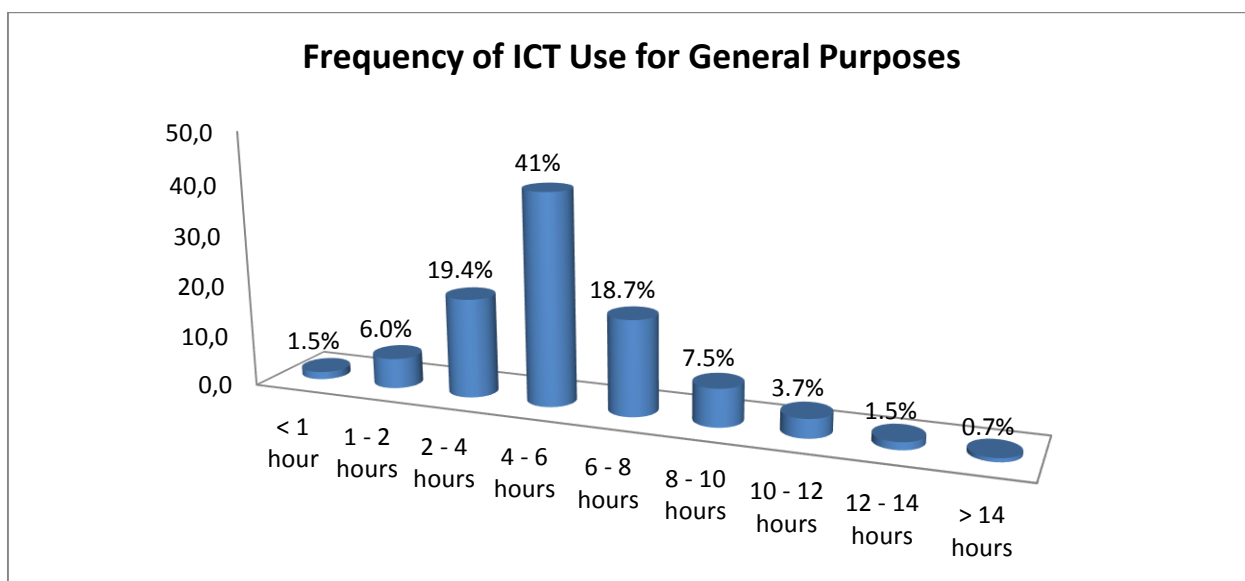
Frequency of ICT Use for General Purposes

Figure 2. Frequency of ICT Use for General Purposes

In the frequency of ICT use for general purposes (non-learning purposes), 41% of respondents claimed that they spent 4 – 6 hours in a day using ICT for general purposes (non-learning purposes). 19.4% of respondents reported that they spent 2 – 4 hours, 18.7% spent 6 – 8 hours, 7.5% spent 8 - 10 hours, and 6.0% spent 1 – 2 hours in a day for non-learning purposes. Only a small number of respondents who used ICT for general purposes from 12 – 14 hours and more than 14 hours a day, it is approximately 1.5% and 0.7% respectively.

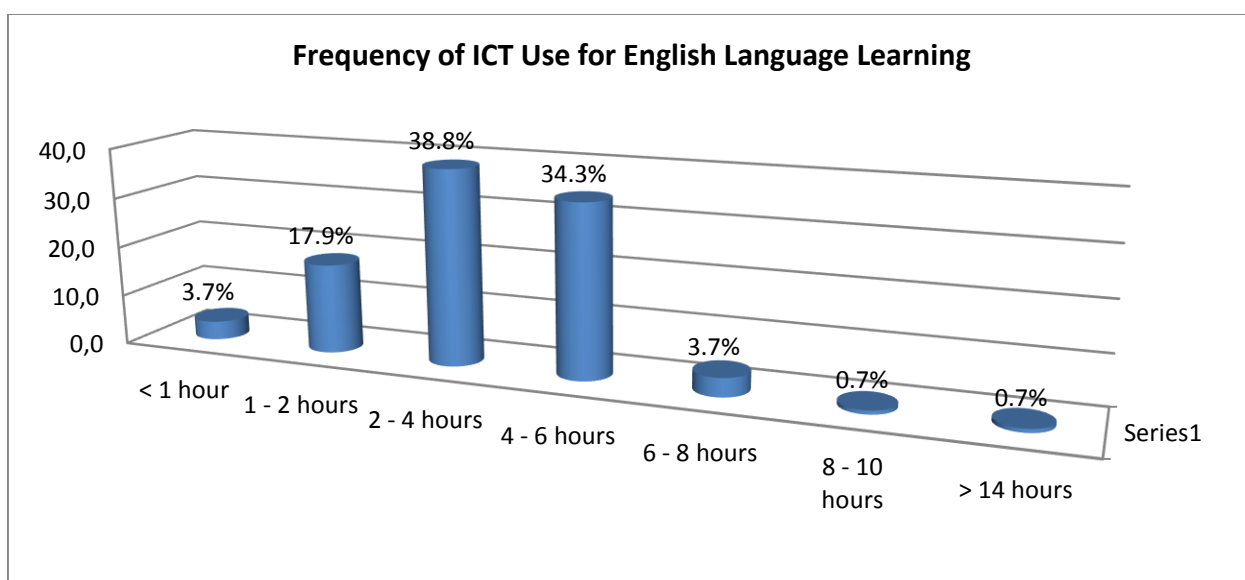**ICT Use Frequency for English Language Learning Purposes**

Figure 3. Frequency of ICT Use for English Language Learning

The frequency of ICT use for English language learning purposes can be seen at figure 3 above. Many respondents (38.8%) claimed that they spent 2 - 4 hours a day to use ICT for English language learning purposes. The next, 34.3% of respondents reported that they spent 4 – 6 hours a day, 17.9% spent 1 – 2 hours, and 3.7% of respondents claimed that they use ICT < 1 hour per day for English language learning purposes. It needs to be examined further that 3.7% of respondents use ICT < 1 hour for English learning, whether they did not know how to utilize ICT to learn English, or they were not interested in learning English using ICT, or even they used more ICT for general purposes than English learning.

Activities of Using ICT for General Purposes
Table 1 below showed kinds of activities commonly used by the students on using ICT for general purposes (non-learning purposes)

Table 1. Activities Of ICT Use for General Purposes

The Activities of using ICT for General Purposes	Frequency	Percentage
Checking E-mail	76	56.7%
Social media	126	94.0%
Reading Online News	98	73.1%
Downloading/Listening Music	103	76.9%
Watching YouTube	117	87.3%
Googling	85	63.4%
Google Map	49	36.6%
Playing Games	67	50.0%
Online Shopping	45	33.6%
Others; Online Transportation, Making Video Content, Reading Novel, Marathon Anime, Downloading Film/Application, Trading	16	11.9%

The table above indicated that the majority of students use ICT for accessing social media, watching YouTube, downloading / listening to music, reading online news, and using Google. The third most frequent activities of ICT use for non-learning purposes they are; using social media, Watching YouTube, and downloading/listening to music (94%, 87.3% and 76.9% respectively). Then followed by reading online news (73.1%), Googling (63.4%), checking email (56.7%) and playing games (50%). The respondents also reported that they used ICT for using Google map (36.6%), online shopping (33.6%), and others 11.9% (using online transportation, making video content, reading, marathon anime, downloading film/application, and trading).

Activities of Using ICT for English Language Learning
Table 2 below showed kinds of activities commonly used by the students on using ICT for English language learning purposes)

Table 2. Activities Of ICT Use for English Language Learning Purposes

The Activities of Using ICT for English Learning	Frequency	Percentage
Using Dictionary	118	88.1%
Google Translation	116	86.6%
Searching Online Materials	113	84.3%
Listening Practice	105	78.4%
Reading Practice	69	51.5%
Speaking Practice	68	50.7%
Writing Practice	52	38.8%
Learning Vocabulary	87	64.9%
Learning Grammar	69	51.5%
Learning Pronunciation	88	65.7%
Discussing Assignments	94	70.1%
Online English Learning Forum	62	46.3%
English Learning Software	72	53.7%
Games English Learning	62	46.3%
Others; Doing Assignments, Listening English Songs, YouTube, Watching Films, Translation	11	8.2%

The table above indicated that the majority of students use ICT in English language learning for some activities, those are using dictionary, Google translation, searching online English materials, listening practice, discussing assignments, learning pronunciation, learning vocabulary, learning grammar, and speaking practice. The third most frequent activities of ICT use for English language learning purposes they are; using dictionary (88.1%), using Google translation (86.6%), and searching English online materials (84.3%).

The findings in this study revealed that the students spent more time per day using ICT for general purposes (non-learning purposes) than for English learning purposes. Specifically, 73.1% of them spent more than 4 hours per day using ICT for general purposes while only 38.4% of them spent more than 4 hours per day for English language learning purposes. The findings support previous research that showed that majority of respondents spent more time using ICT for general purposes than for learning English (Melor, Maimun, & Chua, 2009).

From the findings about students' activities of using ICT for general purposes, the majority of the students using social media 94%, using YouTube 87.3%, and downloading/listening to music 76.9%. It means that the students spent more time for general purposes such as surfing the internet for pleasure, using social media, using YouTube, listening to the music, and playing games. Based on the data of students' activities using ICT for English learning purposes, using dictionary is the most frequent activity that the learners use for English language learning (88.1%). Then, followed by using Google translation and searching online materials, 86.6% and 84.3% respectively.

There is an interesting phenomenon that ICT use inseparable from human nowadays. ICT provides the necessity of information and can help in gaining and accessing information. It can also improve the quality of human life because it can be used in the field of education, health,

economy, industry, and social area. In EFL context, ICT provides learners access to resources and support them especially in developing English language skills for managing their own learning (Lai, 2013; Reinders & White, 2016).

The use of ICT can improve the students' English language skills (Oktalia et al., 2018). They also perceive that ELL can be more enjoyable when the teacher used ICT in teaching and learning process. The students also have positive attitude towards the use of ICT in English language learning (Sabti & Chaichan, 2014; Tri & Nguyen, 2014).

CONCLUSION

To sum up, the majority of the students spent more time using ICT for general purposes (non-learning purposes) such as using social media, watching YouTube, listening to the music, surfing the internet, and playing games than for English language learning purposes. while using dictionary, using Google translation, and searching English online materials are common and frequently used by the students. On the other hand, they reflected positive attitudes towards the use of ICT in English language learning.

The ICT integration in English language learning process can improve students English language skills. ICT use in EFL classrooms can make English language learning more enjoyable and effective. And the last but not least, the use of ICT by the teachers in English language learning and teaching can be more frequently in order to improve students' English language skills.

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FLIPPING CLASSROOM FOR YOUNG EFL LEARNERS

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ABSTRACT

Recently, learning system in almost schools provide the learning process which urge the students become more active learners and focus on the learning. In responding to this situation, the implementation of flipped classroom has been widely used in such away to facilitate students with more active learning in which anticipate the lack of time and chance of meeting students in the class. Teacher and students still have moment for learning regardless the problem of limited chance for learning in the classroom. Flipping classroom is also proposed as an alternative for teaching English to students in Indonesia especially young learners who learn English as a foreign language as students do not have much chance of learning it at school. Flipping the classroom may invite the students to interact more with the materials and become active as well as creative and critical in understanding the materials as well as putting it into action towards their understanding. Thus, developing speaking skill and mastering vocabulary may become some example of the results or outputs of implementing the flipped classroom as students urge to be more proactive with their learning and become more autonomous in learning and managing their learning process when it is done outside the classroom.

Keywords: Teaching English to young learners, flipped classroom, speaking skill, vocabulary learning

INTRODUCTION

English is widely regarded and used as a global or international language. This situation undoubtly impplies that mastering English is a need for people to understand all over the world. It is also becoming the urgency for Indonesian people to learn English as Indonesia entering the Asean Economic Community (AEC) as the realisation of the region's end goal and economic integration. Thus, English becomes one of important competence to compete globally.

Regarding the urgency of English mastery, the Indonesian government has the policy that schools should put English into one of official subject since decades ago. However, many have not master English yet eventhough they had been learning English for years even from the elementary level. Thus, many educators and language practitioners have been exploring the way to get students master English and trying out padagogies in helping their students improve their English proficiency.

However, for the past few years, English is no longer taught as obligatory subject for elementary students and becomes one of the extracurricular subjects taught to certain level of students. Thus, students may get less change of exploring English at school. This certain case urges English

teachers teaching at primary level for specific provide such learning strategies that facilitate their learning in limited face to face learning time.

In this modern era where we live in the world with wide expand of technology development; we can anticipate this situation by integrating the use of computer and any other technology to let the students become the center of learning and not the teachers. One way to shifting the traditional way of teaching into the innovative yet engaging students more in the learning process is by providing a combination of inside outside classroom activities. Flipping the classroom becomes one alternative yet promising for the teachers to anticipate current learning situation.

Flipped classroom, according to Berman & Sams (2012) as cited by Güvenç (2018) stated that the fundamental piece of blended learning is the model called "flipped (or inverted) classroom" which was developed by American Educators Jonathan Bergman and Aaron Sams in 2000. The author referes their approach as "a framework that ensure students receive a personalized education tailored to their individuals needs". From the explanation above it is understood that flippping the classroom may facilitate students' learning as well as fullfilling their learning needs.

According to Hamdan, McKnight, Mcknight & Arfstrom (2013:5) as cited by Ginola & Sidabalok (2016) flipped classroom is the reverse action of the traditional classroom. In flipped classroom, the teacher absence in the class will be replaced by the technology provided by the teacher. The teacher may provide materials in form of handouts, video, or audio which are given directly to students as home learning activities or available in certain chosen learning management system (LMS) or website which can be access by both teacher and students. Students who perhaps have more sophisticated device to use for learning may learn the materials repeatedly at home with their own time learning management.

Bishop & Verleger (2013) as cited by Jehma (2016) clarifies that the flipped classroom can be regarded as an educational technique which consists of two main parts: interactive group learning activities in the classroom, and direct computer-based individual instruction outside the classroom. Besides, the flipped classroom is also defined as a teaching methodology which allows educators to have more chances to engage with the students actively. Therefore, instructors in the classroom assign recorded video lectures as homework, and the time for active learning exercises and direct engagement with students happens in the classroom. The model of this approach can be, therefore, clearly explained in the Figure 1.
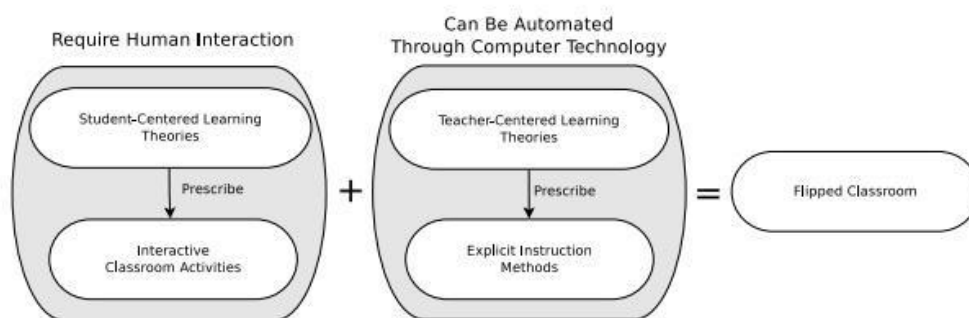

Figure 1 Flipped class model (adapted from Bishop, 2013)

From the figure we can learn that flipping classroom may integrate the human nteraction and the use of technology in the process of learning. In flipping the classroom, the teacher mya use this combination in learning by providing important materials with video, audio or any other forms which are provided to enrich the students understanding about the materials. Later, the teacher may invite the students to classroom activities as the output from the materials learnt at home either done individually or in a collabative team work.

Doing this kind of combined activities inside and outside the classroom encourages the teacher more to be a learning facilitator rather than "the knower of everything" and shift the focus on teacher centerness to student centerness. This may also facilitate slow learners who always need more time to understand materials if they are in class as they may free their time to manage additional time for understand more about the materials. In this way, they possibly may perform better in classroom activities as they are fullfilled with understanding of materials and are hoped to me more active in classroom activities. Flipping the classroom may invite the students to experience the principle of constructivism asn thet can learn through their experiences. Moreover, engaging the flipped classrom may initiate more teacher-student and student-students interaction as teacher may build the need to personalize in order to know his student better and arrange appropriate instruction for each activity.

DISCUSSION
Advantages of Flipping the Classroom
According to Sam (2011) as cited by Danker (2015) flipping the classroom may increase the ineraction beween the teacher and the students because it promotes the learning environment which engages the students in learning through application and practice. In this situation, stundent will become more responsible as this focuses on more giving the learning management especially when it is outside the class (whether using the internet application or not) to the shoulder of the students so they may experience greater impetus to experiment. This may possibly provide them more chance to be more active and interactive among students through active learning activities such as inquiry learning, problem-based learning, and peer collaboration in face to face classroom activities (Jehma, 2016; Danker, 2015; Elian,2018; Sayer and Ban, 2014). In thus regards, the learners may demonstrate their understanding about the materials and apply it in a way that makes sense for them. When they start to personalize their learning and making use of the materials into what make sense for them to their everyday lives, they start to extents beyond the lesson. It means that student start the initiation of higher level learners who are able to value the lesso of their learning activities.

Obstacles of Flipping the Classroom
An effective way of flipping the classroom requires a careful preparation which concern on managing appropriate instruction and the materials as well as the activities so that the sudents can relate all activities managed for classroom activities and out of class learning activities. Thus, Danker (2015) further mentions that teachers have to be careful in integrating both activitites for the students so that they can understand the learning model used and be motivated to prepare for the class. This may take effort, planning, implementing and revising which required double task

for the teachers as the important of all learning component of this process is to develop high-level and deepen students thinking and may also address misconception in the lesson (November & Mull, 2012).

The other concerns of implementing the flipped classroom are about the lack of access for poor students to the internet as sometimes out-of-class activities require the internet access, and also the students' motivation on doing the out-of-class activities. The problem on the access to the internet should be managed by the teachers because this situation may inhibit the learning process. In anticipating this situation, teacher should provide more accessible materials in which will be easier to be operated in student personal device such as smartphone, laptop, and also the computer.

Young EFL (English as a Foreign Language) Learners

According to Nunan (2011), young learners are the children around 3 years of age to 15. He further mentions that sometimes, some researchers segment the learners according to the age: 3 to 5 years olds, 6 to 8 years old, and so on. While Pinter (2006: 2) as cited by Nunan (2011) points out that all children demontrate their own uniqueness even in which two children at the same chronological age exhibit different characteristics. This indicates that the learning process for children should facilitate every child's personal character development and each prefered personal learning style. Pinter further mentions that young learners have some specific characteristics which are different from older learners. Young learners have lower level of awareness of the process of learning. In thus regards, children tend to focus on holistic approach to language, which means that children mostly focus on the meaning of the message in communication but not the analysis of the language. This would possibly because of the limitation of their reading and writing skils, even in their first language. Thus, they also have limited understanding about the world. However, children may work best with their imagination, fantasy, and movement. Therefore, children like to learn by doing some physical activities rather than being silent sitting and work with papers.

Nunan (2011) further mention that some challenges in teaching English to young learners are related to cognitive development, motivation and multi-level groups. The cognitive development is related to the stages of learning in which children learn languages from single-step instructions to two-step instructions and then three-step insructions. Therefore, they best initial step to learn language is by learning the symbols such as number and letters prior to beginning reading. This means that children need to learn from the basic of recognizing letters and words to practicing the ability to grasp abstract concepts. The motivation, according to the educational psychologists commonly refers to the two types of motivation, which are the intrinsic motivation and extrinsic motivation. The former refers to the reasons of learning the language to fulfill his or her personal needs and wants. The later refers to external factors such as school grades and certificate of achievement or etc. this indicates that motivation becomes essential when it comes to the consideration for teacher managing the classroom activities and learning tasks and materials. The last is the multi-level group which emphasizes on the student diversity. When we talk about students in a classroom, we will face students with varied proficiency levels. In thus regards, the teacher should anticipate this case by varying the level of student learning difficulties. This may

help and facilitate the students reaching their personal target of achievements as well as managing classroom standard level orientation.

Flipping Classroom for English Speaking Learning

Bergmann and Sams (2012) as cited by Haghighi et.al. (2018) mention that flipping the classroom allows the students to have more chance to spend time before, during and after class in dealing with the learning process. The teacher may provide video recorded materials, podcasts, annoted notes or any prepared materials which are given directly to the students or downloaded from the websites prior to providing collaborative activities, projects, and classroom discussion. Combining learning activities in by implementing flipped classroom model alter the focus of class time attention to the learners and their learning which thereby results in more class time allocated to communication.

Eventhough the process in flipped classroom primarily use technology to shift the content presentations outside the classroom, it does not reduce the student learning time. It provides additional time for the students to have more meaningful process of understanding the materials outside the class. Students have to learn and understand the materials before the class and then bring their understanding to the classroom activities such as small (personal or group) presentation, project, drilling, role play, or any activities done in class with the other students. As young learners may not learn the materials by themselves, the teacher may provide triggers to the materials or introduce the basic concept of the materials and let them apply the basis to higher thinking process about the materials in forms of their personal or group activities.

In flipping the classroom for young learners, a teacher should prepare very carefully the materials will be given to the students as for either personal or group home learning. Besides, the teacher should make sure some procedures or sequence of activities for preparing the materials to make sure that they will manage to have learning activities at home and also the following classroom activities responding to their home learning activities. Teacher should also provide some media for communication in case the students meet difficulties in understanding the materials. It can be through a learning management system (LMS) or any device for communication to help students in confussion. This urges the teacher provide more time to facilitate the learners as their mentor of learning. The classroom activities responding to the home learning materials should then engage the students with more speaking activities either personally or in group. By providing those learning procedures or sequence of learning activities it is hoped that the students may have more time and chances of practicing speaking with more speaking activities in the classroom either in personal performance or group work projects.

Flipping Classroom for Vocabulary Learning

Vocabulary is one important element in learning any language as it is the key to express messages of communication. Al-Hamdani and Breiki (2018) mentions that some researchers have suggested some strategies and techniques to promote foreign language vocabulary learning such as with repetition, mnemonics and using paper-dictionary (Nation, 1982; Rossiter, Abbott, & Kushnir, 2016). However, these kind of techniques are somehow considered as the old-fashioned ones as high speed expansion of the use of technology for learning, some experiements using different

types of technological tools to promote vocabulary achievement such as augmented reality (Santos et.al., 2016; Solak & Cakir, 2015), mobile applications (Ghazali & Ali, 2017; Lu, 2008; Zhang, Song, & Burston, 2011) and computer-based space (Chukharev Hudilainen & Klepikova, 2016) have been done and have proved to help students improve vocabulary achievements.

Flipped classroom with the four pillars: 'flexible environment', 'learning culture', intentional content', and professional educators' which stand for the four letter of the words "FLIP" respectively (Flipped Learning Network, 2014). These three pillars which are related to the learning may facilitate students to be in academic learning environment which facilitate more on the improvement of their capabilities as well as their mental process. This kind of learning experience is suitable current learning atmosphere for enriching student vocabulary master as well as engaging them in more in depth understanidng of the vocabulary learnt in contexts.

As to flippling the classroom combine inside and outside class learning activities, the teacher have to manage the learning procedure as well as well-developed learning materials so that the students may follow the activities thoroughly as well as develop the value of learning. By experiencing this kind of learning, they may start to be the manager of their own learning as they need to manage their n time and ways of learning the materials oustide the class and join the interactive learning activities in the classroom. This way of learning may surprisingly facilitate the students' achievement in vocabulary mastery. They learn the meaning of the vocabulary either personally or with pairs and manage to use it in contexts with the teacher and their classmates in the class in some various kinds of learning tasks and activities.

CONCLUSION

Flipping classroom may not the new approach to implement for teaching as it has been introduced since years ago. However, as the expansion of the use of technology in all over the world especially for educational field, it can not be denied that flipping classroom may become one good solution to enhance the eficienty of student learning as well as managing the tie limitation for learning in the classroom. Students are becoming more active learners both inside and outside the classroom and start learning to manage their phase of learning. Thus, flipping the classroom approach may facilitate the teachr in providing efective learning enviroment for developing speaking skills and enriching student vocabulary as the phace of learning in flipping the classroom maximalize student learning activities both inside and outste the classroom. Besides, it also engages the students more with the materials so that they may understand the materials deeper and contextually make use of their knowledge into practice.

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