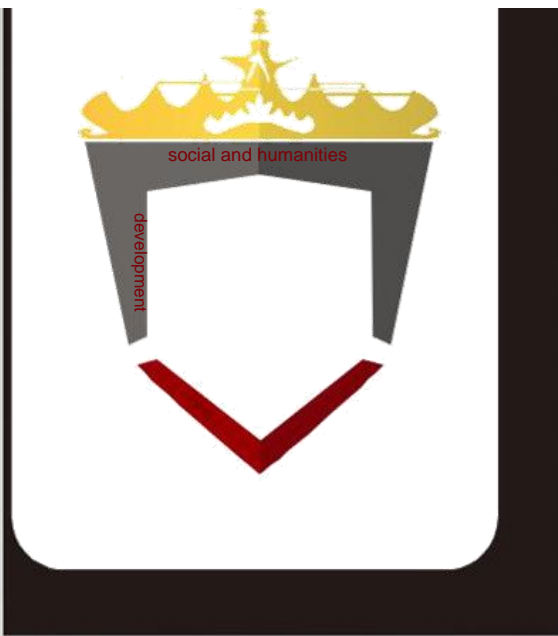


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INTERNATIONAL CONFERENCE

2nd SHIELD 2017

52nd Dies Natalis Unila

Bandar Lampung - 18-20 September 2017 - 4 International Speaker

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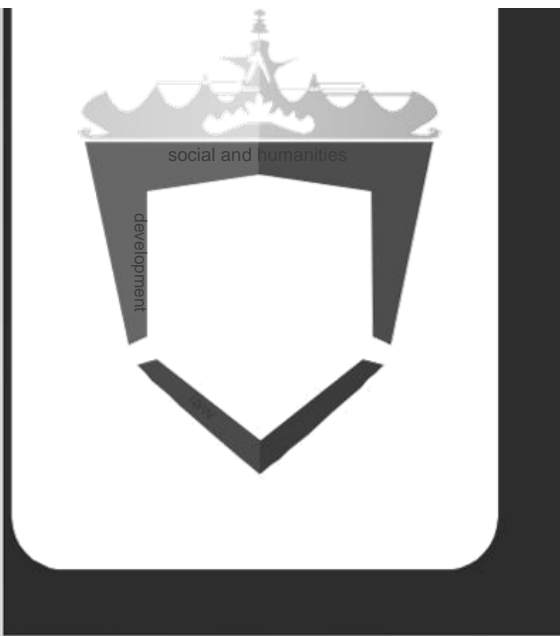


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Proceeding of International Conference 2nd SHIELD 2017
Bandar Lampung, September 18-20th 2017

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Foreword

In this globalization era, advancement in science and technology has led to remarkable gains in life. However, despite the remarkable gains, many countries particularly Asian countries face inequalities and uneven progress. Even worse, these countries are facing many problems such as poverty, terrorism, drug abuse, and other social issues. These problems are complex and multidimensional. We should give a real contribution to solving these problems. Because the problems are multidimensional, we need people from cross-disciplinary interests to work hand in hand with strong commitment, not only to face, but also to change these problems into opportunities.

Therefore, the Postgraduate Program in collaboration with Institute of Research and Community Service of University of Lampung provides a place for academicians, practitioners, policy makers, researchers and professionals from multi-disciplines related to Social Sciences and Humanities, Economics, Education, Law, and Sustainable Development (SHIELD) to meet and interact with members inside and outside their own particular disciplines. All participants are challenged to give their real contribution to helping solve the real-world problems.

The authors of Proceeding of 2nd SHIELD International Conference come from policy academicians, practitioners, makers, researchers and professionals from multi-Sciences and disciplines related to Social Humanities, Economics, Education, Law, and Sustainable Development.

This conference aims to share information and discuss recent developments and innovations arising from research in a wide range of disciplines. Through this conference, it is expected that the research articles can be documented and communicated throughout the countries.

Head of Committee

Prof. Dr. Muhammad Akib, S.H., M.Hum.

**Welcome Address
Report by the Organizing Committee**



*Dear distinguished guests and
participants,*

In this globalization era, advancement in science and technology has led to remarkable gains. However, despite the remarkable gains, many countries particularly Asian countries face inequalities and uneven progresses. Even worse, these countries are facing many problems such as poverty, terrorism, drug abuse, and other social issues. These problems are complex and multidimensional. We should give a real contribution to solving these problems. Because the problems are multidimensional, we need people from cross-disciplinary interests to work hand in hand with strong commitment, not only to face but also to change these problems into opportunities.

Therefore, the Postgraduate Program in collaboration with Institute of Research and Community Service of University of Lampung holds The 2nd SHIELD Conference as a place for academicians, practitioners, policy makers, researchers and professionals from multi-disciplines relating to Social Science and Humanities, Economic, Education, Law, and Sustainable Development to meet and interact with members inside and outside their own particular disciplines. All participants are challenged to give their real contribution to helping solve the real-world problems.

At this second international conference, four keynote speakers from different disciplines and different countries were invited. Seventy-five authors initially submitted their abstracts before submitting their full papers, but finally only 49 full papers were accepted for publications. The authors are academicians, practitioners, policy makers, researchers and professionals. This conference aims to share information and discuss recent developments and innovations arising from research in a wide range of disciplines. Through this conference, we hope that the research articles can be documented and communicated throughout the countries.

I would like to thank you for your participation and look forward to having productive discussion among participants.

Sincerely yours,

Professor Muhammad Akib

Remarks by the Rector of the University of Lampung



The Honorable keynote speakers, committees, participants, ladies and gentlemen,

It gives me a great pleasure to welcome all of you and chair the Opening Ceremony this morning to the Second SHIELD International Conference, jointly organized by Postgraduate Program and Institute for Research and Public Services, the University of Lampung. We'd like to say how grateful we are to all the keynote speakers who have accepted our invitation. Also, we are delighted to have all of participants here to participate and share in the Second SHIELD International Conference.

Along with an increase in the activity of national development and dynamic development of the international world due to globalization, then it always be followed by the emergence of complex social, humanity, economics, education, law and sustainable development issues. Therefore, the University of Lampung, which has a vision to be the best 10 among public universities nationwide, a mission to be a world class research university, and as the third largest state university (outside Java Island) feels compelled to draw up concepts and provide solutions to the various issues.

In relation to these issues, practically the University of Lampung through its Postgraduate Program in collaboration with its Institute Research and Public Services organizes the Second International

Conference with such disciplines as social sciences, humanities, economics, education, law and sustainable development. This international conference presents several keynote speakers who come from leading universities in the world. These activities are held in Lampung, which is one area that has a nationally important role, because it is the gateway of Sumatera Island and is strategically located for the development progress.

As the arena for discussion, communication, and enrichment of the knowledge of participants, this conference is expected to provide a significant contribution to capturing opportunities for the development of science today. This conference is intended to function as a forum among the participants from various walks of

life for dissemination of research results in the fields of social sciences, humanities, economics, education, law and sustainable development. The participants include practitioners, researchers, academics, students, industrialists and science observers from various organizations such as industries, state-owned enterprises, research institutions, government agencies, and public and private universities.

To expand the horizons of thinking for the participants and to share the experiences of international researches from world experts, this conference invites four keynote speakers from four countries who will present their main papers. These speakers are:

1. Prof. Dr. Arief Hidayat, S.H., M.S., Chairman of the Constitutional Court, Republic of Indonesia
2. Prof. Ryohei Kada from Shijyonawate Gakuen University, Japan.
3. Dr. Fonny Dameaty H. from University of Malaya, Malaysia.
4. Dr. Jenny H. Panchal from James Cook University, Singapore.

We are honored to have you all the speakers here in this conference, and thank you for being our keynote speakers in this conference.

Finally, I do hope that this seminar can run well and all participants can participate actively.

Sincerely yours,
Rector,

Prof. Dr. Hasriadi Mat Akin



TABLE OF CONTENT

Tittle and Writer	Page
COMMODIFICATION OF PAPUAN POVERTY IN TOURISM MAGAZINE Amadea Dwi Pradhipta, Udi Rusadi	1-14
PAKSI BENAWANG AT TANGGAMUS :MARRIED RITE, MARGINALIZED AND LOCAL WISDOM Bartoven Vivit Nurdin, and Damayanti	16-24
A STUDY OF STUDENTS' READING MOTIVATION FACTORS IN SECOND LANGUAGE ACQUISITION AT THE THIRD GRADE OF A SENIOR HIGH SCHOOL IN PANGKALPINANG Erni Yulianti	25-31
THE EFFECT OF THE UNITED STATE PRESIDENTIAL ELECTION ON JAKARTA ISLAMIC INDEX: EVIDENCE FROM INDONESIA STOCK EXCHANGE Hiro Sejati, Erna Listyaningsih and Nur Baiti	32-39
PRINCIPILED MATERIALS DEVELOPMENT FOR KINDERGARTEN STUDENTS Iin Inawati	40-53
PRINCIPILED MATERIALS DEVELOPMENT FOR KINDERGARTEN STUDENTS Jeni Wulandari, Sam'un Jaja Raharja, Heru Nurasa, Herwan Abdul Muhyi	54-62
THE IMPLEMENTATION OF DIVERSION IN CHILD CRIMINAL JUSTICE SYSTEM IN INDONESIA Nikmah Rosidah, Chaidir Ali	63-71
MODELS & PATTERNS OF CLIENTELISM IN LAMPUNG LOCAL ELECTION Robi Cahyadi Kurniawan, Utang Suwaryo, Muradi, R.Widya Setiabudi S	72-83
POSITIVE PROTECTION: PROTECTING GENETIC RESOURCES RELATED TO TRADITIONAL KNOWLEDGE IN INDONESIA Rohaini, Nenny Dwi Ariani	84-91

THE MODEL OF SMES EMPOWERMENT THROUGH VILLAGE RULES AS EFFORTS TO IMPROVE THE QUALITY OF PRIMARY PRODUCT VILLAGE	92-101
Yusnani Hasyimzum, Utia Meylina	
THE IMPORTANCE OF DEVELOPMENT PLANNING IN LAND ACQUISITION FOR PUBLIC INTEREST BASED ON LAND SAVING MODEL REGULATION	102-111
Ade Arif Firmansyah, Yos Johan Utama and HS. Tisnanta	
REPRESENTATION OF SUBJECT’S IDENTITY IN MIXED MARRIAGE THROUGH CYBERMEDIA (SEMIOTIC ANALYSIS OF “NASIB SAYA KAWIN CAMPUR” AND “NIKAH SAMA LOKAL” VIDEOS ON SACHA STEVENSON’S YOUTUBE ACCOUNT)	112-120
Alifia Oktrina Fayardi and Eduard Lukman	
LEGAL PROTECTION ON CHILDREN’S RIGHTS FROM BLOOD RELATIONS MARRIAGE (INCEST) IN THE PERSPECTIVE OF CONSTITUTIONAL LAW	121-126
Amnawaty Hamid, Dina Juliana Anwari, Siti Nurhasanah	
REPRESENTATION OF SPEECH POLITENESS CULTURE THROUGH SOCIAL MEDIA (SEMIOTIC ANALYSIS OF HATE SPEECH INDONESIA NETIZEN TOWARD PRESIDENT JOKOWI IN CYBERSPACE)	127-136
Annisa Nur Muslimah Koswara , Eduard Lukman	
THE POSITION OF ONLINE DISPUTE RESOLUTION IN THE POSITIVE LAW OF INDONESIA	137-143
Bayu Sujadmiko, Dheka Ermelia Putri and Bismo Jiwo Agung	
ENVIRONMENTAL PROTECTION IN ARMED CONFLICT ACCORDING TO INTERNATIONAL HUMANITARIAN LAW	144-152
Desy Churul Aini, Desia Rakhma Banjarani	
THE PREFERENCE OF MULTIPLE REPRESENTATION ON BIOLOGICAL CONCEPT : IDENTIFICATION AND QUALITY CONSTRUCTED REPRESENTATION	153-160
Dewi Lengkana, Fransisca Tapilow, Ana Ratnawulan	
THE CAPACITY DEVELOPMENT POLICY FOR APPARATUS THROUGH NEW GOVERNMENT PARTNERSHIP COOPERATION IN LAMPUNG TO OBTAIN OPTIMUM PUBLIC SERVICE	161-167
Dian Kagungan, Devi Yulianti	

THE EFFECTS OF THE PERFORMANCE MEASUREMENT SYSTEM ON THE MANAGERIAL PERFORMANCE (AN EMPIRICAL STUDY ON BPR IN BANYUMAS REGENCY, INDONESIA)	168-178
Dona Primasari, Abdul Rohman, Fuad	
EFFECT OF SERVICE QUALITY ON CUSTOMER SATISFACTION AND LOYALTY SULTAN ISKANDAR MUDA INTERNATIONAL AIRPORT ACEH INDONESIA AS THE WORLD'S BEST AIRPORT FOR HALAL TRAVELLERS	179-189
Dorothy Rouly Haratua Pandjaitan	
THE CRIMINAL LAW ENFORCEMENT AGAINST CRIMINAL ACTS BEGAL BY CHILD OFFENDERS	190-201
Eddy Rifai, Heni Siswanto, M. Farid, Anisa Cahaya Pratiwi	
CHEMICAL CASTRATED SANCTION ON SEXUAL CRIME CHILDREN REVIEWED FROM LAW AND HEALTH ASPECT	IN 202-207
Erna Dewi, Rozi Kodarusman Warganegara	
CHAOS OF FOREST RESOURCE ACCESS REGULATION: STUDY ON MORO-MORO FARMERS AT REGISTER 45 LAMPUNG	208-215
FX. Sumarja	
THE IMPLEMENTATION OF FOCUS ON FORM AND FOCUS ON MEANING INSTRUCTIONS IN ENGLISH LANGUAGE TEACHING AT THE UNIVERSITY OF LAMPUNG	216-222
Gede Eka Putrawan, Rafista Deviyanti, Riyan Hidayatullah	
STRENGTHENING MODEL CRIMINAL LAW ENFORCEMENT CRIME SPOILIATION BY THE APPLICATION OF INTEGRAL AND SCIENTIFIC APPROACHES	223-229
Heni Siswanto, Maroni, Fathoni	
LEGAL ASPECT OF THE COOPERATION ON TRIPLE HELIX MODELS IN MITIGATION ANAK KRAKATAU MOUNTAIN	230-243
Heryandi	
WASTE BANK: THE STRATEGY AND COMMUNITY-BASED ENVIRONMENTAL GOVERNANCE	244-249
Intan Fitri Meutia	
THE INFLUENCE OF INFORMATION SYSTEM ON MANAGERIAL PERFORMANCE : TASK UNCERTAINTY UNCERTAINTY TASK AS MODERATING VARIABLE	250-258
Lego Waspodu, Rini Widianingsih, Dona Primasari	
CULTURAL HYBRIDIZATION OF KOREAN BEAUTY TREND WITH HALAL-CERTIFIED LOCAL COSMETICS (ANALYSIS OF "KOREAN MAKEUP LOOKS" TUTORIAL VIDEOS ON YOUTUBE)	259-266
Lidya Agustina, Eduard Lukman	

THE USE OF IMPORTED INPUT AND MANUFACTURING INDUSTRY PRODUCTIVITY	267-276
Lies Maria Hamzah, Dian Fajarini	
THE LEGAL POLITICS OF RECALL RIGHT OF POLITICAL PARTIES RELEVANCE WITH THE SYSTEM OF POPULAR SOVEREIGNTY IN DYNAMICS OF THE CONSTITUTION OF INDONESIA	277-287
Malicia Evendia, Armen Yasir, and Yulia Neta	
STRENGTHENING THE INTEGRITY OF LOCAL LEADERSHIP AND ITS RELEVANCE TO THE EFFORT TO RUN A DEMOCRATIC GOVERNMENT	288-295
Maulana Mukhlis, Idil Akbar	
NONPENAL EFFORT IN ADDRESSING ILLEGAL FISHING IN THE LAMPUNG PROVINCE	296-304
Maya Shafira	
REGULATION OF THE COOPERATION LAW INTER-REGIONAL IN ENVIRONMENTAL MANAGEMENT IN LAMPUNG PROVINCE	305-311
Muhammad Akib, FX. Sumarja, Slamet Budi Yuwono, Hieronymus Soerjatisnanta	
HOW FAR IS THE PRECAUTIONARY PRINCIPLE CONSIDERED IN THE BENEFITS OF GENETICALLY MODIFIED ORGANISMS WORLD WIDE?	312-322
Orima Melati Davey, Ahmad Syofyan , Melly Aida	
RESPONSIBILITY TO PROTECT: POSSIBILITY OF IMPLEMENTATION INTERNATIONAL COMMUNITY TO PROTECT CIVILIAN	323 -331
Parulian Yusuf S, Rehulina	
THE IMPLEMENTATION OF COORDINATION OF FINANCIAL SERVICES AUTHORITY AND DEPOSIT INSURANCE AGENCY (LPS) AND BANK INDONESIA TO THE TROUBLED BANK	332-338
Ratna Syamsiar	
TRANSGENDER AS A SOCIAL PROBLEM: A FILM ANALYSIS OF <i>LOVELY MAN</i> BY TEDDY SOERIAATMADJA	339-347
Ria Hasna Shofiyya, Udi Rusadi	
TAX DEBT IN THE BANKRUPTCY DISPUTE: INDUSTRIES BADJA GARUDA INC. V.S. TAX OFFICE OF MEDAN BELAWAN	348-359
Rilda Murniati ^a ,Richmond Cosmas Tobias	

SPREADING OF POOR HOUSEHOLD AROUND WAN ABDUL RACHMAN FOREST PARK AND MANGROVE FOREST IN SIDODADI VILLAGE (STUDY IN SIDODADI VILLAGE SUB DISTRICT OF TELUK PANDAN DISTRICT OF PESAWARAN)	360-366
Rizki Bahagia Utama, Rommy Qurniati, Arief Darmawan	
THE PROTECTION OF INDIGENOUS PEOPLE'S CONSTITUTIONAL RIGHTS: CASE OF KASEPUHAN CIPTAGELAR	367-373
Rudi Wijaya, Rudy	
CLIMATE CHANGE ADAPTATION THROUGH A SHIFT IN CROPPING AREA ONTO THE UPPER STREAM REGION: MEASURING COFFEE BEANS RESPONSE IN PHYSICAL QUALITY	374-383
Samsul Bakri, Agus Setiawan, Ida Nurhaida	
MARINE POLLUTION: INTERNATIONAL LAW PERSPECTIVE AND SETTLEMENT DISPUTES	384-392
Siti Azizah, Safira Salsabila Annisa Musthofa	
LAW PROBLEM ON THE COASTAL VILLAGE	393-397
Siti Khoiriah, Rudi Wijaya	
EFFECT OF SELF EFFICIENCY AND TRAINING TO CAREER DEVELOPMENT IN TEACHER STUDENTS IN THE SUBJECT OF BEKASI CITY	398-402
Suherman, Dede Hamdani, Romlie Ardie	
THE ROLE OF CREATING SHARED VALUE (CSV) TO ENFORCE SOCIAL WELFARE FOR STAKEHOLDER	403-411
Sunaryo; I Ketut Dharma, Putra Yoga	
DRAMATURGY STUDY ON COMMUNICATIONS BY GAY IN BANDAR LAMPUNG	412-418
Toni Wijaya	
THE ETHNIC IMMIGRANT LIVING IN SIDOWALUYO VILLAGE, SIDOMULYO SUBDISTRICT, SOUTH LAMPUNG DISTRICT	419-426
Trisnaningsih, Buchori Asyik, Sudjarwo	
THE ANALYSIS OF FINANCIAL SERVICES AUTHORITY (FSA) FUNCTION IN THE SUPERVISION OF THE GOOD CORPORATE GOVERNANCE (GCG) IMPLEMENTATION FOR BANKING INSTITUTIONS IN INDONESIA	427-435
Yulia Hesti, Nenny Dwi Ariani	
THE INFLUENCE OF SEGMENTING STRATEGY AND BRAND POSITIONING STRATEGY ON CONSUMER PURCHASING DECISION (STUDY AT SMARTPHONE SAMSUNG IN INDONESIA)	436-448
Annisa Nurawalia, Faila Shofa	

RESOLUTION MODEL ON HORIZONTAL VIOLENCE CONFLICTS IN LOCAL MULTICULTURAL COMMUNITIES IN LAMPUNG PROVINCE, INDONESIA	449-455
Hartoyo, Abdul Syani	
LIVELIHOODS ASSETS CHANGES OF COMMUNITY FOREST FARMERS ON PROTECTION FOREST	456-465
Hari Kaskoyo, Slamet Budi Yuwono, Christine Wulandari, Rommy Qurniati, Irwan Sukri Banuwa	
MAPPING THE INDIGENOUS CONFLICT OF INDONESIA: 1945- 2017	466-474
Budiyono, Meylina U.	
IMPLEMENTATION OF SYARI'AH ECONOMIC PRINCIPLES ON THE MANAGAEMENT OF SYARI'AH MUTUAL FUND IN INDONESIA	475- 482
Nunung Rodliyah, Risti Dwi Ramasari	

The Implementation of Focus on Form and Focus on Meaning Instructions in English Language Teaching at the University of Lampung

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Abstract

This research was aimed at investigating the English ability of students of Physics Department of the Faculty of Teacher Training and Education at the University of Lampung before and after the implementation of Focus on Form and Focus on Meaning instructions, and at finding out the effectiveness of the two English language teaching instructions in increasing their English ability. This study applied a quantitative method through static-group comparison by using two instruments, a multiple-choice test and a speaking test. This study was conducted in two classes at the Department of Physics Education, Faculty of Teacher Training and Education, the University of Lampung. They were students of the first semester 2014/2015 Academic Year studying English as a foreign language at the intermediate level for one semester. A total of 69 students were chosen as participants of this study with an average age of 18. The results show that it is better to apply Focus on Meaning instruction for teaching English speaking than that of Focus on Form. In terms of accuracy and mastery of linguistic forms, however, it is slightly better to use the Focus on Form instruction than that of Focus on Meaning. The Focus on Form instruction is proved to be effective enough to improve students' grammatical ability. This gives an indication that this pedagogical technique is effective for diverting students' attention to the grammatical aspects as they engage in activities that prioritize the understanding and delivery of written messages. While the Focus on Meaning instruction is proved to be effective to improve students' speaking ability. Students who are taught using the Focus on meaning instruction are accustomed to conveying ideas without fear of making mistakes because through this instruction, grammatical errors are not particularly noticed, however, they are not entirely ignored either, yet the conditions are slightly tolerable.

Keywords: *Instructions, Focus on Form, Focus on Meaning, Linguistic Form, Speaking;*

1. Introduction

In Indonesia, a student will never be able to avoid English even though it is still considered as a foreign language. Therefore, learning the language is a must. This lesson of English language is learned by elementary school to university students through interactions between English teacher and/or lecturer and students, which play an important role in foreign language learning.

There has been, in second language learning process, a long debate on whether a focus of form(s) (FonF) or focus on meaning (FonM) method works better, though many teachers and researchers agree that communicative language teaching (CLT), message is more important than the form, focusing on meaningful interaction is a prerequisite to be engaged in the process of second language learning. Long (1991) states that there are three types of instruction in language learning which include Focus on Forms (FonFS) – a traditional way of learning a language putting great emphasis on linguistic forms, Focus on

Form (FonF) – an approach based on Communicative Language Teaching (CLT) principles putting emphasis on communicative aspects of the language through explicit or implicit focus on form, Focus on Meaning (FonM) – also a CLT inspired approach placing great emphasis on meaning rather than on linguistic forms. This study looks at the last two types of instruction, Focus on Form (FonF) and Focus on Meaning (FonM).

This research was aimed at investigating the English ability of students of Physics Department of the Faculty of Teacher Training and Education at the University of Lampung before and after the implementation of Focus on Form and Focus on Meaning instructions, and at finding out the effectiveness of the two English language teaching instructions in increasing their English ability.

2. Focus on Form (FonF)

In teaching English, the emphasis on linguistic forms, grammar, still occupies a major place – this results in grammatically-competent students, not communicatively-competent. Learning a language is closely related to mouth that a communicative skill on how to communicate in a meaningful way in speech is more essential. The term *form* here is often used to refer to linguistic form that is grammar. Ellis et al. (2001a) state that FonF can be directed at phonology, vocabulary, grammar, discourse, and even spelling.

According to Long (1991:45-46), FonF refers to drawing students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication. It means that this instruction allows the teacher to instruct students to look carefully at two things, accuracy and fluency, the former refers to the linguistic forms, while the latter refers to the meaningful and understandable communication. Long states further that learners attend to language as object during a generally meaning-oriented activity – learners need to attend to a task if acquisition is to occur, but their orientation can best be to both form and meaning, not to either form or meaning alone (Long, 1996:429).

Poole states that focus on form instruction is a type of instruction which:

On one hand holds up the importance of communicative language teaching principles such as authentic communication and student-centeredness, and on the other, maintains the value of the occasional and overt study of problematic L2 grammatical forms (Poole, 2005:13).

In meaning-focused activities, linguistic items can arise spontaneously. When students pay careful attention to them, then focus on form also takes place. As stated by Loewen (2004) that focus on form can be either student-initiated which allows students to seek information about linguistic items as the need arises during meaning-focused activities, or teacher-initiated.

Ellis et al. (2001a:411-412) state, based on Long's definition, that FonF has several characteristics which include: (1) it occurs in meaning-centered discourse; (2) it is observable, i.e. it occurs in an interactional way; (3) it is incidental, i.e. it is not preplanned; (4) it is transitory; (5) it is extensive, i.e. it attends several forms in the context of a single lesson.

In addition, Ellis et al. (2001b:285) also classify FonF into two kinds, Reactive FonF and Preemptive FonF. Reactive FonF is when a learner has said something erroneous, and then the teacher or other learners react by telling her or him that she or he has made an error and make it right. Preemptive FonF refers to teacher or learner's attempt to initiate explicit attention to a linguistic form to prevent an erroneous form. In brief, Reactive FonF addresses errors which have emerged in the context on meaningful communication, while that of Preemptive deals with problems which are predicted to occur and thus block communication.

3. Focus on Meaning (FonM)

Focus on Meaning (FonM) is student-centered. Students shift their attention from focus on linguistic forms or grammar to focus on meaning. From this FonM point of view, a language is

considered as a communication tool. Students can experience sufficient exposure to the second or foreign language learned. They are involved in classroom activities that they can improve and develop their ability to use the language for communication. In the active second or foreign language learning process, the teacher just provides some guidance, supervises, facilitates, and encourages them to think about and experiment with the language. The essential point of communication is that the hearer (reader) understands the message conveyed by the speaker (writer), and vice versa.

Howatt (1984) states that learners can acquire a foreign language best when their attention is focused on meaning rather than on language forms. The FonM instruction, based on studies conducted by Harley and Swain (1984); Genesee, (1987), can be more effective on general language proficiency skills such as fluency, yet learners continuously show weaknesses in linguistic forms or grammar.

Williams (1995:12) states that meaning-focused instructions have several characteristics which include: (1) they emphasize using authentic language; (2) they emphasize tasks that encourage the negotiation of meaning between students, and between students and teacher; (3) they emphasize successful communication, especially that which involves risk taking; (4) they emphasize minimal focus on form, including (a) lack of emphasis on error correction, and (b) little explicit instruction on language rules; (5) they emphasize learner autonomy.

4. Methodology

This study applied a quantitative method through static-group comparison by using two instruments. Static-group comparison, according to Setiyadi (2006:135), is a study that is closer to the experimental criteria because there two different groups or classes in this study that have two different treatments.

This study was conducted in two classes at the Department of Physics Education, Faculty of Teacher Training and Education, the University of Lampung. They were students of the first semester 2014/2015 Academic Year studying English as a foreign language at the intermediate level for one semester. English language was a compulsory subject. A total of 69 students were chosen as participants of this study with an average age of 18. Class A consisted of 7 male and 28 female students, while that of B consisted of 6 male and 28 female students. They had studied English as a foreign language since they were in elementary schools. The research design applied in this research was as follows.

Table 1. Research Design

Before treatment	treatment	After treatment
K1	X1	T1
K2	X2	T1

Notes:

K1 : Class A, the experimental group

K2 : Class B, the control group

X1 : FonM instruction

X2 : FonF instruction

T1 : English ability after treatments

The research instruments used were in the forms of multiple-choice test with five options (A, B, C, D, and E) consisting of 50 questions and a speaking test which was used to observe students' speaking or communicative ability in terms of: (1) pronunciation; (2) word choice; (3) verb tense; (4) word order; (5) singular nouns; (6) plural nouns; (7) fluency; (8) accuracy; and (9) comprehensibility.

Each class/group got a different treatment, Class A was taught through FonM instruction in which English grammatical aspects were taught implicitly and the main focus was on enabling learners to communicate in a meaningful way, the emphasis was on meaning, not the form. While that of B was

taught through FonF instruction in which the lecturer taught English grammatical aspects explicitly and the main focus was on enabling learners to produce correct sentences.

Class A was divided into eight groups and asked to find a topic closely related to natural sciences, they presented the topics in eight meetings. Class B was taught based on a textbook which contained reading passages and a number of English grammatical items.

The main tools of data collection in this study were through tests and participatory observation since the researcher was also the English lecturer of the classes. There were 16 meetings for one semester including 1 meeting for pretest, 1 meeting for quiz, 1 meeting for midterm exam, and 1 meeting for final. Each meeting lasted for 150 minutes. 16 meetings of each class were observed and eight meetings of Class A were audio-video recorded by the researcher. The linguistic items in each meeting in Class B were on spelling, word choice, verb tense, word order, and singular nouns, plural nouns.

5. Results and Discussions

5.1 Multiple-Choice Test

After giving treatments, the research asked the students of Class A and Class B to work on multiple-choice questions. Here are the results of the test.

Table 2. Results of Multiple-choice Test

Score Range	Class A (FonM)	Class B (FonF)
80-100	2	7
60-80	24	15
40-60	5	10
<40	4	2
Total	35	34

The Table 2 above explains that, overall, the ability of students from each class is relatively the same after treatments. Class B that was taught through FonF instruction gets higher scores than Class A taught through FonM. There were seven students who scored between 80-100 in Class A, while in Class B there were only two students who got almost perfect grades.

5.2 Speaking Test

Students of Class A, taught through FonM instruction, were asked to deliver a presentation to measure their speaking or communicative ability. The result of their speaking test is as follows.

Table 3. Result of Speaking Test of Class A

No	Score	Frequency	Percentage
1	32– 40	12	34.28 %
2	24 – 31	15	42.85 %
3	16 – 23	6	17.6 %
4	8 – 15	2	5.7 %
Total		34	100

From the table above, it can be seen that 12 students (34.28%) got scores between 32-40. They achieved good scores when they could deliver their presentation well in terms of *pronunciation, word choice, verb tense, word order, singular nouns, plural nouns, fluency, and comprehensibility*. There were 15 students who obtained scores between 24-31. The students falling into this category could deliver their presentation well although it was not as good as those who got scores between 32-40. There were 6

students (17.6%) who achieved scores between 16-23. They had troubles in delivering their presentation in terms of *pronunciation, word choice, verb tense word order, singular nouns, plural nouns, fluency and comprehensibility*. However, their presentation was still understandable. There were 2 students who got scores between 8-15 (11.8%). They had difficulties in terms of *pronunciation, word choice, verb tense word order, singular nouns, plural nouns, fluency and comprehensibility*. It could be said that there was almost no interaction between students presenting their topic and the audience because the presenters could not convey their ideas and messages in an acceptable way. The table below shows the scores of each speaking component.

Table 4. Students' Score Frequency for Each Speaking Component (Class A)

No	Score Component	5		4		3		2		1		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
1	Pronunciation	2	5.7	14	40	12	34.2	5	14.7	2	5.7	35	100
2	Word choice	8	22.8	13	37.1	12	34.28	2	5.7	0	0	35	100
3	Verb tense	7	20	10	28.5	9	25.7	8	22.8	1	2.8	35	100
4	Word order	4	11.42	12	34.2	11	31.4	6	17.1	2	5.7	35	100
5	Singular nouns	9	11.6	10	35.2	7	23.5	7	23.5	2	5.7	35	100
6	Plural nouns	6	17.1	8	11.7	9	35.2	10	29.4	2	5.7	35	100
7	Fluency	5	14.2	9	25.7	11	31.4	6	17.1	4	11.4	35	100
8	Comprehensibility	6	17.1	12	34.2	9	25.7	5	14.7	3	14.7	35	100

In *Pronunciation*, there were 2 students (5.7%) who got score 5. It means that there were 2 students who pronounced English words or sentences perfectly (without any mistakes). In terms of *Word Choice*, there were 8 students (11.7%) who got score 5.

In terms of *Verb Tense* there were only 7 students (20%) who got score 5. In addition, there were 4 students (11.4%) who achieved score 5 perfectly. In *Singular and Plural Noun Component*, there were only 4 students (11.4%) who achieved score 5. In *Fluency Component*, there were 5 students (14.2%) who obtained score 5. Finally, in terms of *Comprehensibility*, there were 6 students (17.1%) who did it perfectly and achieved score 5.

Students of Class B, taught through FonF instruction, were also asked to deliver a presentation to measure their speaking/communicative ability. To find out more, please have a look at the following table.

Table 5. Result of Speaking Test of Class B

No	Score Interval	Frequency	Percentage
1	32– 40	7	20.5 %
2	24 – 31	10	29.4 %
3	16 – 23	13	38.3 %
4	8 – 15	4	11.8 %
Total		34	100 %

Table 5 above explains that there were 7 students (20.5%) who obtained scores between 32-40, it means that they could deliver their ideas when delivering their presentation well in terms of *pronunciation, word choice, verb tense, word order, singular nouns, plural nouns, fluency and comprehensibility*. Meanwhile, there were 10 students (29.4%) who got scores between 24-31. The students falling into this category could deliver their ideas well although it was not as good as the group who got scores between 32-40. There were 13 students (38.3%) who got scores between 16-23, they still faced difficulties in terms of *pronunciation, word choice, verb tense, word order, singular nouns, plural*

nouns, fluency and comprehensibility. Finally, there were 4 students (11.8%) who got scores between 8-15, they still faced difficulties when conveying their opinions in English in terms of *pronunciation, word choice, verb tense, word order, singular nouns, plural nouns, fluency and comprehensibility*. . It could be said that there was almost no interaction between students presenting their topic and the audience because the presenters could not convey their ideas and messages in an acceptable way. The table below shows the scores of each speaking component.

Table 6 Students' Score Frequency for Each Speaking Component (Class B)

No	Score Component	5		4		3		2		1		Total	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1	Pronunciation	0	0	5	14.7	13	38.3	12	35.2	4	11.7	34	100
2	Word choice	4	11.7	9	26.4	10	29.4	5	14.7	6	17.6	34	100
3	Verb tense	3	8.9	13	38.2	9	26.4	6	17.6	3	8.9	34	100
4	Word order	2	5.9	9	26.4	8	23.5	12	35.3	3	8.8	34	100
5	Singular nouns	4	11.6	12	35.2	8	23.5	8	23.5	2	5.9	34	100
6	Plural nouns	1	2.9	4	11.7	12	35.2	10	29.4	7	20.5	34	100
7	Fluency	2	5.9	9	26.4	15	44.11	5	14.7	3	8.8	34	100
8	Comprehensibility	6	17.6	4	11.7	10	29.4	9	26.4	5	14.7	34	100

In *Pronunciation*, there was no student who got score 5. It means that there was no student who could pronounce well. In terms of *Word Choice*, only 4 students (11.7%) who could get score 5. In terms of *Verb Tense*, there were only 3 students (8.9%) who got the highest score. In terms of *Word Order*, there were only 4 students (11.7%) who could get score 5. In *Singular and Plural Noun Component*, there were only 4 students (11.7%) who could get score 5. In *Fluency Component*, there were only 4 students (11.7%) who could get the highest score 5. Finally, in terms of *Comprehensibility*, there were 6 students (17.6%) who got the highest score.

Focus on Meaning and Focus on Form Instructions have their respective advantages and disadvantages. From the results above, it could be seen that FonM instruction is best applied for teaching English speaking compared to that of FonF. On the contrary, if viewed from the accuracy and mastery of linguistic forms, FonF instruction is slightly better than that of FonM. In addition, from the results of speaking test, it can be assumed that the implementation of FonM instruction to improve students' speaking/communicative ability is better than that of FonF.

6. Conclusion

The Focus on Form instruction is proved to be effective enough to improve students' grammatical ability. This gives an indication that this pedagogical technique is effective for diverting students' attention to the grammatical aspects as they engage in activities that prioritize the understanding and delivery of written messages. While the Focus on Meaning instruction is proved to be effective to improve students' speaking ability. Students who are taught using the Focus on meaning instruction are

accustomed to conveying ideas without fear of making mistakes because through this instruction, grammatical errors are not particularly noticed, however, they are not entirely ignored either, yet the conditions are slightly tolerable.

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