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PROCEEDING

International Conference on Higher Education

Enhancing Competitiveness in Asia

Malang, October 27-28 2017

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Undang-Undang No. 28 Tahun 2014 Tentang Hak Cipta**

1. Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp 100.000.000 (seratus juta rupiah).
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Editor:

Putu Dian Danayanti Degeng

Arcci Tusita

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Faculty of Cultural Studies

Brawijaya University



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Welcome Remarks

Welcome to the International Conference on Higher Education 2017.

On behalf of the Organizing Committee, we have the great pleasure to invite all of you to the International Conference on Higher Education (ICHE) to be held from 27 – 28 October 2017 in University of Brawijaya Malang, Indonesia.

The theme echoes the urgent call for “Enhancing Competitiveness of Higher Education in Asia.” The choice of the theme is befitting with the fact that universities in Asia have come to a very tight competition to be on the list of the world university rankings such as QS World University Rankings and Times Higher Education. They are deemed to be significant to indicate not only the quality of a university, but also the quality of education in a country. The theme is further divided into sub themes: (1) lecturer resources, (2) student acceptance and selectivity, (3) curriculum, (4) research and publication, (5) technology, and (6) administration.

We are honored to have outstanding speakers from around the world. These remarkable individuals are going to shed light on the possible strategies to raise level of competitiveness of higher education institutions in the level of international competition by taking into account the managerial aspect to increase the quality of education process.

I hope you will find the conference, including the keynote speakers, the technical sessions and other program events educational and interesting. My thanks go out to the paper reviewers and the keynote speakers who have helped to make this conference a success.

We look forward to meeting you in Malang, Indonesia.

Sincerely,

Prof. Ir. Ratya Anindita, M.S., Ph.D.

Dean, Faculty of Cultural Studies, University of Brawijaya.

Preface

This book reports the proceedings of the International Conference on Higher Education (ICHE) held in Universitas Brawijaya, Malang, East Java, on 27-28 October 2017. The conference was initiated to commemorate the 55th anniversary of Universitas Brawijaya and to foster collaboration between Indonesian universities to enhance their competitiveness in Asia.

The conference was joined by four outstanding keynote speakers from USA, UK, Malaysia and Indonesia. It was also attended by participants from overseas such as Thailand and Libya and from all over Indonesia such as Malang, Jember, Pasuruan, Tulungagung, Surakarta, Yogyakarta, Semarang, Bandung, Jakarta, Makassar and Batam. Moreover, the participants presented 52 outstanding papers and were able to discuss and to exchange fruitful ideas during the conference.

The proceedings consist of 26 papers from the conference covering areas related to higher education involving language teaching, culture and linguistics. The papers had contributed to the success of the conference by offering ideas to enhance the field of language teaching, culture, and linguistics in higher education.

Lastly, I would like to express my deepest gratitude to the members of the organizing committee who have helped to make this conference a success.

Sincerely,

Ika Nurhayani, Ph.D

Head of the Organizing Committee of ICHE

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You Tube Videos as Instructional Aids for Teaching Different Types of Texts

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Abstract: You Tube videos are widely known for people in general. Some of the content of the videos are considered appropriate and suitable for learning resources. This paper is intended to describe how You Tube can be used for language teaching for different types of text, namely descriptive, narrative, procedure, and recount text. There are three phases that should be taken into account when You Tube should be used for language teaching. The first is the pre-activity in which the teaching objective and warming up activity are presented. Then followed by the whilst activity which covers showing and discussing the video, as well as presenting the model text, and text production. And finally, the post activity which summarizes the whole activity and giving impression in relation to the video shown. Some videos which are downloadable for each type of texts are given in the paper. When You Tube carefully chosen and used, it can give a lot of advantages not only for the teachers but also for the students. Among them is to connect the classroom and real world outside the classroom.

Key Words: *You Tube, Videos, Instructional Aids, Language Teaching*

I. INTRODUCTION

With the advancement of technology nowadays, there is a difference in the process of teaching and learning when it is compared to twenty years ago. In this era, teachers are forced to be more adaptable to change. If teachers in this era are not adaptable to change, they will be left behind and ‘underestimated’ by the students, or even worse, ‘fooled’ by their own students. Thus, it is not enough for a teacher to count on the books, work books or other paper-based materials. As abundant materials are published online, teachers need to maximize these to reach the objective of the learning. Moreover, people in general are now becoming aware that the use of internet cannot be avoided. One website which is widely known by teachers and students is You Tube. In You Tube people can find all sorts of videos, movies, shows which viewers made themselves, and share on the web for everyone to see.

There are some reasons why ELT teachers should make use of You Tube in their classroom teaching. Firstly, You Tube is a rich and free learning sources. Teachers can find many learning materials in You Tube and can use it freely in their ELT class. It is free because everyone can access You Tube channel. As stated by Martidou (2013), You Tube is a “powerful, exciting educational tool” for it requires minimum IT skills from the part of the teacher and requires only basic IT school facilities. Everything is there to be explored and used to reach the objective of learning. Secondly, as stated by Developing Online Teaching Skill [DOTS] (2011), teachers can use You Tube sources in face-to-face and online teaching and learning environments. As a result, You Tube offers direct tutoring and learning. Viewers can see and learn from the sources by watching and listening through the presentation of step by step activity. Therefore, the materials are more interesting and

easily comprehended by the viewers. Thirdly, You Tube offers authentic audio visual materials to be used in the classroom. Most You Tube videos are not made for teaching purposes. Some people upload videos and movies in You Tube for economical purposes and individual reasons for the sake of popularity. This authenticity allows the viewers to work on both language and culture. Viewers can learn other languages and other cultures from this channel through the topics presented.

And finally, You Tube offers autonomous learning for the students. You Tube site appeals to them since it is part of their world. Many students are familiar with the use of internet and You Tube in particular. Therefore, the students can learn by themselves when they are assigned to finish a project with the help of You Tube. Furthermore, Bulent (2011) agrees that YouTube provides sources for teaching and learning English. You Tube does not only provide autonomous learning in the part of the students, it also offers self-improvement for teachers. If students and teachers have access to the Internet, YouTube can be a valuable teaching materials as there would be multiple foreign language skills that can be taught. Watkins and Wilkins (2011) further states that using YouTube both inside and outside the classroom can enhance conversation, listening, and pronunciation skills. They also believes that YouTube videos can also be utilized as realia to stimulate cultural lessons, enhance exposure to World Englishes, and promote authentic vocabulary development.

II. THE LEARNING STAGESFOR USING YOU TUBE

Using video in the classroom is interesting and engaging. But, teachers usually have common conception that the students would be able to understand the video at one showing. This is not always true. There are some learning stages that should be taken to maximize the use of You Tube videos/movie in ESL/EFL Classroom. First thing first is the presentation of video, discussion, modelling, and finally practice the language skill. To have more elaborate steps, they are presented below.

- Pre-activity
 - State the teaching objective
- Whilst-activity
 - a. Show the video
 - b. Discuss the video
 - c. Discuss the language use
 - d. Discuss the vocabulary
 - e. Discuss the text structure
 - f. Give model
 - g. Group work
 - h. Individual work
- Post-activity (Summary)

The steps above are not a fixed one. The teacher can add or improvise the steps and match them with any teaching technique suitable for the students. There are some ways to use You Tube videos for teaching

the receptive and productive skills. The receptive skills cover listening and reading, while the productive skills cover speaking and writing. Some examples of You Tube videos are given in the following sub section.

A. Teaching Descriptive Text

For teaching descriptive, there are many sources the teacher can download from You Tube channel. Some videos are equipped with subtitles and some are not. For secondary level, it is better to use the video equipped with the subtitles so that when some parts of the video are freezed for a discussion, the subtitles are still available to be read. Moreover, the subtitles can help the students with better comprehension.

One of the videos that provides an example of descriptive text is entitled *Describing fruits*. In the video, there are examples of some adjectives used. There are other videos that describes home, people, animals, fruit, city, country, and part of the house, either spoken or written by native speaker or non-native speaker. Because of the abundance choices of the videos, the teacher might have some confusion of which to choose. One thing to keep in mind is that the video should be short enough to see, preferably less than 7 minutes, appealing to the students to watch until the end, and sufficiently comprehensible for the students to provide input.

There are some steps that should be taken to teach descriptive text. Firstly, a model text should be presented. The model text can be from books, but it can also from the You Tube videos. After the model is presented, the students can investigate the generic structure of the text, such as general description and specific description of the object described. The students can also identify the language used in the descriptive text through the model text. To help students make the text, the teacher can show the language chunks usually used for describing something, such as *It is....(adjectives)*, *the taste is....(adjectives)*, *the shape is....* and so on. As adjectives are mostly used for describing something, the teacher can discuss the typical vocabulary used for describing the object. With a list of vocabulary, the students can make the text themselves either in group or individually based on the topic given.

Some videos which are worthy of visit entitled Interactive Video for teaching descriptive text by Wijanarko (2014), Physical Description: hair and eyes (AMES836, 2012), Adjective Words for Kids (EFL Kids Videos, 2012), Describing animals (Pal 2016), Animal Parts (Turcotte, 2010), and many more. In these videos, students can learn adjectives, the pronunciation, and sentence construction in relation to describing someone or something. There are many other videos teachers can accessed and downloaded to reach the teaching objective for descriptive text as most videos in this websites are downloadable.

B. Teaching Narrative

For teaching Narrative text, there are many You Tube videos that be used to reach the objective. One thing that should be noted is that, the videos should approximately be around 3 to 7 minutes. There are many videos that can be used, such as *Shaun the Sheep Save the Tree*, *Benard's Flower*, *the Giving Tree*, *The little blue fish*, *the Story of Fizzy and Sparkling*, *Gazoon: the African Carrots*, *Pete the Cat*, *Three little Pigs*, and many AESOP Fables stories.

To get the videos, the teachers just need to type the keywords on the search engine and click. For example, the teacher writes *AESOP fables* in You Tube search engine and in seconds, there would be many files that can be chosen and downloaded. To choose which to download, the teacher should always remember the teaching objective and the time set in the lesson plan so that she would not choose it blindly just because she likes the video.

There are some steps to teach narrative to the students. First of all, there should be a model text to discuss. In the model text, the students would learn the generic structure of the text itself, for example the orientation, complication, resolution and reorientation. Then, together with the students, the teacher discuss the structure. After that, the teacher can assign the students in group to practice to rewrite/ retell the text with similar topic or make a new text with different topic before finally it is done individually.

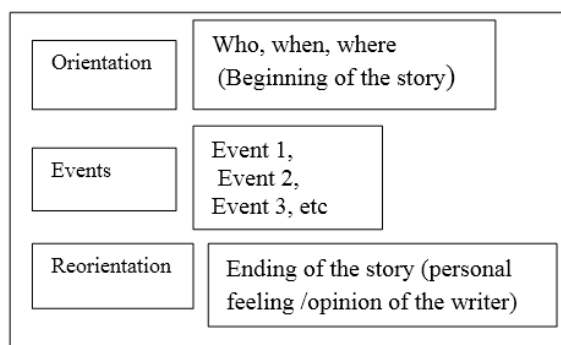
C. *Teaching Recount*

Recount text, basically, has similarities with narrative. The difference lay in the imaginative aspect in narrative while in recount talks about personal experience. However, in You Tube, the examples of recount text for teaching writing are not as many as recount text for teaching speaking. Yet, some examples or model text for recount text writing are still available. One of them is recount text during a holiday and a birthday party. With the model text, the teacher is helped to present the structure of the text to the students.

The generic structure and the language feature of recount text and narrative are almost similar. Both are developed in chronological order with time sequence and used past tense to tell the stories. Therefore, the steps of presenting recount text to the students by using You Tube video are similar to the narrative text. Firstly, the model text in You Tube is presented to the students. Then the generic structure is discussed, such as orientations, events, and re-orientations. After that, the teacher can assign the students to watch other video in similar topic to help them create their own either in group or individually.

The example of learning stages for teaching recount are presented below.

- Pre-activity
 - State the teaching objective
- Whilst-activity
 - a) Show the video
 - b) Discuss the video (about what, where, why, who, when)
 - c) Discuss the text structure (orientation, events, reorientation) by filling out a table or graph.



- d) Discuss the language use (past tense)
- e) Discuss the vocabulary
- f) Give a model text
- g) Group work (In group make the first draft to write the introduction, events, and closing by using the same graph/table presented earlier)
- h) Individual work (revise the first draft individually)

- **Post-activity (Summary)**

The problem that may arise in recount text is the use of the past tense and vocabulary. To solve this problems, some examples of correct use of past tense can be shown and practiced. While the problem with the vocabulary can be solved by discussing the list of vocabulary that might be used to create the text either written or spoken.

An example text is given below written by the teacher from the video entitled *My dream* taken from You Tube video.

I never dreamt to be a vet. But now I become one. It started when I walked pass the old lady house and her black dog barked at me. I was affraid whenever I walked pass by it. One day the old lady got a stroke and died. Her dog was so sad. It waited by her door waiting for the old lady to come home. But she never did. I took some pity on the dog because it looked so sad. No one took care of it. No one gave the dog some food. So I gave the dog some whenever I walked pass by the old lady's house.

By and by we started the frienship, and I was not affraid of the dog anymore. I call the dog "Oliang". Oliang came with me whenever I go, guarded me, and protected our family. In one afternoon, after I went back from school, I did not find Oliang on the spot where it used to wait for me. I called its name. But then, I saw a crowd of people gather around on something, I found out that there was a dog hit by a car. I was my dog. My Oliang, laying on the ground, dying.

I became hysterical and cried, call ing his name over and over. Then I carried him on my arms looking for a vet to save his life. I knocked on the vet's dor, crying for help. But the vet never came out. Oliang finally died on my arms. I was so sad as I remember how we met and our togetherness. Inside my heart, I promised to myself, that I will be a vet to help others in need.

Now, I become a vet. I got a scholarship from the government educational project. I help any animals who got hurt or hit by vehicles. I'm very happy with my dream achivement.

The teacher/lecturer can help the students by providing some language chunks before they write, such as,

- **Introduction (orientation)**

I never dream to be...../ become...../do..... But now I become a.../ do...

Events

1. *It started when.....*
2. *One day I.....*
3.

- **Closing (Reorientation)**

Now, I become a....my goal is to.... I'm happy with...because I can....

If necessary, the teacher and the students can identify the vocabulary that they would need before they start writing. As a result, the class would have the vocabulary lists that everybody can share and use.

D. Teaching Procedure

In You Tube, there are many examples of procedure text either spoken by native or non-native speaker. People uploaded their video of making things, such as food, drinks, usefull items, toys, and many more.

There might be some problems which to choose because of the variance. To choose the video wisely, the teacher should remember the teaching objectives that she wants to achieve. Moreover, the teacher should choose the video which is short enough to see, approximately not more than 7 minutes. Some videos talk about how to make traditional food, drinks, flower from plastics, toys from unused materials, and many more. The teacher can choose the videos either presented in English with sub-titles or without sub-tittles. It is suggested however, to choose the video with English sub-titles because sub-titles can help the students' comprehension.

Some steps for using the video for teaching procedure are firstly, there should be a model text presented. After the model text is presented, the teacher and the students identify the generic structure of descriptive text, namely materials and steps. The language and the sentence connectors used of the descriptive text can also be discussed. When the teacher felt the students are ready to make the descriptive text, the teacher can assign them in group, ideally in pair, to make one text of procedure text on certain topic. For homework, the students can be assigned to make other procedural text still on the same topic but different from what they have done in group.

Some videos which are considered good and suitable for the students for teaching procedure texts are *Learning Media: A Procedure Text* (Enha, 2015), *Teaching Media: Procedure Text* (Ramadhani, 2016). These videos can be used to deliver the concept of procedure text, the generic structure, materials, and steps of how to do it.

In You Tube channel, students who made their own video of how to make something can also be found. Take for example *Procedure Text: How to Make a Cup of Noodle* (Riswanto, 2015), and *How to Make Oreo Milk shake* (Susanto, 2015). The existence of these videos should give insights for language teachers that they should not only become the 'consumers' of the You Tube Videos but also take parts in creating the video itself. This means that, for productive skill like speaking, the students can be asked to make their own procedure text video, while practicing their language skill ability, and share and upload their video in You Tube channel.

III. CONCLUSION

You Tube videos provides rich teaching and learning materials for ELT teachers. As nowadays is the era of digital information, the teacher should be left behind with the use of technology for teaching. ELT teachers should be knowledgable in using the internet and be familiar with some channels usefull for their teaching. The use of some videos provide by You Tube can help the teachers to achieve the learning objectives better than not using any IT at all.

Some suggestions are addressed to the ELT teachers when they use You Tube videos. First of all, the learning objectives should be the main consideration in chosing the video. The video chosen should be in accordance in the objective of learning as required the syllabus. If not, the video would not be helpful at all when it is in the classroom. Secondly, the duration of the video should also be considered wisely. If the video is too long, the students might loose interest in watching. If this happens, the objective of learning would not be achieved well. And finally, it is suggested to choose the video spoken by the native speaker with English sub-titles. The utterance of the native speaker will help the students to be familiar with native English, while the subtitles would help them with the comprehension.

All in all, You Tube are very beneficial to be used in ELT classroom to master the target language for all the skills. You Tube gives advantages for both sides. From the students' side, one of the advantages of using You Tube is it relates the classroom with the world outside the classroom. By doing this, students would understand that the subject they learn is not something beyond their real life context. Other benefit the students can take is the independence and autonomy in learning. Since You Tube can be downloaded anywhere, as long as the internet connection is available, students can see, watch, imitate, and create something similar to or even different from what is shown on the video. From the teacher's side, there is a need of being innovative and creative in choosing and developing materials for teaching because innovation and creativity are the pathway for teachers to enhance their professionalism. Having said all these, it seems that there is no reasons for teachers not to use You Tube for their instructional aids. With the advancement of technology nowadays, You Tube video sharing should be maximize fully to reach the teaching objectives and enhance not only the teachers' professionalism, but also the students' performance both in receptive and productive skill.

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Developing A Writing 3 Textbook Based on The Research-Based Learning Principles

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Abstract— This research was aimed to develop a Writing 3 Textbook for English Education students of Tidar University. The objectives of this research were for 1) identifying the students' needs for Writing 3 for English Education students; 2) to develop appropriate materials for Writing 3. This is a Research and Development (R & D) study. The subjects of this research were the English Department students of Faculty of Education and Teachers' Training of Tidar University. The data collection techniques used for knowing the students' needs analysis in this research were doing observations, interviews, and taking questionnaires. The data analysis of this research was qualitative-descriptive. The data analysis used SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, data reduction, data display, and reflection drawing or verification. The result of this research was a blueprint of the Writing 3 Textbook that can be applied in Tidar University. Further research will be needed to develop and evaluate the first draft of the Writing 3 Textbook.

Keywords— *writing, textbook, research-based learning principles*

I. INTRODUCTION

Writing takes an important role in learning English in which it focuses on the way the students deliver their ideas. In delivering the ideas, the students need to construct their writing idea. Writing is originating and creating a unique verbal construct that is graphically recorded; while speaking is creating and originating a verbal construct that is not graphically recorded.

Since writing is a passive productive one, it forces students to produce pieces of writing. This will make the subject uninteresting at all. Even though the writing is still producing simple sentences, still it is not one of the students' favorite. One of the components needed in order to reach the great teaching-learning process is learning material. As one of the important elements in teaching-learning process, learning materials attracts more attention for the lecturer or teacher.

This condition also happens in English Department of Faculty of Teachers' Training and Education of Tidar University, especially for Writing 3 subject. Ideally, each subject has to have appropriate materials for teaching-learning process. However, the real condition is the occurrence of textbook for Writing 3 subject still inappropriate. That is why this study presents the students' needs description of Writing 3 textbook and this study develops a Write 3 textbook based on the research-based learning principles.

II. REVIEW OF RELATED LITERATURE

Writing

Writing is one of English proficiencies that have to be mastered by the students. The students should pay attention on the format, mechanics or punctuation, content and organization, grammar and sentence's structures, and references. Reference [1] contends writing is a psychological activity of the language user to put information in the written text in which it is about a topic in a writer in a context.

In writing, there are three important parts. They are introduction, body, and conclusion. In introduction, the writer needs to introduce the topic and thesis statements. Besides, the writer writes several paragraphs by developing the topic sentences and supporting sentences. Reference [2] views that topic sentence is the main idea of the paragraph, supporting sentences develop the topic sentence, and concluding sentences is the end of the paragraph and give the important points to be remembered. In writing, students have to pay attention on those aspects in order to produce a successful written text.

Textbook

Textbook is one of the teaching materials that can be used to support the teaching learning process. Reference [3] shares that textbook has important roles in English language teaching, the roles cover:

1. a resource for spoken and written materials,
2. a resource of activities for learner practice and communicative interaction,
3. a reference source for learners on grammar, vocabulary, pronunciation, and etc,
4. a resource of simulation and ideas for classroom activities,
5. a syllabus where they reflect learning objectives which have already been determined,
6. a resource for self-directed learning or self-access work,
7. a support for less experienced teachers who have yet to gain in confidence

Skills in a Textbook

The textbook usually covers four skills of English in which include speaking, listening, reading and writing. Reference[3] claims that the knowledge base of grammar, lexis, the skill base of listening, speaking, reading, and writing must go hand in hand and the textbook should develop the students' proficiency in using English.

In listening skill, textbook focuses on listening in 2 different ways, the first one is part of general oral work that consists of dialogue or role play; and the second way is the recorded listening passages for extraction of information. In speaking skill, speaking practice in the textbook takes place through the oral presentation and practice of new language items, in dialogue work, and in role play, any genuine conversation or discussion.

The reading skill of the textbook provides suitable texts and reference materials, such as a dictionary or wordlist. It can be linked to listening and writing. Reading passage in textbook should be checked in the term of real interest, authenticity, well presented and accompanied by purposeful activities. The writing skill of the textbook includes to the types of writing activities in a textbook, such as a report for a newspaper, filling in grids, writing notes to others, making lists, filling in forms, and etc.

Research-Based Learning Principles

Reference [4] contends that research-based learning principles focuses on the students centered learning in which it uses contextual learning. The principles of research-based learning are as follows.

1. It is students-centered learning
2. It applies contextual learning
3. It provides the appropriateness of teaching materials and assessments
4. Students have a curiosity in learning
5. Students are able to solve the problems given in the learning
6. Students have critical thinking skill
7. Students are able to find, explore, and develop the teaching materials to solve the problems and to examine the knowledge truth.
8. There is an active interaction
9. The roles of teachers are as facilitator and mediator.

III. RESEARCH METHOD

Research Design

Research and Development (R & D) is used to design new product and procedures, which are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard [5]. There are ten steps of material development in R & D that are proposed by Borg and Gall. They are a) Research and Information Collecting, b) Planning, c) Develop Preliminary Form of Product, d) Preliminary Field Testing, e) Main Product Revision, f) Main Field Testing, g) Operational Product Revision, h) Operational Field Testing, i) Final Product Revision, and j) Dissemination and Implementation.

In conducting R & D model by Borg and Gall, the graduate students can use seven or eight out of ten steps as the guideline to conduct R & D. As Borg and Gall add that graduate students who conduct a small project of R & D that include a limited amount of original instructional design and limit development in several stages of R & D.

Furthermore, this study will adopt and implement the seven steps of R & D Borg and Gall's model. The steps are: Step 1: Needs analysis, Step 2: Develop preliminary form of product, Step 3: Experts and lecturer validation, Step 4 : First product revision, Step 5: Main field testing, Step 6: Second product revision, and Step 7: Producing final product.

Subject of the study

This part covers the participants who become the subject of the study. The subjects of the study are the students and the lecturer of Writing 3 class since this study is conducted in Writing 3 class of English Department at Tidar University. The study employs Writing 3 classes.

Instrument of Data Collection

There are two instruments that are used to collect the data. They are questionnaire and classroom observation.

Questionnaire is given to the students of Writing 3 classroom. The questions of questionnaire drive to the answer of their perception toward their need in learning writing. In addition, one classroom observation is conducted in Writing 3 classes to obtain the real situation of teaching learning process.

Techniques of Data Collection

Although this research is Research and Development (R & D), it still focuses on three steps of R & D; needs analysis and develop preliminary form of product. Therefore, the stages of data collection are 1) Choosing the classes, 2) Distributing the questionnaire to the students, 3) Conducting classroom observation, and 4) Designing an active writing textbook.

Techniques of Data Analysis

In analyzing the data, this research uses qualitative and quantitative analysis. Besides, the data from questionnaires are analyzed quantitatively and qualitatively because it is open-ended questionnaire. Moreover, the classroom observation is analyzed qualitatively depend on the rank of classification.

IV. FINDING AND DISCUSSION

Student s' Need Analysis

Based on the questionnaire given, the students' responses toward their needs of writing textbook could be seen in the following table.

Students' Need Analysis of Writing 3 Textbook

NO	TEXTBOOK CHARACTERISTICS	NUMBER OF STUDENTS
1	The textbook provided four integrated English skill.	43
2	The textbook provided pictures to make it interesting.	44
3	The textbook had learning objectives for each topic.	47
4	The textbook had exercises to students for independent practices	47
5	The textbook provided models of worked out problem	47
6	The textbook had exercises that need to be shared in social media	25
7	The textbook provided clear and detailed instructions and explanation.	48
8	The textbook provided many examples.	44
9	The textbook provided a high level of active practices.	37
10	The textbook gave a review section	44

Table 1 showed that the students' need analysis have 10 characteristics of Writing 3 textbook. The characteristics were as follows.

1. The textbook provided four integrated English skills

There were 43 out of 54 students thought that the textbook needed to provide four integrated skills. It meant that the textbook would provide listening, speaking, reading, and writing. However, it would be more focus on writing aspects since it would be writing textbook.

2. The textbook provided pictures to make it more interesting

Pictures were also important to be displayed in the textbook in order to make the textbook be more interesting. It was needed to provide pictures since 44 students agreed to have pictures in the textbook.

3. The textbook had learning objectives for each topic

It was a must for the textbook to have learning objectives so the goal of learning could be achieved. It was in line with the students' responses. 47 students viewed that the textbook ought to have learning objectives.

4. The textbook had exercises to students for independent practice

Exercises were important to be included in the textbook. These kinds of exercises would access the students' writing proficiency. There were 47 seven students who agreed that exercises should be provided in the textbook.

5. The textbook provided models of worked-out problems

Models of worked-out problems would help the students to enhance their critical thinking. The worked-out problems would also improve their writing skill in which 47 students agreed with this notion.

6. The textbook had exercises that need to be shared in social media (facebook or instagram)

The use of technology in the term of social media could not be avoided in the development of teaching and learning process, particularly in writing. Social media played an important role to support learning process and to make the learning process be more interesting. It could be viewed that there were 25 students who agreed that the writing exercises in the textbook needed to deal with the social media as an alternative medium to submit writing assignments.

7. The textbook provided clear and detail instructions and explanation

There were 48 students who agreed that clear and detail instructions or explanation should be contended in the textbook due to they need to get insight understanding toward the topic.

8. The textbook provided many examples

Examples in the textbook referred to the example of essays in which this textbook focused more in essays. It seemed that the students needed to know the examples first before they wrote their essays. For this notion, there were 44 students who agreed.

9. The textbook provided a high level of active practice for all students

A high level of active practice derived to the idea that the students would be active in joining teaching and learning process. There were 37 students who agreed with this statement.

10. The textbook gave a section review and reflective learning.

Reviewing materials took an essential part in learning process. It was a must to check students' comprehension toward the writing materials given. Furthermore, the students could reflect about what they had already learned by writing reflective journal that related to the textbook. For this aspect, there were 44 students agreed with.

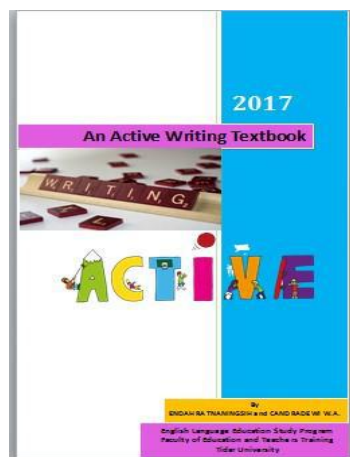
A Writing 3 Textbook

By analyzing the students' need analysis, it could be stated that Writing 3 textbook must fulfill the students' need in which it covered ten aspects to be used as guidance for designing the textbook. In addition, the textbook was designed by involving these parts:

1. Cover
2. Preface
3. About the Authors
4. Chapter I: What is an Essay?
5. Chapter II: Structures of Essay
6. Chapter III: Types of Essay
7. Chapter IV: Comparison and Contrast Essay
8. Chapter V: Cause and Effect Essay
9. Chapter VI: Argumentative Essay
10. References

Below was the sample of the textbook cover.

Figure 1. Cover A Writing 3 Textbook



Furthermore, there were experts validation for validate the textbook; the validators mostly gave comments at these following aspects.

1. The textbook must provide digital materials.
2. The textbook must give additional examples after explanation part.
3. The textbook must provide many references, feedback, and make it simple.

V. CONCLUSION

By analyzing the students' need analysis, it could be stated that Writing 3 textbook must fulfill the students' need in which it covered ten aspects to be used as guidance for designing the textbook such as Writing 3 textbook must provide 4 integrated English skill, Writing 3 textbook must provide pictures to make it more

interesting, Writing 3 textbook has learning objectives for each topic, Writing 3 textbook has exercises to students for independent practice, Writing 3 textbook must provide models of worked-out problems, Writing 3 textbook has exercises that need to be shared in social media (facebook or instagram), Writing 3 textbook must provide clear and detailed instructions and explanation, Writing 3 textbook must provide many examples, Writing 3 textbook must provide a high level of active practice for all students, and Writing 3 textbook gives a section review and reflective learning.

Moreover, this study gets feedback from the validators in order to make it better. The feedback are the textbook must provide digital materials, the textbook must give additional examples after explanation part, and the textbook must provide many references, feedback, and make it simple (easy to bring and easy to use).

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Developing ESP Material for Civil Engineering Students of Tidar University Based on Active Learning

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Abstract—Material is a crucial thing in English for Specific Purposes learning process. Learning material for ESP should be linked to the need of its specific field. As there is no tailor-made English material for the students, this study attempts to develop an English learning material for ESP especially English for Civil Engineering students. Design-based research is used in this study. The steps proposed by Thiagarajan, Semmel, & Semmel (1974) are the basis of conducting the study. Some adjusted stages were conducted such as the define stage, design stage, and develop stage. Since the material for ESP should meet the students' need, this study started from the students' need analysis for developing the material of English for Civil Engineering. It examined what the students' need in learning English. It involved observation, questionnaires, and interview. There were 61 students of Civil Engineering took part on this study. From the student's need analysis, there were found some problems faced by the students in learning English. Further, it was found that English language skills of listening, speaking, reading, and writing were important for the students.

Beside emphasizing the students' need on the development of the material, this study also develops the material based on active learning. Active learning here is reflected on activities and tasks lied on the developing material. From the interview, it was found that the students need activities which can involve them actively in learning process. By bringing active learning into activities and tasks in the material development, it is hopefully can engage the students actively in the learning process.

Keywords— *ESP, need analysis, active learning, material development*

I. INTRODUCTION

Learning material is crucial thing in English learning process, especially when English is as a foreign language. Learning material can be one of important sources for students in English learning. The students need appropriate material in order to help them to be succesful in their learning.

In English learning, the material depends on its need. The material for general English is strictly different form the material for ESP. Appropriate material is specifically designed for different purposes. In ESP, the material needs to precisely meet the students' need. As it is claimed by ^[1] that ESP is focused on learners' need and and also relevant to the learners. It clarifies that selecting and choosing appropriate material are significantly needed in developing material for ESP.

Students at Tidar University, especially in Civil Engineering need interesting activities to get them involved in learning process. Involving active learning can be an interesting way to engage the students in the learning process.

Developing material for ESP requires an awareness since there are some specific needs to be considered. When the awareness of their needs on learning English is fulfilled, the awareness will have an influence on what will be acceptable as reasonable content, and on the positive side, what potential can be exploited. ^[2]

This research aims to develop ESP material for Civil Engineering students of Tidar University. The material development is focused on to the students' need analysis and based on active learning which can involve the students to learn actively.

II. REVIEW OF RELATED LITERATURE

A. *English for Specific Purposes*

Students have different purposes on learning English from those who learn English for general. ESP should reflect the fact that many ESP teachings, especially where it is linked to a particular profession or discipline, makes use of a methodology that is different from the methodology used in the teaching of General English ^[3].

The same condition is also faced by Civil Engineering students of Tidar University that have specific needs and specific goal in learning English. Specific material needs to formulate for them in learning English. As added by ^[4] that ESP refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain. In conclusion, Civil Engineering students of Tidar University needs specific material in learning English related to their domain.

B. *Students' Need Analysis*

The concept of students' needs is one of the essential criteria which is adopted and validated in ESP. A needs analysis then aims at defining the needs of the learners as accurately as possible to specify the different uses of English for 32 pursuing academic or occupational purposes. For instance, as explained by ^[5] that ESP is based on a needs analysis, which aims to specify it is that students have to do through the medium of English.

For that reason, this research emphasizes on students' need analysis for gathering data needed to develop the material. Getting sufficient information about what students need in English learning in relation with material development, will hopefully enable the students to function adequately in a target situation.

C. *Active Learning*

The learning process is suggested to involve or engage students actively. When the students involve or engage actively in the learning process, they will automatically increase their awareness of their own learning process. ^[6] reported that active learning enables students to work actively throughout the process by teaching them to make decisions about their learning.

Active learning is also defined as a process that involves activities allowing children to generate in-depth ideas and use these ideas ^[7]. While ^[8] reported that the active learning approach supports students' comprehension more than the traditional learning approach. In the active learning process, the students can find many things to do in accordance with their interests and goals and talk about them frequently.

Such important reasons to conduct an active learning become fundamental consideration in this research. Engaging active learning in the material development is hopefully can involve and bring in the students deeper in the learning process, so they can greatly get a better upshoot on their learning process.

D. Models on Material Development

Some models of developing instructional material are proposed by some experts on instruction design, namely Thiagarajan, Semmel, and Semmel (1974), Harold (1979), Barlett (1993), Richard (1999), and Borg and Gall (2003). According to ^[9], there are four stages in developing materials of teaching, called 'Four D Model', they are: define (learner, task, and concept analysis), design (media and format selection), develop (expert's appraisal or validation), and disseminate (developmental testing and diffusion and adaptation).

^[10] propose multimedia-based in instructional design. The process involves: assessment/analysis, design, development, implementation, and evaluation. While ^[11] points out that teacher development through reflective teaching could be defined as containing the elements of mapping, informing, appraising, and acting.

Dick & Carey in ^[12] suggests that system approach of educational research and development consists of ten stages of assess needs to identify goals, conduct instructional analysis, analysis learners and contexts, write performance objectives, develop assessment instruments, develop instructional strategy, develop and select instructional materials, design and conduct formative evaluation of instruction, revise instructions and design, and conduct summative evaluation.

All models may be applicable and well employed in developing language instructional materials. However, it is possible to make some modifications in the models of syllabus or materials development to suit particular instructional needs, purposes, and available resources. In this research, the development material model proposed by Thiagarajan *et al* is chosen. This research will use Four D instructional development model.

E. Previous Studies

A significant number of research papers offer fine-grained discussion about the material development for ESP purposes. Among those studies is the one by ^[3], they conducted a qualitative study related to development of ESP material for Islamic Studies. This study focused on the importance of needs analysis and how it helps in the process of materials designs. They emphasized the crucial role of need analysis in developing material for ESP.

Secondly, ^[13], he presented a work which aimed at studying whether such an analysis of needs is present in the elaboration of the English programmes to fifth-year students at the Computer Science Department in Algeria; and in the affirmative, how far such needs are taken into consideration in the teaching of that language. He underlined that the role of the students and the teacher is structly important in ESP class.

Lastly, in contrast with the previous works, ^[14] developed an ESP course for tourism students. This study aimed at developing a course based on the level and the needs of second-gradetourism students at a vocational school in Turkey. A needs analysis and an oral interview, were used to reveal students' level of English and their needs. In gathering information about students' need, he also included students' motivation in learning English.

However, most of those studies merely focused on the result in their study. Less of them provide clear description about the product developed and the suggested active learning activities. Further, less products are intended to Civil Engineering students. Hence, this research is aimed at fulfilling the gap by providing clear

description about the product developed. Additionally, it attempts to develop an ESP material based on active learning which is suitable for Civil Engineering students at Tidar University.

III. RESEARCH METHODS

This research uses qualitative approach to present the data. In this research, the sources of data are the English lecturer who teaches English in Civil Engineering department and Civil Engineering students at Tidar University. There are three classes, each class consists of 31, 32, and 34 students. There are total 97 students as the subject of this research.

In this study, the data is collected by using Questionnaire and interview. The questionnaire will be given to the students. There are 15 questions, they are divided into some categories such as: learning objective, learning material, and learning activities. Through interview, it can gather information from the lecturer and students about the material in English learning process.

The interview is done by recording the questions and answers. This will give an accurate record of conversation. Since the interview is conducted in the form of semistructured interview, there are two steps of analyzing the interview. First, the closed-form questions will be analyzed. On the other hand for open-form question, the respondents' answers will be summarized descriptively.

IV. RESEARCH RESULT AND OUTCOME

A. Result

There were three aspects of the questionnaire for investigating the students need in learning English. The first aspect investigated about learning goal. The result showed that most of the students (31,15%) expected to be able to communicate in simple English. In the second question, the students were asked about their level of English proficiency. It was found that most of them (54,10%) was a beginner in English proficiency. They revealed that they had low or limited especially in grammar and vocabulary. In the last question of the first aspect, the students were asked about their barriers in learning English. There were six barriers investigated in this part, they were difficulties in understanding sentences, mastery on grammar, creating or building sentences, understanding the meaning of sentences, vocabulary, reading texts in English. It was revealed that most of them (27,89%) resented grammar as their barrier in learning English.

For the second aspect, it investigated about the learning materials. There were five questions related to the learning materials. In the first question, 78,69% of the students stated that they tended to have learning materials related to their field which is Civil Engineering. They preferred the learning materials related to the field that they are studying on. In second question, the majority of the students (42,62%) chose simple dialog model for their input in listening section. The third question was input for speaking. Having three inputs for speaking, most of the students (52,46%) preferred to have simple dialog model for speaking. While for input in reading, they were given four options as simple reading text, authentic reading text, pictorial reading text, and general reading texts. Maximum subjects (52,45%) chose authentic reading material, still related to their field, as the main input for reading. While for writing, most of the students expected to get input in writing such as formal letters or matters related to their work field such as job applications, short messages or memos, etc.

Last but not least, the third aspect investigated in the questionnaire was about learning activities. There were four groups of activities covered the four macro skills. The first skill was listening. For listening activities,

there were six activities offered to the students. The majority of the students (24,59%) tended to discuss monolog and dialog for listening activity. For speaking activities, 22,95% of the students stated that they chose to discuss certain topic with their group.

For reading activities, there were six options given to the students. Among of those, discussing texts with their group was the most preferred activity to conduct in reading. It held 32,79% of them chose the discussion. While for writing activities, out of seven options offered, most of the students (36,06%) chose to have writing activities by regarding correct grammar.

B. Other Activities

Beside the four macro skills activities, there were activities related to the language itself which were investigated in this study. Those activities were related to vocabulary and also grammar. The students were asked about activities which might improve their competence in vocabulary and grammar.

In area of vocabulary, there were six activities offered to the students. Interpreting the meaning of a sentence or paragraph based on the context was the most favorite activities chosen by the most students (37,71%). In the other hand, the students preferred to write sentences based on patterns that have been studied previously. 55,74% of the students chose the activity to conduct related to grammar. In addition, majority of them (57,38%) intended to have a group discussion or doing such activities with their friend in a small group.

C. Results of Interview

In interview session, the students were only asked three different questions about the aspects of learning materials, their difficulties in learning English, and their preferred learning method in learning English. For the content, it was found seven most important matters needed to be considered in the materials. They were grammar, vocabulary, micro skills, exercises or tasks, materials related to Civil Engineering, various activities, and detailed materials. The table below shows number of the students for each aspect revealed from the interview.

TABLE 1. MATERIAL ASPECTS NEEDED IN THE MATERIAL

No	Aspects	Number of the students
1.	Grammar	6
2.	4 Micro Skills	16
3.	Related Material (Civil Engineering)	10
4.	Exercises or tasks	9
5.	Various activities	10
6.	Vocabulary	3
7.	Detailed materials	7
Total		61

From the interviewed, there were exposed six areas that they tended to be the most challenging area in learning English. There were vocabulary, grammar, speaking, listening, reading, and writing. While for the learning method, they stated the most four learning method in learning English, such as presentation, discussion, group work, and the use of multimedia. The table below shows number of the students for each of the elements.

TABLE 2. STUDENTS' DIFFICULTIES AND PREFERRED LEARNING METHOD

No	Students' difficulties	Number of the students
1.	a. Vocabulary	12
	b. Grammar	27
	c. Speaking	10
	d. Listening	3
	e. Reading	5
	f. Writing	4
Total		61
Learning method		
2.	a. Presentation	7
	b. Group work	14
	c. Discussion	23
	d. The use of multimedia	17
	Total	61

The Design Stage

The purpose of this step was to design the material developed. From the define stage, the initial design for the material was developed. The first step in this stage was drawing the learning objectives. The learning objectives were taken from the existing syllabus of English for Civil Engineering. The learning objectives furtherly were included in every parts of the material developed. The learning objectives described what the students will be expected to learn by the unit or lesson. Next step was drawing the topics for the material developed. They were also taken from the syllabus. The topics chosen were mainly related to the field of Civil Engineering.

For the content, there were three important parts put into the material developed. They were vocabulary, grammar or language, and the four micro skills including listening, speaking, reading, and writing. For each part, it was followed by instructions for the students. The purpose of putting instruction for each part was to engage the students' activeness. Since the material developed was based on active learning, every part of the material was designed as student-centered activity. Furthermore, the activities were tended for the students to work in pairs or in a group. Working in pairs or group was hoped to help and trigger the students to get involved more active in the learning process.

In the material developed, there were warm-up and review activity for every chapter. A warm-up activity was intended to help students get in the mood for class. In the other hand, review activity was added to connect the current lesson with previous lessons by going over points that were taught or learned previously. For every task or exercise which was attached on each part of the material, various kinds or types of active learning were considered as the students' activity.

V. CONCLUSION

The students of Civil Engineering who had been investigated came from various background of English proficiency. Students' need analysis is used as a device to develop the material of English for Civil Engineering.

From the need analysis, there were four main aspects needed to put in the material such as vocabulary, grammar or language, the four micro skills, and activities. In addition, engaging such active learning-based activity in the material is hoped to help and raise the students' activeness in the learning process. Teachers

need to develop the material used in teaching process since not all the materials are provided and suitable with the students' need, especially in ESP. This study is hopefully can serve as a starting point to attract the attention of university teachers, curriculum and syllabus designers, and course materials designers and developers toward the importance of developing materials based on their students' need.

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The Effectiveness of Hedwig Strategy in English Language Education Program Universitas Brawijaya: a Preliminary Study

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Abstract—Teaching content subject in large language class on higher level of education is a challenge for teacher in term of accommodating students' active participation and critical thinking as well. For that reason, Hedwig strategy which is a new strategy, inspired by Jigsaw and Think-Pair-Share, developed by writers to answer the challenge teaching content subject in large language class to give room for students to explore themselves and get involved in the materials delivered in the class. Since it is a new strategy, Hedwig is worth studying through experimental study to know whether Hedwig strategy is effectively applied in content subject in large language class. It is proposed to do quasi experimental study with one control class and one experimental class and compare the score from pre-test done before treatment and post-test done after treatment. The treatment done to the group is Hedwig strategy and the test for pre-test and post-test given to the group has been validated by expert and tried out to check its validity and reliability. The research subject of this study is 4th semester students who are taking TEFL subject. Therefore, the research problem is whether the students in Teaching English as Foreign Language (TEFL) who have been treated by using Hedwig strategy gain better score than the score they gain before the treatment. In addition, the hypothesis of this study is that the score of students who have been taught by Hedwig strategy is better than those of students before treatment.

Keywords— *Active participation, critical thinking, Hedwig strategy, Teaching English as Foreign Language (TEFL)*

I. INTRODUCTION

Content subject given in large language class in university level seems challenging for students for they are required to perform not only language competence and but also language performance thoroughly; not all students are actively participated and able to think critically. Therefore, to answer the challenges, Hedwig strategy is proposed as one of ways to urge students actively involved and critically contributed in content subject class. Some challenges in performing language competence and performance into a complete package offered in large language class in university can be solved by using Hedwig strategy (Ratri *et al*, 2013). Hedwig strategy was conducted as a classroom action reasearch in TEFL course for 5th semester students in English Language Education Program Faculty of Cultural Studies Universitas Brawijaya and it was successful not only in triggering the students' active participation but also their critical thinking. (Ratri *et al*, 2013).

This reasearch is a continuation previous reasearch done by the writers which work on how the application of Hedwig strategy done in classroom setting (Ratri *et al*, 2013) by using classroom action research method. Proven to be successful in classroom setting, the writers continued to a research which

concern on testing Hedwig strategy' effectiveness by performing experimental study in this research since the strategy is a new strategy develop by the writers inspired by Jigsaw and Think-Pair-Share strategy. Prior to this research, the writers has conducted a research on developing test for experimental study: the effectiveness of Hedwig strategy (Ratri *et al*, 2015) to provide valid test to measure the effectiveness of Hedwig strategy. Researchers are using experimental study to gain information whether Hedwig strategy applied in treatment class can increase students' score compared to students' score in control class considering that Hedwig is a new strategy. In order to do so, research subjects are two given classes of 5th semester students of Teaching English as Foreign Language (TEFL) course which are categorized into two groups of research participants; control group and experimental group. These groups are then given a pre-test to know their starting point before further experimental treatment is given. Once the treatment is completed, the research subjects are assigned to take a post-test. To measure the effectiveness of Hedwig strategy, the gap score that the students gained between pre-test dan post-test will be analyzed and compared between experimental class and control class through statistical computation and then will be elaborated descriptively. If the score of students in experimental class obtain better than the score of students in control class, Hedwig strategy will be considered effective. Therefore, the hypothesis of this study is that the students in experimental class by applying Hedwig strategy gain better score than the students in control class. Drawing on results and discussion to measure the effectiveness of Hedwig strategy compared to control class, the problem emerging is 'do the students in Teaching English as Foreign Language in experimental class taught by using Hedwig strategy gain better score than the group in control class'.

II. THEORETICAL FRAMEWORK

Learner-centered education is an option to solve the problem as it offers a way to see things from students' point of view in order to bridge the gap between the sort of things teacher tries to get students to learn and the complex processes underlying students' attempts at learning. It is not a matter of handling over rights and powers to learners in unilateral way, nor does it involve devaluing the teacher. Rather, it is a matter of educating learners so that they can gradually assume greater responsibility for their own learning (Nunan, 1999).

It has to be noted that underlying every task that one introduces into the classroom is a learning strategy of one kind or another. Strategies are the mental and communicative procedures learners use in order to learn and use language (Nunan, 1999), while procedure itself is an order of sequence in teaching (Harmer, 2007). Knowledge of strategies is important, because the greater awareness the students have of what they are doing, if they are conscious of the process underlying the learning that they are involved, then learning will be more effective. Strategies are important for two reasons. First, strategies 'are tools for active, self-directed involvement, which is essential for developing communicative competence'. Second, learners who have developed appropriate learning strategies have greater self-confidence and learn more effectively (Oxford, 1990).

In short, learner-centered education can be a solution to problems relates to adult learners and large classes in language learning. It can be realized at a classroom level by cooperative, task-based learning, with learners working in small groups. Cooperative learning, which is also known as collaborative learning, is one method in learning which focuses on student. This method is based on the relationship between motivations and interpersonal relationship towards working cooperatively to cope with the problem of learning. This method requires students to work together in four up to six member teams to master the material (Slavin,

1994). Its procedure is designed to activate the students through inquiry and discussion in a small heterogeneous group—the members are varied whether from the sex, ability and social background. By having small heterogeneous group, the students are expected to be able to accept the difference to maximize their own and each other as learning (Johnson & Johnson, 1991). Not only improving the social skill, this method also improves the students' critical thinking because they are involved actively in the process of learning enabling to contribute positive effect to the quality of interaction and eventually improving their learning achievement.

Hedwig strategy comes into view as a modification of Think-Pair Share, and Jigsaw strategies that have already exist previously. Think-Pair-Share is one of strategies of cooperative learning designed to influence the students' interaction style firstly proposed by Frank Lyman and his colleague in Maryland University. Think-Pair-Share was started with an assumption that all classroom discussions need management to control the whole class and the procedure used enables the students to have more opportunities to think, to respond and to help each other (Trianto, 2007). Thus, this strategy is an effective way to make various atmospheres in the classroom discussion. This Think-Pair-Share consists of three phases as suggested by its name. The first is Thinking phase. In this phase, the teacher proposes one question or problem related to the lesson. Then, the students are asked to use several minutes to think of the possible answer or solution individually. The second phase is Pairing phase. This phase is as the following activity after the thinking activity. In this phase, the students are asked to be in pair to discuss what they have thought. In this paired interaction, each of the students reveals his personal answer or solution to be united with his/her pair. Normally, the time allotment is about four or five minutes to do this phase. Then the third phase is Sharing phase. In this phase, the teacher asks the pair to share the answer or the solution to the whole class. The other pairs may give comment or additional input to others (Arends, 1997). While, Jigsaw strategy is a cooperative learning technique which successfully increases positive educational outcomes. Jigsaw strategy enables each student of a "home" group to specialize in one aspect of a learning unit. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the "home" group and teach the material to their group members (Aronson, 1978).

III. RESEARCH METHOD

A. Research Design

This study will use quasi experimental design as it aims at testing Hedwig teaching strategy to determine whether it influences students' achievement. This achievement refers to the change of students' score in their pre-test and post-test. This change is then used as a data to be analyzed statistically to say whether Hedwig teaching strategy influences students' achievement. In order to do so, researchers are going to control all variables that influence the students' achievement (dependent variable) except for the Hedwig teaching strategy (independent variable). As the research will be conducted to two Teaching English as a Foreign Language classes in English Language Education Program in the Faculty of Cultural Studies, Universitas Brawijaya which have been set by the Faculty previously, random assignment of participants to artificial groups (experimental and control groups) cannot be performed because randomly assigning students to the two groups would disrupt classroom learning.

B. Research Participants

There are two groups involved in this study, from which data are collected; experimental group and control group. The experimental group is Teaching English as a Foreign Language A class that is randomly selected from the four existing classes for the sake of the feasibility of the research. The same random selection method is also applied to determine the control group which is Teaching English as a Foreign Language D class. Each student in these two groups is tested by the researcher to determine if the intervention made a difference in the outcomes. There will be 70 students involved in the research in which 35 of them belong to the experimental group, while other 35 others belong to the control group.

C. Experimental Research

Intervention that is going to be given to the experimental group in this study is in form of applying Hedwig teaching strategy during the Teaching English as a Foreign Language class, while the control group will receive no intervention.

As Hedwig strategy is considered as one of ways offered to solve problem of content class with big number of students through group activities, it is conducted in a certain procedure. Hedwig strategy is started by setting two kinds of groups; presentation group and audience group. The presentation group consists of 3-4 students. This group is responsible to deliver a presentation based on a certain topic assigned by the teacher at the first meeting once the grouping is made. In every meeting during the semester, while each presentation group is going to deliver their presentation on a certain assigned topic, students who are not presenting the certain assigned topic are requested to make four big groups randomly. These random big groups are called audience groups.

The next stage taken after the grouping has been set is material exploration. It takes place in every meeting during the semester when a certain presentation group is going to deliver their presentation. In this step, teacher splits that day's material into four parts. Each part is then given to the four audience groups. Each of these audience groups is assigned to read their own part in order to have a clear understanding of that particular part and prepare a question. The goal of this step is for all of students to tune in to the discussion as well as to trigger students' creative thinking and active participation in the class discussion.

Having done with the classroom discussion and confirmation, Hedwig teaching strategy comes to its final stage: summary. All of the members of the class are asked to come back to their presentation group in order to sum up the discussion that meeting. Members of this presentation group are expected to come from various audience groups, so that they can cooperate to make a complete and concise summary based on the presentation and confirmation given by the teacher. Later, each presentation group is required to submit their work to the teacher. The objective of this activity is for the teacher to check the students' comprehension and critical thinking about the material. And for the students, this activity gives them another opportunity to get complete understanding of the class' discussion that day.

D. Research Procedure

Procedure in this research is going to be initiated by setting null hypothesis: Hedwig teaching strategy influence large class students' achievement. Then, the researchers will collect data to test the hypothesis. To get the data needed, the researchers will do random selection to get two out of four fifth semester students' classes of Teaching English as a Foreign Language in English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. These two classes are treated as two groups: the experimental group,

which is taught using Hedwig strategy, and the control group, which is not taught using Hedwig strategy. Next, the researchers will use a test as the research instrument. This test will be assigned to the students in both groups as a pre-test to know their achievement prior to the treatment. Then, the experimental group will run the class using Hedwig strategy, while the control class will run the class using conventional classroom discussion and presentation. During this period, the researchers are trying to control any situations that potentially threat the research validity. At the end of the period, the students of both groups will be given a post-test to know their achievement after the treatment. The post-test is in a form of written open-ended questions about the materials discussed during the semester. The test is aimed at measuring students' comprehension about the material. The result of the pre-test and post-test are then compared statistically using t test to test the hypothesis: the students in experimental class by applying Hedwig strategy gain better score than the students in control class.

As all experiments have some random error (where the scores do not reflect the "true" scores of the population) that researcher cannot control (Creswell, 2012), the researchers will do their best to try to control extraneous factors as much as possible. In the attempt to control any possible factors that potentially threat the validity of the research, before and during the experiment the researchers will control the research procedure by conducting pre-test and post-test.

E. Data Collection

Pre-test is given before the students in both groups are given any treatment. This pre-test contains some questions which answers reflect students' comprehension about Teaching English as a Foreign Language material. The score of this test will be used as a basic data to do statistical computation later on when the students have got their post-test score. The post-test is conducted to all students in both groups after the experimental group is given treatment. Students' score on this test is then compared with their pre-test score to be further analyzed using statistical analysis of t test to see if the treatment given has any influence on the students' achievement. After the text edit has been completed, the paper is ready for the template.

F. Data Analysis

To analyze the data to be further concluded as the research finding, there are two steps that need to be done: coding the data and analyzing the data. Coding the data means that the researchers need to take the information from the pre-test and post-test score of both experimental and control groups, and set up a computer file for data analysis. This procedure begins with cleaning the data to make sure that those who complete the instruments do not enter unusual data in the computer file through keystroke errors or errant mistakes. A descriptive analysis using a descriptive statistical analysis program can help to explore the database and noting variables for which unusual data exist. This descriptive analysis can provide the first review of the outcomes of the study. Scanning the results can provide an understanding of the responses of all participants to the outcome measures. This step becomes the first phase of the data analysis.

To measure the effectiveness of the strategy, t -test statistical computation is done using the result of the descriptive statistical analysis done to the pre-test and post-test scores of both experimental and control group. First, after the completion of the descriptive statistical analysis of all participants, the researchers begin to conduct statistical analysis by using the outcomes, the change of the pre-test and post-test scores, as data to do t -test computation. The t -test analysis provides useful information to answer the hypothesis in this research as it gives information whether there is a significant difference between the experimental group and the control group. If the t -test score shows that there is a significant difference between the students' score of both

groups seen from the change of their pre-test and post-test scores, then it can be said that the intervention (Hedwig Strategy) is effective to be used in teaching Teaching English as a Foreign Language course in a large class.

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Perception on Learning Behaviour of Students in Faculty of Cultural Studies Universitas Brawijaya

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Abstract—Indonesia is categorized as a country with high power distance index (PDI) and low individualism (IDV) society or Eastern culture (Hofstede, 2000; Tabiati, 2015). Now, as technology develops, there is a tendency that this condition changes. Some recent research indicate that the learning behavior of the students of Eastern culture shows the opposite condition (Tabiati, 2015). This study is aimed to explore the learning behavior of students in the Faculty of Cultural Studies based on Hofstede's Cultural Dimension. It is a survey study using the questionnaire as an instrument to collect data and the respondents are the students from all study programs in the Faculty of Cultural Studies of the fourth and sixth semester. The data is categorized in three aspects, namely (1) the capability of the students to make decision in learning, (2) the capability of the students to be responsible in learning, and (3) the students' respect on others and elders in learning. The findings show that even though they are Indonesian, and living in a communal culture, they are able to show that they have autonomy in learning. They are quite independent in learning and they are also responsible about their study. Meanwhile, they are also able to show respect towards others and elders, without being fully controlled by the others. They are able to independently decide and responsible of their learning.

Keywords—*Cultural Dimension, Culture, Learning Behavior, Learning Autonomy*

I. INTRODUCTION

The learning behavior of Indonesian students nowadays must undergo some changes as a result of the influence of technology advances and other cultures. As we know, human behavior, as well as learning behavior continues changing. Nowadays, there is an assumption that the learning behavior of members of the Eastern cultural group changes because of certain influences from the individualist group. In the past, learning autonomy characterizing the behavior of individualist society only existed in individualist countries, but at present, that behavior is also found in collectivist or eastern society.

Western researchers^{[1][2][3]} had conducted studies on autonomous learning in Indonesia. Their studies surprisingly revealed that Indonesia, known as a country with a communal culture, gave an evidence of the existence of autonomous behaviors in schools and university classrooms. In Indonesia autonomous learning is included among the characters of the nation which the Indonesian government has tried to build through education by a regulation in 2010 covering the aim of education in Indonesia^[4] which states that education must make people independent, one value among the 18 values of character education which must be internalized in all subjects taught as stated in the curriculum, including English. Such characters as cooperative, communicative, creative, hardworking, religious, honest, tolerant, curious, social empathy, democratic, independent (autonomy), responsible, discipline and having reading habit are expected to be formed during the students' education period^[5].

The findings of the most recent research^[6] show that some students possess autonomous learning behaviors and the underlying factors of such behaviors can be categorized as internal and external. There are four autonomous behaviors mentioned: (1) capacity to make a decision about reading, (2) capacity to control reading, (3) responsibility in learning reading and (4) self-efficacy in learning reading. The behaviors shown by the Indonesian students are the behaviors assumed to be the characteristics of people from individualist culture. The behaviors change because the influence of internal and external factors^[7].

This study is aimed to explore the learning behavior of university students in the Faculty of Cultural Studies Universitas Brawijaya based on Hofstede's Cultural Dimension. The result of the study is expected to uncover the profile of students in the Faculty of Cultural Studies Universitas Brawijaya at present.

Based on the elaboration of related literature, the objectives of the research are (1) to describe the perceptions of the students of FIB (Faculty of Cultural Studies) in making a decision about learning, (2) to describe the perceptions of the students of FIB (Faculty of Cultural Studies) in learning responsibility, (3) to describe the perceptions of the students of FIB (Faculty of Cultural Studies) in respecting others and elders.

Knowing the learning behavior of the Indonesian students will give input to people engaged in education before making syllabus and lesson plan which should involve teaching techniques accommodating the learning behavior of the students. It is implied that the learning process will yield the good result if such information is taken into account in the syllabus and lesson plan.

II. REVIEW OF RELATED LITERATURE

A. *Culture and Cultural Dimension*

Culture is considered as activities and knowledge of members of a particular group. This group might include millions tribes, nations and countries. Culture includes belief, attitude, and values, which are not rigid and unchanging; it can influence other culture and be influenced by other culture especially as what is happening nowadays, in the age of the internet, communication satellites, and 24-hour news broadcast where people from different countries easily interact with each other. Hofstede^[8] identified several cultural dimension and characteristics as follows:

1. Power Distance Index (PDI)
2. Individualism (IDV)
3. Masculinity (MAS)
4. Uncertainty Avoidance (UAI)
5. Long-Term Orientation (LTO)

In this study, the data are analysed using only 2 (two) aspects of Hofstede's cultural dimension: Power Distance Index (PDI) and Individualism (IDV). The power distance index (PDI) dimension covers high power distance and low power distance. The former represents the degree to which less powerful members of a group (e.g. family, classroom, company) accept and expect the power within the group is not distributed equally. In another word, there are members of the group more powerful than the other. For example, in Vietnam, Japan and other Asian countries people accept and expect that the teacher is the source of authority, and perceive the teacher as the source of all knowledge. The latter, on the other hand, shown by a society

having equality in power, wealth, and opportunity among its members. The example of such society is western society.

The second cultural dimension is individualism (IDV), which is the degree to which individuals are integrated into groups. In individualistic societies, ties between people are loose, everyone is expected to look after be responsible for their own affairs. The opposite of individualism is collectivism, which involves societies where people from birth onwards are integrated into strong, cohesive groups such as extended family. Countries like the United States of America and the United Kingdom are known as a highly individualistic society while Asian countries are known as collectivist countries.

Learning Autonomy in a Society Reflecting PDI and IDV Cultural Dimension Cultures are externally affected via contact between societies, which may also produce—or inhibit—social shifts and changes in cultural practices. Ways of teaching and learning are embedded in a culture and can be quite different from the various cultures in the world. The low PDI and high IDV society can be regarded as the origins of learning autonomy.

The concept of learning autonomy was introduced in the field of language teaching and was soon studied by applied linguists in 1971^[9]. Learning autonomy is a reflection of the transition of teaching emphasis from teacher-centered to student-centered learning. Autonomy is the ability to make one's own decisions about what to do rather than being influenced by someone else or told what to do. Autonomy in learning generally implies a capacity to control over ones' own learning. Since its introduction, the term autonomy in learning or autonomous learning has been debated and connected with several concepts: self-directed learning, self-access, independent learning and self-study, self-regulated and self-efficacy^[9]. However, all those concepts imply the same ideas, namely, the removal of barriers imposed in the limited classroom time and the movement of the classroom setting of learning to a wider learning environment, namely, the learners' surrounding environment and thus, those concepts can be called autonomous learning concepts^[6].

In Hofstede's research^[8], the connection of the individualistic or low PDI society is autonomous while collective or high PDI society is interdependent. He describes the characteristics as follows:

Table 1. General Characteristics of Individualistic and Collectivist Culture

No.	Individualistic - high IDV and low PDI (Western Culture)	Collectivistic - low IDV and high PDI (Eastern Culture)
1.	Everyone is supposed to take care of him or herself and his or her immediate family only	People are born into extended families or clans which protect them in exchange for loyalty
2.	Task prevails over relationship	Relationship prevails over task
3.	Speaking one's mind is healthy	Speaking one's mind may cause disharmony. Since harmony should be maintained, confrontation causing disharmony should be avoided
4.	Parents treat children as equals	Parents treat children obedience
5.	Older people are neither respected nor feared	Older people are both respected and feared
6.	Student-centered education	Teacher-centered education

(Hofstede, 2011).

The general characteristics of individualistic and collectivistic culture are imagined as a bell curve. The curve can shift according to the individuals' change as well as to the individuals' movement to other culture. When the individuals change or are influenced by other culture, there emerges the possibility of defining one

culture to be another new culture. Therefore, this opens up a new insight for the individuals of collectivistic culture become an individualistic culture, or otherwise.

One of the characteristics of autonomous learners, being independent, is among the 18 characters that the Indonesian government wants Indonesian students possess a formal character education. In the education for university students, such characters could be inserted and integrated into every subject taught in the curriculum of the university students. Furthermore, several university students are encouraged to have independent study habit by making use of self-access center (SAC). Students are trained to be self-directed and are expected to make use of supporting learning facilities in the SAC, such as books, magazines, journals and the Internet^[10].

The findings of the most recent research^[6] show that some students possess autonomous learning behaviors and the underlying factors of such behaviors can be categorized as internal and external. There are four autonomous behaviors mentioned – capacity to make a decision about reading, capacity to control reading, responsibility in learning reading and self-efficacy in learning reading. The behaviors shown by the Indonesian students are the behaviors assumed to be the characteristics of people from individualist culture. The behaviors change because the influence of internal and external factors^[7].

The strong internal factor was motivation and the strong external factor was technology. The needs to exist and survive in global era have motivated them to possess learning autonomy which is supported by the availability of modern resources and the support of teachers and parents. The relationship of teachers-students and parents-children has shifted, no longer distant such as in traditional collectivist society. The students who are found to have autonomous in reading demonstrate that autonomy in reading supports them to be better learners.

III. RESEARCH METHOD

It is a survey study using the questionnaire as an instrument to collect data. The respondents will be the students from all study programs in the Faculty of Cultural Studies of the fourth and sixth semester. The consideration of deciding this place as the research location is the fact that the Faculty accommodates students from many parts of Indonesia. In addition, they are studying languages from around the world which makes them influenced by other cultures globally as well as introduced to western and other cultures for more than two years. The questionnaire consists of 3 (three) sections of which the first is about students' perception of the decision about learning (to detect students' autonomy in learning), the second is about the students' perception of the responsibility in learning (to detect the behavior of the students concerning learning) and the last is about the students' perception concerning culture, to be more specific about their respects toward others when learning.

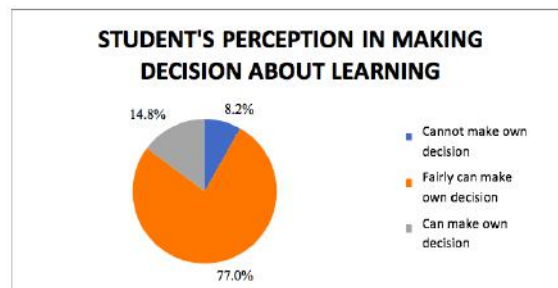
The questionnaire was distributed to all the students of FIB. There were 576 questionnaires returned, 50 questionnaires from each study program were selected randomly. The total number of questionnaires to be analyzed is 500.

The response of the students was tabulated, to gain the description of how was the perceptions of the students in making a decision about learning, how were the perceptions of the students in learning responsibility and the perceptions of the students in the way they respect others and elders. Finally, after the tabulation, the results were interpreted and discussed.

IV. FINDINGS AND DISCUSSION

A. *The learning autonomy perceptions of the students of Faculty of Cultural Studies (FIB) in making a decision about learning.*

Among the total number of students becoming the respondents of the research (500), 8.2% of them (41 respondents) having low level of autonomy in making a decision, meaning that they could not make decisions about their learning, 77% of them (385 respondents) were categorized as having medium level of autonomy in making a decision, meaning that they were fairly able to make decisions about their learning. Meanwhile, the findings show that only 14.8% of them (74 respondents) were categorized as having a high level of autonomy in making decisions, meaning that they were very autonomous in making learning decision. The general descriptions of the learning autonomy perceptions of the students of FIB (Faculty of Cultural Studies) in making a decision about learning can be described as follows:

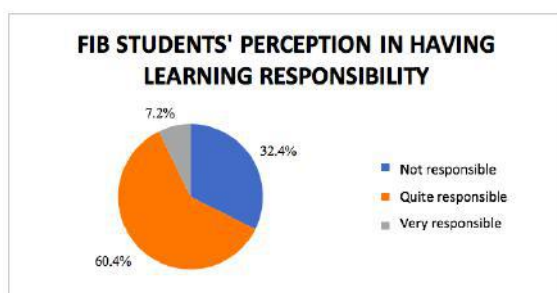


In relation to Hofstede^[8] PDI (Power Distance Index) cultural dimension, in general, the FIB students can be categorized as having high power distance index, i.e. they accept and expect the power within FIB learning situation is not distributed equally. They feel free to realize their wants as shown by the fact that the majority of them can make decisions about their own learning (77%). The percentage of those who cannot make decisions about learning (8.2%) is lower than those who have the high level of autonomy (very autonomous) in making a decision (14.8%). This condition shows that the learning situation in FIB has been very much influenced by the culture of IDV (individualist society), whose members have high independence (14,8%), including the independence in making a decision. Only small percentage of them do not have independence in making decisions. They cannot make decisions themselves but they rely on others (parents, teachers or friends) to make decisions for them. They can be considered as living in collectivist society, where everything is shared, all the members are tied to each other. Although they have learned they have been dealing with western culture (American or British) when learning English or French as the product of individualist culture, they are not influenced. Indonesia, which is known as a country with a communal culture, gave an evidence of the existence of autonomous behaviors in schools and university classrooms. FIB is one university in Indonesia and its students are fairly autonomous (77%) and very autonomous (14.8%).

B. *The perception of the students of FIB (Faculty of Cultural Studies) in having learning responsibility*

The findings show that among the respondent of the research among the total number of students becoming the respondents of the research (500), 32.4% of them (162 respondents) having low level of autonomy in having learning responsibility, meaning that they are not responsible for their learning, 60.4% of them (302 respondents) were categorized as having medium level of autonomy in taking responsibility for their learning, meaning that they were fairly responsible for their learning. Meanwhile, the findings show that only 7.2% of them (36 respondents) were categorized as having a high level of autonomy in taking responsibility for their learning, meaning that they were very responsible for their learning. The general

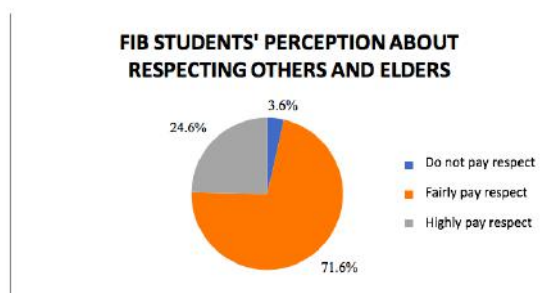
descriptions of the learning autonomy perceptions of the students of FIB (Faculty of Cultural Studies) in taking responsibility for their learning can be described as follows:



As FIB consists of 10 study programs, there are also various result of each aspects of students' perception in every study program. The results show that the students of eight study programs of in FIB have quite high responsibility in learning. The percentages of the student with quite high responsibility are varied. The highest percentage is 90%, whereas the lowest percentage is 50%. There is one study program (Japanese Literature) in which the students have low responsibility in learning. From nine study programs in FIB, there are only small number of students who have high responsibility in learning. The other hand, study program of Anthropology, have a high number of student with responsibility in learning. The majority students in this study program have high responsibility in their study. Although there are various results of students's perception in having learning responsibility, the results show that most FIB students have quite high responsibility in learning.

C. *The perception of the students of FIB (Faculty of Cultural Studies) about respecting others and elders*

Among the total number of students becoming the respondents of the research (500), 3.6% of them (18 respondents) having low level of respect for others and elders, meaning that they do not respect others or older in learning, 71.6% of them (358 respondents) were categorized as having medium level of respect for others and elders in learning, meaning that they were fairly able to learn without feeling uneasy to others and elders. Meanwhile, the findings show that only 24.6% of them (23 respondents) were categorized as having a high level of autonomy in learning without regarding others or elders in learning, meaning that they were very autonomous in learning without regarding others or elders. The general descriptions of the learning autonomy perceptions of the students of FIB (Faculty of Cultural Studies) in relation to respecting others and elders when learning can be described as follows:



The large percentage which is more than fifty percent or 71.5 of FIB students show respect to others or elders. This indicates that in general FIB students still hold collectivist culture of which the characteristic is paying respect to others and older teachers. The small percentage of FIB students who do not show respect to others are the students studying western culture (for example the students of French Department), and the students of Art Department. It seems that the major subjects they learn have given influence to their behavior.

V. CONCLUSION

This research is to analyse aimed to explore the learning behavior of university students in the Faculty of Cultural Studies Universitas Brawijaya based on Hofstede's Cultural Dimension. The data is categorized in three aspects, namely (1) the capability of the students to make decision in learning, (2) the cabability of te students to be responsible in learning, and (3) the students' respect on the other and elder in learning. The results of the study show that among the total number of respondents of the research (500), 77% of them (385 respondents) having medium level of of autonomy in making a decision, meaning that they were fairly able to make decisions about their learning. Therefore, in the aspect of capability in making decision in learning, students in FIB have a fair capability or qute independent in making decision.

The findings in the second aspect on responsibility show that students of FIB are also quite responsible about their study. From 500 respondents, 60.4% of them (302 respondents) were categorized as having medium level of autonomy in taking responsibility for their learning. This means that they are fairly responsible for their learning. Students in The Faculty of Cultural Studies (FIB) have almost the same result in showing their respect on the others and elders. 71.6% of them (358 respondents) were categorized as having medium level of respect for others and elders in learning, meaning that they were fairly able to learn without feeling uneasy to others and elders.

The findings show that even though they are Indonesian, and living in a communal culture, they are able to show that they have autonomy in learning. They are quite independent in learning and they are also responsible about their study. Meanwhile, they are also able to show respect towards the othes and elder, without being fully controlled by the others. They are able to independently decide and be responsible for their learning.

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USING FACEBOOK IN ENGLISH LANGUAGE TEACHING: THE PERSPECTIVE OF STUDENTS IN USING FACEBOOK FOR LEARNING ENGLISH LANGUAGE

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Abstract— Facebook a widely used new media tool for learning English language in Indonesia. Teachers of students' colleges at university level use Facebook and encourage their learners to use Facebook for learning English language. This study explores the perspective of students in using Facebook for learning English language. This is a mixed method action research conducted in STKIP PGRI Tulungagung and the data for the study has been collected through a survey questionnaire of 5-Level Likert scale with 100 English learners and also with six open ended questions. It is found that student's use of FB can help them by: practicing reading and writing tasks, building communication in English, helping each other in preparing assignments, sharing resources, learning from teacher and student. The questionnaire also reveals English learners and tutors own use of FB then technical capability of preparing lesson appropriate for FB. The study is concluded with the implication of a future study in the field of flipped teaching of English in university level.

Key word: *Facebook, ELT, Perspective of Students*

I. INTRODUCTION

Multimedia has been introduced in Indonesian college curriculum in recent years due to national, political and educational need arising from globalization. Though Roblyer *et al.* (2010) indicates negative tendency of academic institutions as the management often tries to ignore the bond between latest technology and students in academic arena. Variety of digital technologies along with its online version is encroaching into every sphere of our life day by day and education sector cannot stay out of it without incorporating digital technologies in curriculum. FB has been created by Mark Zuckerberg as "an online directory to connect people" (Zuckerberg, 2005, p.1). Recent free access to FB has widened the chances to use Web 2.0 technology in any field of study as citizens of a developing country, very few students get the fulltime online connection support at home from their families. Researchers have noticed my students' good response towards technology based teaching and availability and the wide usage of cell phone in recent years among young people.

Though English is given much importance in our curriculum, the overall English teaching condition around the country and consistently poor outcome of English learning throughout the higher secondary level has compelled the researchers to think on inclusion of technology in ELT (Rahman & Panda, 2012). While looking for an additional space or technique to facilitate more interaction for CLT implementation, the free access to FB in Indonesia has made the researchers think on using this free space as extra teaching-learning

place as ELT approach. In the search of an additional support to existing ELT approach the researchers have chosen FB as an area of interest because of its popularity, free accessibility and potentiality as a space to be used in ELT to ensure spontaneous engagement.

Research Question

What is the perspective of students in using Facebook for learning English language?

Research Objective

The objective of the study is to figure out the perspective of students in using Facebook for learning English language.

II. REVIEW OF LITERATURE

Contemporary educators have already accepted the overwhelming use of ICT in classroom (McLoughlin & Lee, 2010). It has been investigated that different types Web 2.0 technologies like blog, FB, online discussion boards, YouTube, MySpace etc. can enhance student's language skill through rich learning environment (Wang, 2004). The web 2.0 technology is making its place in pedagogy as an approach, not as an application (Limniou, Downes, & Maskell, 2015) as it helps learners to create and organize their own learning time and place. In this research project, the researchers have chosen FB as English teaching tool only because of its free access facility in the world and being one of the two mostly used Web 2.0 technologies around the world (Yunus, *et al.*, 2012).

FB as an Alternative to Real Life Classroom

Facebook® defines itself as a “social utility that connects people with friends and others who work, study and live around them” (Facebook, 2008, p. 1). Social media and social software tools encourage learners to “prepare for his/her own learning, take the necessary steps to learn, manage and evaluate the learning and provide self-feedback and judgment, while simultaneously maintaining a high level of motivation” (Biggs, Zimmerman & Schunk, and Simons, as cited in McLoughlin & Lee, 2010). Regular and active participation in FB can help students to share information as well as knowledge which are quite similar to F2F classroom. Guzman (2010) clarifies his preference on FB as it provides equal chance to every student in terms of participation in activities. Seeing the better output of incorporating FB in learning strategy, researchers also suggest pre-service teachers to revise pedagogy to include FB as a regular tool (Yunus, *et al.*, 2012).

FB as English Learning Place

Anyone from anywhere in this world can take part in any features in FB such as online chat, online game and calling over phone in popular languages. As most of the features of FB are by default in English, its users need to have enough knowledge in English to make maximum use of FB. Seeing these multifidous use of FB as English practicing zone, scholars claim that FB can be easily used as English practice place (Kabilan, Ahmad & Abidin, 2010). There is no doubt in considering FB as the hub of communication which happens in many forms including language practicing. FB has the potential to become a valuable resource to support their educational communications and collaborations with faculty (Lee & Ranta, 2014).

FB Can be a Community for English Learners

Many researchers have found that language learners can show their best performance when they feel they are in their comfort zones. FB can be considered as perfect place for English language activity exchange

and utilized to discuss their academic tasks when all of them feel that their need, interest and ideas are same. Blattner and Fiori (2009, p.17) have revealed that FB can raise the “sense of community in language classrooms” as FB creates the scope to develop language learners’ “socio-pragmatic competence” while being with peers. They also point out another unique feature of FB as it can maintain privacy of the activities of language learners from other community member as long as the user does not want to reveal it. Similar result is found in other study where learners achieved “grammatical, functional and linguistic objectives” while learning French language in FB (Mills, as cited in Kabilan, *et al.*, 2010). Mills also claims that the discussion session among peers helped those learners to learn French correctly. Though this study was done on French language, same positive outcome is possible while learning English in collaboration with FB. Madge *et al.* (2009) characterizes FB as providing the ‘social glue’ in helping students to settle into outer life. Though this study was done on university students, same result can be expected on higher secondary students who are about to enter university in 1.2 years.

FB in Enhancing Reading Skill

It is captured in study that English learners can raise their competency in reading skill if they get the chance to “discuss assignments, ask and answer questions, post information, and support one another” in FB (Haverback, 2009) excluding the class hour or face to face session. The author found that 75% of her students developed “better understanding of the theoretical principles” to ensure “effective reading” (Haverback, 2009, page 34). Through reciprocal scaffolding which is “a scaffold provided by a student working in a group either face-to-face or online”, FB can facilitate reading skills (Majid, Stapa & Keong, 2015, page 32). Haverback (2009) has pointed out one drawback in FB based reading practice that there should be always at least one person in FB all the time to answer questions otherwise students’ questions remain unsolved.

FB in Enhancing Writing Skill

FB can be a replacement for actual classroom while practicing writing. Kabilan, *et al.* (2010) claim that students consider only classroom writing as ‘writing’ and thereby do not feel encouraged to do writing activities in FB as students see FB writing as ‘communication’. Opposite view of students is also discovered by several researches where students have shown their profound interest in FB writing (Majid, *et al.*, 2015; Haverback, 2009). FB can give learners the opportunity to use both scaffolding and schemata as a result of engagement with peers. According to Yang (as cited in Yunus, *et al.*, 2012) students’ regular writing as blog or online diary in FB can be granted as their writing activity and by saving these writings teachers can easily measure students’ progress in writing skill. Students can share links to tutoring programs or other Internet resources while using FB which also enrich their writing skills (Haverback, 2009).

FB as a Place of Interaction

Guzman (2012) argues that through “posting and chatting” in FB students like to represent their social identity. Researchers have identified FB as a remedy for such group of shy learners as same group shows “no objection to online disclosure” in FB rather feel encouraged to participate there in activities like group projects, discussion on topic and course assignments (Lee and Ranta, 2014, p. 27). Similar idea of being stimulating factor of FB to develop learner’s communication skill is found in several studies (Yunus, *et al.*, 2012; Shih, 2011). Hew (2011) has revealed a negative impact of FB interaction that while using FB students prefer to be in touch with selected one not with anyone present there. FB can be a place of sharing resources like materials, projects and documents as well as ideas and information among students.

Teacher Monitored FB Use

Both bringing students in FB and restricting FB use are necessary. Teachers have to monitor FB use carefully as it is already reported that sometimes students get distracted by the other use of FB and pass through “unplanned or unintentional” incidental learning (Low and Warawudhi, 2015; Pennington, as cited in Kabilan, *et al.*, 2010). On the contrary, Roblyer, McDaniel, Webb, Herman, & Witty (2010) suggest that teacher should count interaction hour as course accomplishment requirement to ensure student’s participation.

III. RESEARCH METHOD

The researchers have preferred using questionnaires’ for this research project because the objective is to know current students’ perspectives on using FB. Researchers thought that teachers are the main agent for any successful implementation of teaching approach. Researcher as the teacher practice the FB in the writing class and then give the students questionnaires’.

This study is carried out in two Class of English Department in STKIP PGRI Tulungagung. Both the teacher and students of the institutions are in better position in terms of using technology in education purpose. Along with this, as mentioned earlier, free access to FB is in Indonesia since 2008 has made students and teachers the competent user of FB. 10 teachers (lectures) of the institution are taken as participants and 46 students of two class in English Department, their views on FB as online English teaching tool and inclusion of FB as English teaching pedagogy would focus on the basic points that are related to higher level college students’ benefit in using FB as English learning approach.

The instrument used in this survey was questionnaire consisting two parts. In Section A, participants’ gender, language ability, teaching experience and usability of FB were collected. And Section B was designed to explore information about teacher’s perspective on FB as an ELT tool with a construct. This construct used some 5-level Likert scales which consist such as ‘Completely agree’ to ‘completely disagree’. The items in the construct of teaching English in FB were taken from two sources: i) Blattner and Fioiri (2009) as most of the areas discussed by them are quite similar to context as for example how to develop language skills, student’s and teacher’s attitude towards ELT, what to do to enhance student’s participation in learning atmosphere etc. and ii) is researchers own observations as an active FB user. 3 open ended questions were included to define and elaborate the quantitative and qualitative data.

The data collection process was done in two consequent days. Close ended items were used to know student’s level of believe or dependency on FB as teaching tool of English. At the same time open ended questions were set to know students concern on using FB. The qualitative data were included to make them a help for quantitative data analysis. Another reason for including qualitative data was to make participants feel free while giving their perspectives on using FB as ELT tool. It worked well as all of them brought out other relevant issues while answering one item. Each of the response from the participants was presented exactly same way they delivered while taking part in survey.

IV. FINDINGS

In response to the statement *FB can help students to be communicatively competent in English*, all participants are found agreed that students can raise their level of communicative expertise with the help of FB. In this

study I specified only reading and writing skill when practicing English on FB. There have been numerous debates on the academic use of FB in recent years.

In response to the statement *FB encourages the use of English as a means of social interaction*, all 100 percent of the participants assumed that FB can facilitate students' English learning and practicing as a SNS software. The features of FB come in different languages.

In response to the statement *the students have free access to FB*, Findings from collected data show difference supplied by participants. 70 percent of them confirmed that most of their pupils have free access to FB..Here I want to add that almost all of these FB user students are doing log in from their cell phone because I know their capability of having a cell phone.

In response to the statement *FB can create a community of English learners inside and outside of educational institutions* it is found that all participants agreed on another point that learners can develop a community through FB. While practicing English lessons with peers, students gradually start feeling comfortable in this situation.

In response to the statement *FB can be a tool to enhance English writing skill* it is found that that participants are basically divided in two types of writing tasks in FB in spite of being agree on same point that FB can be very useful tool to develop students' writing skills. 30 percent of the teachers liked to divide students in group for writing tasks in FB and teacher guided writing tasks while 70 percent of the teachers preferred individual tasking and mostly independent writing as well. According to 30 percent teachers, teacher may post a story to make comment on it, a picture to be described by students individually, in pair or in group.

Teachers gave differentiated opinions in response to the purpose of the usage of FB. The data highlights variation of time spent on FB by its participants. The ratio of using FB by these participants is one hour eight hours. As now-a-days people of different age and profession are using SNSs, this particular finding shows the FB friendly nature of the participants. Though this survey did not find the exact times when the participants used to log in FB, I assume they would be using FB around the whole day, like most of other FB user surrounding me. The impact of time spent on FB can be seen from different perspectives such as use of working memory, attentional control etc. and these might have direct effect on these English teachers' teaching quality. It has already been proved that different features of FB demands different sorts of skill. Alloway & Alloway (2012, p.1752) claims that "checking friend's status updates in FB was the best predictor of both verbal and visual-spatial working memory".

In response to the question *how teachers can use FB to develop student's English reading skills?*, participants' response on this particular question was quite similar. More than 33 percent of the teachers preferred group based reading tasks while others insisted on individual reading. The students can read weekly reading and do the exercises given. Then, they can discuss about the texts, various reading exercises such as information filling, multiple choice question, open ended questions can be given to students".

In response to the question *whether Can FB be used as regular tool to minimize these problems*, teachers preferred that supplementary activities on Facebook can save time for teachers. The points all the teachers mentioned are,

- Teacher can ask students to engage in classroom activities
- Teacher can ask students to answer the questions on Facebook

- Facebook group discussions
- Students can post their assignments and presentations on Facebook
- Through the post of teacher's own story and asking for students to write their own story and the peer-review, the teacher can get response from lots of students through a single post that will really give huge time to a teacher to give proper feedback to each student. Thus the whole big classroom will attend to a teacher as a single page of a FB.
- FB can provide the opportunity to use the time and space outside the classroom effectively for practicing English. Some of the pre/post reading and writing tasks or home tasks for students to do them in their home time.

Teachers gave their valuable opinions on using FB as a supplementary space for students to practise English activities to keep pace with Face to Face classroom. The findings in response to this question are summarized here,

- Group/class discussions
- Online community for improving listening/reading/writing/speaking
- Team work and Exchanging information
- Sharing the assignments done
- In this era of technology, students are very motivated and excited to learn through technology. Moreover, students in STKIP PGRI Tulungagung are very nervous to talk in English in front of teacher for which they can easily interact in FB that will really lessen their shyness, anxiety to some extent. On top of these, seeing the participation of other students, the less motivated student will be driven to post his/her own post.
- Many of the classroom activities can be followed up on FB. Teacher may ask students to visit FB page where supplementary text or tasks are given and students can exchange this task with peers.

V. CONCLUSION

Now-a-days social media are used in Indonesia by people from different age, group, academic qualification and social status. Among all genres of social media, FB is found the most popular one among young learners. Previously it was thought that students would use FB only to make communication with friends through chat or sharing information and photos. Whereas Researchers have found the students being quite interested in discussing their assignments and preparing themselves for further studies in FB too. Being English teachers Researchers have realized the hidden problems in our ELT approach. Firstly, we are bound to use only CLT (Communicative Language Teaching) as ELT approach and secondly, our class size, teacher quality, teacher's perception and lack of real life materials in class, we cannot practice CLT properly. In that case, it seems almost impossible to make student communicatively competently with such frame work which is leading in consistent low grade in English seen in national examinations in recent years. Seeing the emerging demand and use of digital technology in education arena, researchers assume that technology in ELT might bring positive changes in English teaching-learning in Indonesia. Researchers have taken an initiative to know teachers' view on using FB in ELT in Indonesia as I believe that teachers are the main agent to bring any change in present situation. From the survey researchers came to know that contemporary English teachers in

Indonesia are also thinking bringing additional support in ELT and they have shown their opinion for using FB in ELT. Teachers believe that FB can be used as an additional space for practicing English. In addition to that, Literature shows that FB has shown its best in ELT in similar context like higher level of college.

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THE USE OF RADIO PODCAST IN TEACHING LISTENING TO STUDENTS AT STKIP PGRI TULUNGAGUNG IN THE ACADEMIC YEAR OF 2016/2017

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Abstract --- As we know, English is an international language. Every country agrees English to be one of prominent subjects especially in facing the challenge might appear in the globalization era. In the education system in Indonesia, beside English is learnt as a foreign language, it becomes one of the subjects that has an important rule. There are a number of ways to master English in Indonesia. Here, lecturers play an important role in selecting the appropriate instructional media that can be implemented in the teaching learning activity. As an important instrument or tool to help the students, teacher needs to select an instructional media to deliver his or her message so that the purpose of teaching learning activity stated can be achieved. In our waking hours, we spend about 9 percent writing, 16 percent reading, 30 percent speaking, and 45 percent listening (Lee and Hatesohl: 1993). Listening becomes a primary skill which has to be achieved before the learners of language master the following three skills, speaking, reading and writing. One of the instructional media that is recommended to apply in teaching learning activity is radio podcast. Radio podcast is known as a means of publishing audio program using the internet. This media is believed as the useful media that can be implemented in teaching English. Lecturers can use podcast as his or her media to improve the students' ability in listening. It provides enormous variety of listening materials which are potential for the learners of language. Baehaqi (2011:21) states podcasts which are available on the web fall broadly into two types: radio podcasts and independent podcasts. Radio podcasts are existing radio programs turned into podcasts, such as the British Broadcasting Corporation (BBC) News. Meanwhile, independent podcasts are web-based podcasts produces by individuals and organizations. One of the strengths of podcast is it has remarkable features which is really helpful.

Key Words--- *Radio Podcasts, Teaching and Listening Comprehension.*

I. INTRODUCTION

As an international language, English plays an important role in many aspects of life, such as education, business, science and technology. In Indonesia, English becomes a foreign language. It is not the first or the second language. The teaching of English in Indonesia is intended to enable to use English for communication (Sukah: 2000). This statement is parallel with the objective of teaching English in Indonesia as stated in decree of the Minister of Education No. 22 2006 which stated that: 1) developing the students' oral and written communicative competence, 2) making the students have awareness toward the nature and importance of English to the nation competitive in the global society, 3) improving students' understanding

about the relationship between language and culture. Based on the writer's observation, the second semester students at STKIP PGRI Tulungagung find a tough moment just for comprehending the listening materials, mainly those which contain natural conversations. For instance, the actors and actresses in a movie act and speak naturally without any purpose to teach foreign or second language to the viewers. However, nothing to worry about for the students since the lecturers has found the radio podcasts as the potential media to support his English learning.

Ruhlemann (2008) states the native speakers of English are not the only one starting place in listening since English is spoken internationally. In additional words, there is a need of understanding which has to be fulfilled by the lecturers to the learners of language, so they can be independent in gaining the valuable information. The lecturers can provide some media, such as podcasts, songs and movies. Podcasts stand for play on demand and broadcastings. It is more like a digital file which includes audio recording, which can be downloaded from the internet and changed to the form of MP3. The technique of English learning using podcasts in the listening class is giving the students the materials or the websites to be listened to independently. Then they are supposed to submit their activities in the weekly report. The lecturers can ask the students to have at least one material in a week, but if it is possible, the lecturers can ask them more. Cahyono and Widiati (2009) state another thing that may be complicated comes from the variation of English accent in the materials given in the class. Some experts have different opinion about this issue. The function of English as a foreign language in Indonesia requires the English native speakers as the role model and standards resulting to the importance of language learning. They also argue that the use of English as a standard is really important in improving listening skills. To answer those problems above, the independent listening through the use of podcasts media is expected to be able to motivate the language learners to learn the listening comprehension more joyfully.

II. DISCUSSION

In the teaching and learning of English, listening ability plays an important role in building the communication skills. Apparently, listening is a passive and receptive skill that is usually considered as a complicated skill to improve. There are various media which can be used by the lecturers in teaching listening such as podcasts, videos, movies, songs, radios or televisions. Using podcasts media, which is modified into the podcast radio, has become fully recommended since the radio podcasts can give many benefits because of a number of reasons. Fachrurrazy (2011) states that the strong motivation of English language learners can lead to the cooperative atmosphere in the learning process. In Indonesia, listening exercise is considered as a difficult activity. Since English is as a foreign language in Indonesia, so it will not be the simple thing for the Indonesian language learners to listen and grab the information from the recorder. As a result, it is rather difficult for them to achieve the best mark in the listening course. Luckily, the development of technology provides us the sophisticated media which are very helpful and potential for listening learning activities. One of the fully recommended media in the listening activity is called the radio podcast. The radio podcasts are more like the audio recordings to which users can subscribe and download. The language learners can also transfer the audio recordings to their computer or portable listening device such as an MP3 Player. And of course, the podcasts which are modified into the radio podcasts are believed very advantageous to develop the students' listening ability. Podcasts which are available on the web fall broadly into two types: radio podcasts and independent podcasts. The Radio podcasts are existing the radio programs turned into podcasts, such as the British Broadcasting Corporation (BBC) News. Meanwhile, the independent podcasts are more like web-

based podcasts produced by the individuals and the organizations (Baehaqi: 2011:21). Many users of podcasts argue that this is a kind of tool which provides the huge variety of listening materials which are potential and fully recommended to apply in the listening class. And it answers the questions why podcasts become comprehensible input appropriate to the various levels of proficiency.

In 2017, podcasting has grown to be accepted as an alternative way in providing “radio” type content that can be listened to every time, everywhere and as many times as the language learner wants to. The design of listening material can be produced by a radio podcast by letting everyone connecting internet and it has raised a lot of interest in the circles of education. In English Language Teaching, the application of radio podcasts is not only in providing further listening information for students, but the language learners themselves can become involved in preparing, recording and producing the listening material through the use of the radio podcast.

There are various types of podcasts the lecturers can apply in the listening class with their language learners in the English language teaching based on <http://mylcpodcasts.blogspot.com/> (accessed on October 9, 2017).

- a. Authentic podcasts: Podcasts that are not aimed at ELT students can often be a rich source of listening. Most of these will only be suitable for use with higher level students, but others, such as *Sushi Radio* are made by non-native speakers of English and their length (5-10 minutes) make them ideal for use with classes.
- b. Teacher podcasts: Produced by teachers, often for their own classes, these podcasts are usually aimed at helping students learn by producing listening content that is not available elsewhere, or that gives a local flavor.
- c. Student podcasts: Produced by students, but often with teacher help, the students can listen to these and experience the culture and hear about the lives and interests of other students from around the world. An interesting example is the podcast created by the Fudan university high school students in China.
- d. Educator podcasts: Ed Tech Talk is a more general show about educational technology, which is recorded live (this is called webcasting) using free Internet telephony and then provided as a podcast.

Rost (1991) states ELT podcasts can be used for intensive and extensive listening activities. There is, however, a strong case for using ELT podcasts for extensive listening, for the purpose of motivating student interest in listening to English, and providing them with exposure to native speakers’ speech.

On this research, the writer tried to analyze the teaching and learning process in the listening class. The lecturer’s name is Choirul Huda. Last semester, he taught the second semester students listening subject at STKIP PGRI Tulungagung. In teaching his subject, he applied some principles of Brown (2004) in order to make the teaching and learning process successful. 1) In an interactive, four-skill curriculum, make sure that the teachers do not overlook the important of techniques that specifically develop listening comprehension competence, 2) Use techniques that make the students intrinsically motivating, 3) Utilize authentic language and context, 4) Be careful to consider the form of listeners responses, 5) Encourage the development of listening strategies, 6) Use both bottoms-up and top-down listening techniques.

Firstly, Mr. Choirul Huda introduced what is podcasts to his students to assemble their listening comprehension. Podcasts are downloadable files which the user can load on to their own personal MP3 players, such as iPods (Harmer: 2007). Then he told the students that the programs in the podcasts can be

listened to the computer or they also can be download it into an MP3 player or the students' mobile phone for being used in the following listening activity. Next, Mr. Choirul Huda explained his students about the two types of podcasts; they are radio podcasts and independent podcasts. Lee (2007) explains that Podcast available on the Web fall broadly into types: Radio Podcast and independent Podcast. Radio podcast are existing radio programs turned into Podcast, such as those produced by BBC (British Broadcasting Corporation). Independent podcast are Web based podcast produced by individual and organizations. Mr. Choirul Huda did not forget to tell the students that he would apply the Radio Podcast in his listening class.

Explaining the benefit of using the Radio Podcast to the students is also done by Mr. Choirul Huda. He told the students that the Radio Podcast provided a potential material for teaching listening. Three advantages of podcasts for students, they are: (1) it has benefit for students for global listening, (2) students will be exposed to the new language, and (3) intermediate students have a need for authentic text and to be exposed to a variety of voice (Constantine: 2007). After that, he asked his students to download the Radio Podcast program and do listening practice regularly. The second semester students selected play store by themselves, found the radio podcast application, downloaded audio or video recording, changed the program into MP3 format, and do the listening practice.

Finally, after having done some instructions, Mr. Choirul Huda asked the second semester students to report their listening activities in a weekly report that was submitted to the lecturer regularly. Each student gave different report and they did it independently and everyone in the class was fully motivated.

III. RESEARCH METHOD

This paper is intended to obtain information concerning the current phenomena and to describe the use of Radio Podcast in teaching listening to the second semester students at STKIP PGRI TULUNGAGUNG in the academic year of 2016/2017. Since the writer tried to analyze the process of the listening teaching and learning activity done by Mr. Choirul Huda and his second semester students at STKIP PGRI Tulungagung, so the research design used by the writer is descriptive qualitative research. The writer selects this design since he wants to describe something that the readers need to read and to know. It also gives the valuable information to the readers and through this paper, the reader wants to get close to the readers.

To collect the data, the writer tried to have interview with Mr. Choirul Huda as the lecturer of Listening subject on semester two. The writer also had interview with five students who studied listening comprehension under Mr. Choirul Huda's guidance. They were Faisal Ahmad, Oviana Romi Mamesa, Desy Ayu Kumalasari, Bagus Nur Bachtiar and Esita Indiria. The writer also joined listening class three times to do observation. The first meeting was done at February 14, the second meeting was done at February 21, and the third was at February 28, 2017. The writer followed each instruction given by the lecturer, started from explaining what the radio podcast was, the benefit of using radio podcast as the potential media in the listening activity, and then came to the last instruction that was asking the second semester students to report their listening activities in a weekly report that was submitted to the lecturer regularly.

The population of this research was all the twenty eight students of the semester two at STKIP PGRI Tulungagung in the academic year of 2016/2017 who joined listening comprehension class under the guidance of Mr. Choirul Huda as the lecturer.

IV. CONCLUSION

Facilitating the language learners' listening comprehension through the use of the Radio Podcast motivates the second semester students at STKIP PGRI Tulungagung to be active listener. They can apply the Radio Podcast media to search their listening material by themselves and also practice their listening skill both in the listening class and at home. This full paper is designed to give encouragement to all English lecturers, teachers and the language learners especially EFL (English as a Foreign Language) learners to apply radio podcasts in the classroom since it can provide interesting listening activity in which the language learners can develop their listening skill. The lecturer can teach listening in an easy way. Through the use of Radio Podcast, the lecturers teach their language learners how to be an effective listener as well as good speakers since most of the topics in the radio podcast can be selected based on the syllabus. One thing for sure, teaching language with the addition of various activities through the use of the radio podcasts, the lecturer can develop their proficiency in the application of technology as a motivational technique to keep students on spirit in completing each task.

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Cultural Identity and Conflict Manifestations

A Critical Discourse Analysis on “The Hundred-Foot Journey”

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Abstract—Culture, identity, and conflict are three interrelated things. To be able to preserve a certain culture, someone must hold on his or her cultural identity. Therefore, culture plays an important role in the development of an individual’s identity. Yet, when there is a great gap in the cultural differences among people, the conflicts are more likely to happen. It is because culture is so closely related to the ways people perceive themselves and things that are important for them (LeBaron, 2003).

The Hundred-Foot Journey is a comedian-drama movie released in 2014. It is about Hassan, a young talented native Indian boy, who pursues his dream to be a professional chef in French, which is famous for its own western typical culinary. Throughout the movie, the cultural identities and conflicts between eastern and western culture are presented in the forms of dialogues, acts, and other manifestations. Therefore, I am interested in scrutinizing the cultural identity and conflict manifestations occurring in the movie.

The dispositive concept of Critical Discourse Analysis by Jager in Wodak & Meyer (2001) containing the discursive practice (dialogues), non-discursive practice (actions), and materialization (objects) was used to analyze the movie. The data analysis procedure covers: (1) developing a movie summary in a narrative method; (2) determining the protagonist; (3) analyzing the dialogues; (4) analyzing the actions; (5) analyzing the objects and the meanings; (6) Theorizing the cultural identities and conflicts sub-themes manifested on the movie.

The findings show that the cultural identities and conflicts are manifested in the dialogues, actions, and objects of the movie. The most apparent cultural identities were found in the eastern tradition of living together with family and the spices used in eastern cooking practice, whereas the most apparent cultural conflict was found in Hassan’s choice between his career and family. It can be concluded that ideology manifestations on movies are highly possible.

Keywords—*culture, identity, conflict, critical discourse analysis*

I. INTRODUCTION

It is interesting to discuss culture, identity, and conflict. They are commonly interconnected each other. People have a tendency to keep their cultural identity since keeping it can preserve a culture. Cultural identity is inherited and, like a language, it is a collective entity that needs to be protected (Tomlinson in Held and McGrew, 2003). Due to the globalization and capitalism, the Western culture was seen as a standardized version of culture, therefore any cultures other than the mainstream were threatened in their existence (Tomlinson in Held and McGrew, 2003). Therefore, a self-cultural identity struggle is necessary for the

cultural existence. However, during the struggle, the conflicts are most likely to happen. It is because culture is so closely related to the ways people perceive themselves and things that are important for them (LeBaron, 2003).

Movies are products of culture, which reflect events, attitudes, and beliefs (Anonymous, 2016). Through movies, we can understand what it looks like to be in the Japanese Feudal era, in the World War situation, and so on. Therefore, it can be said that movies mirror culture and tradition of the real-life condition.

The Hundred-Foot Journey is a comedian-drama movie released in 2014. The plot is about a young talented native Indian boy, Hasan, who pursues his dream to be a professional chef in French, which is famous for its own western typical culinary. Throughout the movie, the cultural identities and conflicts between eastern and western culture are presented in the forms of dialogues, acts, and other manifestations. Therefore, I am interested in scrutinizing the cultural identity and conflict manifestations occurring in the movie.

II. RESEARCH METHOD

The dispositive concept of Critical Discourse Analysis by Jager in Wodak & Meyer (2001) containing the discursive practice (dialogues), non-discursive practice (actions), and materialization (objects) was used to analyze the movie.

According to Jager in Wodak & Mayer (2001), the dispositive analysis contains the following phases. First, reconstructing the knowledge developed in the linguistic discursive practice (through Critical Discourse Analysis). This analysis becomes the basis to move forward in developing further the dispositive analysis since it helps to develop the awareness of the dispositive aspect significance. Second, reconstructing the knowledge developed in the non-linguistic discursive practice. Third, reconstructing the knowledge developed in its materialization form of the object and non-linguistic discursive practice that developed the materialization.

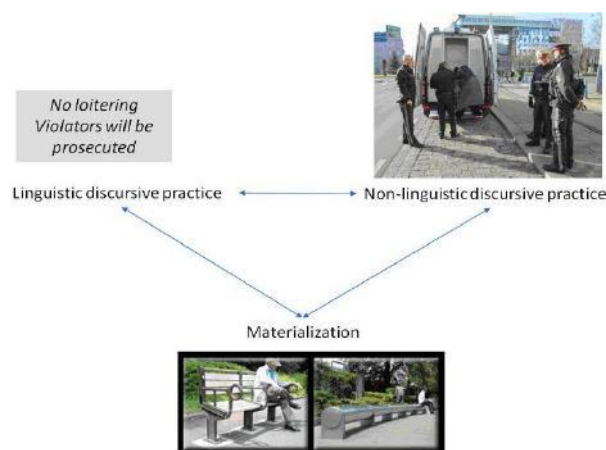


Figure 2.1. Illustration of Dispositive Concept of Critical Discourse Analysis for Movie

The data of this study are expressions related to cultural identity and conflict manifestations while the data source is the movie entitled The Hundred-Foot Journey. The researcher is the main instrument of the data collection in this study. To collect the data, documentation, and note-taking methods were used. The Hundred-Foot Journey movie was downloaded. After that, the note-taking method was used to note down

expressions related to cultural identity and conflict manifestations in the movie. The note, containing the expressions, was used in the data analysis.

The data analysis procedure covers: (1) developing a movie summary in a narrative method; (2) determining the protagonist; (3) analyzing the dialogues; (4) analyzing the actions; (5) analyzing the objects and the meanings; (6) Theorizing the cultural identities and conflicts sub-themes manifested on the movie.

III. FINDINGS

A. *Movie Summary*

Hassan Kadam, a young talented native Indian boy, must move to France with his entire family, leaving his hometown due to the political violence in India, which ruined his family restaurant business and causing his mother's death. Arriving in France, he had broken brakes and got a help from a beautiful young girl, Marguerite. She took him and his family to stay in the lodging, near to her house, in a French village.

In the morning walk, on the next day, Hassan's father, Papa Kadam, found a building for sale. He wanted to buy the building and established an Indian restaurant. Unfortunately, the building was across from the Le Saule Pleureur, a French restaurant lead by an arrogant lady, Madame Mallory. In fact, Marguerite also worked as a chef assistant in Mallory's restaurant. The competition between Kadam's family and Mallory began and intensified into personal conflicts.

One night, Jean-Pierre, one of Mallory employees, took a reckless and foolish action of burning Kadam's family restaurant, causing burns on Hassan's both hands. This action was regretted by Mallory who wanted a fair competition with Kadam's family. She fired Jean-Pierre and offered Hassan a chef position in her restaurant. As a result, Mallory's restaurant achieved the second Michelin star after 30 years gaining the first star. A star signifies "a very good restaurant", two stars are "excellent cooking that is worth a detour", and three stars mean "exceptional cuisine that is worth a special journey". For his success, Hasan was directly offered a position as a chef in Paris. It was not difficult for him to be a famous chef due to his successful creation. Yet, in the glamorous lifestyle of France, Hassan often felt lonely. He missed his home, his family and the Indian culinary.

At the end, Hassan chose to go back to Mallory's restaurant. He chose to stay with his family and to achieve the third Michelin star in Mallory's restaurant together with his beloved girl, Marguerite.

B. *Protagonist Determination*

In order to determine the protagonist, the Greimas's Actantial Model was used. According to Greimas (1984), the text or movie was analyzed using the binary opposition. The binary opposition was explored by the actors and their roles organization analysis.

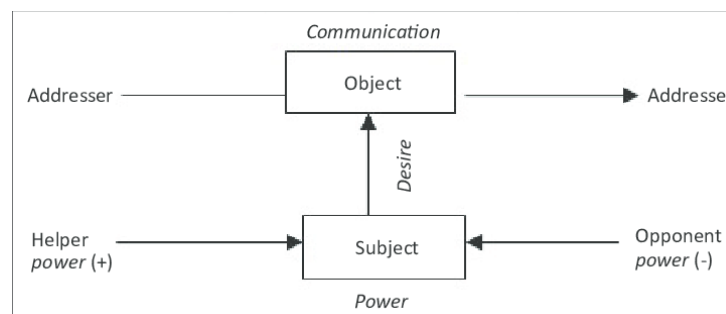


Figure 3.1. Greimas's Actantial Model

After analyzing carefully on The Hundred-Foot Journey movie, the following scheme was obtained.

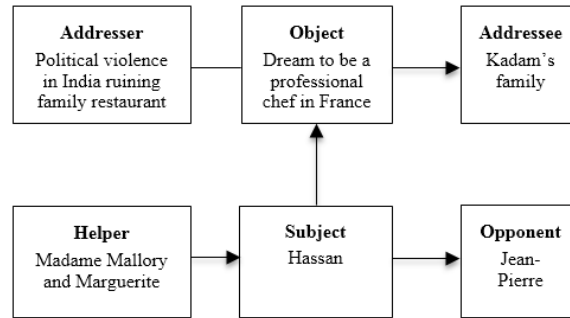


Figure 3.2. Greimas's Actantial Model on The Hundred-Foot Journey Movie

Based on the Greimas's Actantial Model on The Hundred-Foot Journey movie, it can be determined that Hassan is the protagonist. Hassan is the center of every event happened in the movie. His dream to be a professional chef in France is the center of the plot. The political violence in India ruining Kadam's family restaurant is the cause of Hassan's dream and Kadam's family is the one who was most affected in Hassan's dream. In the movie, he was helped by Madame Mallory and Marguerite to reach his goal, and he was opposed strongly by Jean-Pierre.

C. Discursive Practice (Dialogues)

In the beginning of the movie, the eastern cultural identity is presented in the dialogue of Mansur and Papa Kadam. Here is the dialogue.

Dialogue 1

Mansur: I can't do this anymore, Papa.
What are you trying to do? Kill us all?
We've been driving for days in this piece of junk.
Enough of this crazy wandering.
You know what?
We were happier living under the flight path at Heathrow.
At least we had a bloody home!

Papa Kadam: Wherever the family is, that is the home

When Mansur complained about the miserable things undergone by the Kadam's family, Papa Kadam directly responded him by saying that as long as they experienced them together as a family, it did not matter. The dialogue clearly showed that eastern culture highly values family. The family is everything. We can live everywhere under any circumstances as long staying together with the family.

Not only about the family value, the movie also discussed the eastern and western cultural identities as represented in the foodways. It is as follows.

Dialogue 2

Mansur: Where is the family right now?

Papa Kadam: France

Mansur: France. France! Exactly.
Papa, in case you didn't realize it,
the French don't even eat Indian food.
They have food of their own.
It is famous all over the world.
This is the end of the road.

The dialogue described that the French (western) people have their own types of culinary, which is different from the Indian people (representing eastern culture). Mansur even clearly stated in the dialogue that the choice of food is mostly influenced by the culture and tradition of people holding on to.

The talks about foodways are also established in the next scene of the movie. When Papa Kadam insisted on opening the Indian restaurant across from Mallory's French restaurant, other members of Kadam family rejected the idea by stating examples of differences. Here is the complete dialogue.

Dialogue 3

Mahira: They are a Michelin star restaurant, Papa.
Mansur: They have frogs' legs, escargot, ratatouille
Papa Kadam: Is the President able to order tandoori goat.
cooked the way Hassan cooks?
sprinkled with roast spices?
Mansur: Papa, the restaurant doesn't serve those things,
because the people here don't like to eat those things.
Papa Kadam: Because they don't know.
They have never tried. Now they shall.

In the dialogue, Mansur again stated that different culture resulted in different foodways. Under the reason, people will not accept food (or even also tradition) of a different culture because they disliked it. However, Papa Kadams argued Mansur's idea of like and dislike by stating that the choice is simply because the people do not even try it yet. Here, the idea of embracing the different culture was infused in the movie. Additionally, the eastern cultural identity of cooking with spices is slightly included a bit in the dialogue.

In the middle of the movie, the cultural identity and conflict are presented nicely in the quarrel between Papa Kadam and Madame Mallory. Here is the dialogue.

Dialogue 4

Papa Kadam: You tell him, it's "classical."
What is "classical"?
Madame Mallory: "Classical" comes from the word "class."
And that is what he will learn in my kitchen.

He will learn how to cook with class.

Papa Kadam: Indian cannot become French,
and the French cannot become Indian.

The dialogue described the part where Papa Kadam insisted on the idea that cultural identity is somewhat fixed, unchangeable or definite. It is illustrated on the example that Indian cannot become French or vice versa. It also reflected on the cultural conflict idea. Papa Kadam insisted that Kadam should choose to maintain his own Indian culture (eastern) than French culture (western) in his cooking ways by rejecting Mallory's assistance of teaching Kadam on how to cook.

Nearly to the end of the movie, the cultural identity and conflict are presented in the scene where Hassan was reminded of his own culture from the pleasure of eating Indian food. It is as follows.

Dialogue 5

Indian worker: You want some? Please.

My wife cooks it.

Over the fire in the courtyard.

Do you like it?

My wife cooks much better than me.

Hassan: Where did she get the spices?

Indian worker: I have them send it from home.

You know, it's cheaper than a flight ticket.

Hassan: It's got amchur.

Indian worker: Yes.

Hassan: And kala jeera.

Indian worker: Yes. A little bit of garam masala also.

Every bite takes you home.

The dialogue described the feeling of enjoyment of eating his own traditional food after so long being busy with other things. Additionally, the eastern cultural identity of cooking with spices is also presented clearly in the dialogue.

In the last part of the movie, the cultural identity and conflict are also presented on the scene where Hassan chose to stay with his family rather than keeping his career in Paris. Here is the complete dialogue.

Dialogue 6

Papa Kadam: Michelin! Michelin!

Hey, why did you disconnect?

Take the... Call back.

Kadam: Leave it.

Papa Kadam: Call back, it's Michelin!

Kadam: It's okay.

Papa Kadam: 7:00. Come, come here.

Call him back.

Kadam: Papa...

Papa Kadam: Call him back!

Kadam: Listen to me.

Papa Kadam: No, no, no. You call him back now!

Kadam: Papa, relax. I know what to do.

Everybody, this is where we will get our third star.

Together.

D. Non-Discursive Practice (Actions)

Scene cuts on the actions performed by the actors in the movie can explain things that cannot be explained using the discursive practice (dialogue). The cultural identity and conflict manifestations can also be identified through the three-important scene cuts as follows.



Figure 3.3. Hassan Making an Omelet with Mallory

The scene when Hassan making an omelet with Mallory implies people accepting different culture. Mallory, a French lady, (western culture) recognized and performed Hassan's cooking ways using spices (eastern culture).



Figure 3.4. Hassan Entering the Le Saule Pleureur

The scene when Hassan entering the Le Saule Pleureur implies journeys of one culture (eastern culture) to the other culture (western culture). Hassan needs to say goodbye to his family and tradition and to adapt himself to a new family and tradition.



Figure 3.5. Hassan Eating Indian Culinary

The scene when Hassan Eating Indian Culinary after so long being busy with his career implies the enjoyment feeling of recalling and performing his own Indian culture (eastern culture).

E. Materialization (Objects)

Objects can also provide meaningful interpretations in the movie. Therefore, providing meanings into the objects is also important to understand the cultural identity and conflict manifestations.

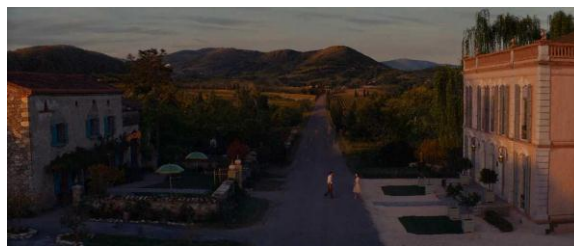


Figure 3.6. Maison Mumbai and Le Saule Pleureur

Mumbai Mansion (eastern culture) is depicted as ordinary and usual whereas Le Saule Pleureur (western culture) is depicted as strong, elegant and attractive.



Figure 3.7. Maison Mumbai



Figure 3.8. Spices

Both Maison Mumbai and Spices depicted the characteristics of Indian (eastern culture) building and cooking ways.



Figure 3.9. French Culinary



Figure 3.10. Indian Culinary

French culinary (western culture) is depicted as stylish, elegant and expensive whereas Indian culinary (eastern culture) is depicted as usual, common, yet embracing togetherness.

IV. CONCLUSION

The cultural identities and conflicts are manifested in the dialogues, actions, and objects of the movie. The most apparent cultural identities were found in the eastern tradition of living together with family and the spices used in eastern cooking practice, whereas the most apparent cultural conflict was found in Hassan's choice between his career and family. It can be concluded that ideology manifestations on movies are highly possible.

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The Students' Perception toward Dictogloss Technique Applied in Their Writing Class

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Abstract--Writing has always been regarded as playing an important role in learning a foreign or second language. Hence, as an educator, it is important to always make an experiment or innovation to lead the students into success in their learning of writing. This study is focused on the revelation of students' perception toward Dictogloss technique applied in the writing class. The research design is a descriptive research with quantitative approach. The data were collected through a questionnaire administered to 20 students from the eleventh grade students of MA Sunan Giri Gondang. The findings show that the average score of internal factor is 64,7 or 81%, it means that it has Very Good rating scale or it can be inferred as positive perception. Besides, the average score of external factor shows 68 or 85% which is categorized as Very Good rating scale, it means that the students' perception from external factor can be inferred as positive perception as well. Furthermore, the data got from interview session shows that most of the students have good response to the technique. In other word, they have positive perception toward Dictogloss technique.

Keywords--*Perception, Dictogloss*

I. INTRODUCTION

People have the tendency to air their feeling and thoughts, plans, intuition and views. Besides the speaking skill, the writing skill is like a means of transforming this tendency to action. Writing does not only explain our thoughts, feelings, plans and experiments but also make us communicate with others and explain ourselves (Sever, 1998). Meyers (2005: 2) stated that writing is a way to produce language naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing our ideas, putting them on a paper, reshaping and revising them. Palmer (1994: 5) states that writing is recursive. It means that it goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether. Process of writing is a way of looking at what people do when they compose written text. Teaching of writing should focus on writing process that is the students' attention was directed to the how of the text constructed.

As one of the language skills to be mastered by the students of English as Foreign Language (EFL), writing is both difficult to teach and learn. The EFL students usually have a lot of idea but they lack of rhetorical knowledge so that they can build their idea into a good writing (Naidu, 2007). In writing, the writer should think about the content, organization, vocabulary and language use, mechanics, and also grammar. Since there are many aspects to consider, the writer may leave one or two aspects behind. Indonesian students, as EFL learners, often experience problems in English writing especially the difficulties to generate their ideas. They have to do the prewriting activity before doing the writing process to make it

easier to be done. To help the students' problem in generating the ideas, the teacher needs to have a technique to help them with their ideas.

Specifically for teaching writing, generally there are many teaching techniques or methods that have been researched by many researcher, educators, and or practitioner. In this research, Dictogloss technique is the focus discussed in this article. This teaching technique is considered to be appropriate to solve the problems in writing. According to Wajnryb (1990) in Gholam, Abbasian & Mohammadi (2013:1371-1372) Dictogloss is defined as a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. The advantages of Dictogloss technique are: (1) emphasizing on the meaning of the whole text, (2) Encourages learner autonomy – error correction, proof reading & editing skills, (3) Integrates testing and teaching of language, (4) Presents grammar in context, (5) Helps learners who require support with writing tasks, and (6) It has the experiential factor – learners learn best by actively participating in tasks designed to use specific language.

There are four stages of Dictogloss technique, they are (1) Preparation, when the learner finds out about the topic of the text and is provided some related vocabularies, (2) Dictation, when the learner hears the text and takes notes, (3) Reconstruction, when the learner reconstruct the text, (3) Analysis and Correction, when learner analyze and correct their text (Wajnryb, 1990:7).

This research is a part of another research that the researcher had done. The previous research was about using Dictogloss technique to improve students' writing skill. As the result shows that the research was done successfully. It can be seen that there was improvement on the students' writing skill. This research is focused on the students' perception toward the implementation of Dictogloss technique in their class. It is needed to conduct as a part of evaluation dealing with the implementation of Dictogloss technique viewed from the students' perception.

Rakhmat (2007: 51) states that perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages. According to Slameto (2003: 104) Perception relates to a person's behavior towards information about an object that enters into itself (received) through observation by using the senses it has. Walgito (2010: 99) adds that perception is a process preceded by sensing. It is a process that embodies the acceptance of stimulus by individuals through its receptors. Hence, it can be concluded that perception is a response in the form of feelings arising from the stimulus from within or outside the individual. Perception is generally influenced by two factors such as internal and external factors (Thoha, 2011: 149). Internal factor includes interest, attitude, motive, and experience. External factor includes object and environments.

Based on the explanation above, obviously every individual has different perceptions toward the object or stimulus given although the stimulus is the same. By considering this phenomena, then it is needed to know whether the implementation of Dictogloss technique to the eleventh grade students of MA Sunan Giri Gondang in academic year 2016/2017 give positive or negative perception. It has been explained above that this class has been taught using Dictogloss technique. It is hoped that this result of the research can be an evaluation or judgment dealing with the benefits of the technique. Furthermore, this research can be a part of references for further researcher who wants to continue this research in different field such as speaking or listening, or in similar field with broader scope and limitation.

II. METHOD

The research design is all the necessary processes within planning and conducting research. This research is a descriptive research with quantitative approach. According Sugiyono (2010:207-208), descriptive research is used to analyze the data by describing, or describing the data that has been collected as it is without intending to make conclusions that refer to its generalization. Descriptive research aims at describing systematically and accurately the facts and characteristics of a particular population or field (Azwar, 2012:7). Descriptive research has the following characteristics: (1) relates to the current situation, (2) describes a single variable or several variables but is described one by one, and (3) the variables studied are not manipulated (Kountur, 2005:105-106). The approach is quantitative because the data includes numeral and percentage.

The participants of this research are the eleventh grade students in academic year 2016/2017 totaling 20 students while the setting is at MA Sunan Giri Gondang. The techniques of data collection used are questionnaire and interview. The questionnaire consists of 15 questions which are designed referring to the factors influencing the students' perception. The design of interview is using open-end question.

III. RESULT AND DISCUSSION

Based on the research method above, it is defined that the data collection method is using questionnaire and interview. The procedures of analyzing questionnaire data are explained as follows:

a. Determining the score of answer

The answer score is the score given by participant to each answer scale they choose. Sugiono 2012:94 states that the first thing to do is to determine the score for each answer scale. In this research, the answer scales used were Strongly Agree, Agree, Disagree, and Strongly Disagree. The score was determined 1-4. For brief understanding, see the score distribution in table I below:

TABLE I. SCORE OF ANSWER
(Adapted from Sugiono, 2012:94)

Answer Scale	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

b. Determining the ideal score

Ideal score is the score that is used to calculate the score for determining the rating scale and the total of all answer. To calculate the ideal score of all items, it used the formula as follow:

Ideal Score = score of scale x total of participant

TABLE II. IDEAL SCORE

Ideal Score	Scale
$4 \times 20 = 80$	Very Good
$3 \times 20 = 60$	Good
$2 \times 20 = 40$	Average
$1 \times 20 = 20$	Poor

c. *Determining rating scale*

Rating scale is used to know the result of questionnaire data in general. The score got from ideal score then is converted to rating scale. It can be described below.

TABLE III. SCORE OF ANSWER

Ideal Score	Rating Scale
61 - 80	Very Good (VG)
41 - 60	Good (G)
21 - 40	Average (AV)
0 - 20	Poor (P)

To know the percentage of the answer from the participant, it used the formula as follow:

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

Explanation:

P: percentage

F: frequency

N: Ideal score

From the questionnaire distributed, then it was scored based on the answer score in Table I. The score result can be seen in the table IV below:

TABLE IV. SCORE RATING SCALE OF STUDENTS' QUESTIONNAIRE

Participant	Questions														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1	2	3	2	3	2	3	4	3	4	3	3	4	3	3
2	3	3	3	3	4	3	4	3	4	4	3	3	4	4	4
3	3	3	4	4	4	3	3	4	3	4	4	3	4	3	4
4	3	3	3	3	3	3	2	3	3	3	2	2	2	3	3
5	3	3	3	2	4	1	3	4	3	4	3	3	4	3	3
6	3	3	3	3	4	1	4	3	4	4	3	3	4	4	4
7	3	3	4	4	4	3	3	4	3	3	3	3	4	3	4
8	3	3	3	3	3	2	2	3	3	3	2	2	2	3	3
9	2	3	3	2	3	2	3	4	3	4	3	3	4	3	3
10	3	3	3	3	4	3	4	4	4	4	3	3	4	4	4
11	3	4	3	4	3	3	3	4	3	3	3	3	4	3	4
12	4	4	3	3	4	2	2	3	3	3	2	2	3	3	3
13	4	3	3	2	3	2	3	3	3	3	3	3	4	3	3
14	3	3	3	3	3	1	4	3	4	4	3	3	4	2	4
15	2	2	4	4	4	3	3	4	3	3	3	3	4	3	4
16	3	3	4	4	3	1	3	4	4	4	4	3	4	3	4
17	3	3	3	3	3	1	2	3	3	3	2	2	2	4	3
18	3	3	3	2	3	1	3	3	3	3	3	3	4	3	3
19	3	3	3	3	3	2	4	3	4	4	3	3	4	4	4
20	3	3	4	4	4	1	3	4	3	3	4	3	4	2	4
Total	59	61	65	61	69	40	61	70	66	70	59	56	73	63	71
Rating	G	VG	VG	VG	VG	AV	VG	VG	VG	VG	G	G	VG	VG	VG

From the table above it can be described that from 15 questions given on questionnaire, 11 questions have rating scale 'Very Good', 3 questions are 'Good', and 1 question is 'Average'. If we converted the result to the classification of internal and external factor, the result can be seen in table V below.

TABLE V. CLASSIFICATION OF INTERNAL AND EXTERNAL FACTOR

No	Questions	Indicator	Factor
1	Saya merasa termotivasi untuk menulis	Attitude	Internal
2	saya bisa berlatih menulis lebih baik dari sebelumnya		
3	saya tidak takut salah dalam memulai menulis		
4	saya lebih mudah memahami tata bahasa dalam menulis		
5	saya lebih mudah mendapatkan dan mengembangkan ide-ide dalam menulis		
6	penguasaan kosakata saya meningkat		
7	saya kurang senang karena kelas menjadi ramai		
8	saya senang bisa berbagi pengetahuan dengan teman yang lain		
9	Saya merasa tertarik dengan kegiatan kelas menulis	Interest	
10	Saya suka pembelajaran menulis dengan teknik Dictogloss		
11	Saya tidak mengobrol pada saat kelas menulis berlangsung	Attention	
12	saya tidak merasa terpaksa untuk mengikuti kelas menulis		
13	saya merasakan suasana yang baru karena belum pernah diajar dengan teknik Dictogloss	Experience	
14	saya kurang senang karena peralatan yang digunakan kurang memadai	Object	External
15	saya merasa kesulitan karena kondisi kelas nya kurang mendukung untuk teknik dictogloss		

From the table above, it can be concluded that there are 13 questions classified as internal factor and 2 questions referring to external factor. Hence, if the questionnaire score is converted to this classification, the data can be displayed as follow (see table VI).

TABLE VI. RATING SCALE CONVERSION

Factors	Questions	Average Score	Percentage	Rating Scale
Internal	1-13	63,8	79%	Very Good
External	14-15	68	85%	Very Good
Average		65,9	82%	Very Good

The table shows that the average score of students' questionnaire are 63,8 (79%) for internal factor while 68 (85%) for external factor. Besides, the overall score of questions have the average 66,3 (82%) which is classified as 'Very Good' rating scale.

From the interview data, it can be concluded that the students generally have good impression with the implementation of Dictogloss technique. They feel that Dictogloss technique is a new technique for them and being able to make them enjoy in learning writing. Dictogloss technique can help them in improving their writing skill including some components of writing i.e content, grammar, and mechanic. But it cannot help much on the students' vocabulary mastery. From overall conclusion dealing with the questions given on interview session, it can be inferred that most of the students have positive perception.

IV. CONCLUSION AND SUGGESTION

The objective of this research is to know the students' perception toward Dictogloss technique applied in their writing class. From the findings, it can be concluded that the eleventh grade students of MA Sunan Giri Gondang have positive perception toward the implementation of Dictogloss technique in their writing class. It can be seen from the data got from questionnaire distribution which shows that the average score of internal factor is 64,7 or 81%, it means that it has Very Good rating scale or it can be inferred as positive perception. Besides, the average score of external factor shows 68 or 85% which is categorized as Very Good rating scale, it means that the students' perception from external factor can be inferred as positive perception as well. Furthermore, the data got from interview session shows that most of the students have good response to the technique. In other word, they have positive perception toward Dictogloss technique.

From the result of the research which shows that Dictogloss technique gives good contribution to the students, it is then suggested to English teachers to apply Dictogloss technique in their writing class, especially for improving the students' writing skill. Besides, in applying this technique should consider the ability level of the students. This technique does not fit with the students who are lack in vocabulary mastery. Furthermore, it is suggested for the next researcher to continue this research in a broader field, such as listening and speaking or similar research with broader field of perception.

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Supporting and Inhibiting Aspects of the Students' Learning Concentration and Academic Achievement

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Abstract—This study aims to explain aspects that can support and inhibit the students' learning concentration and academic achievement. Motivation is the driving force that enables a person to do what is desired. In learning and achieving academic goals, motivation is an instrumental element that elicits the students' eagerness in learning and completing academic tasks. This research employs quantitative descriptive method, by using data cluster random sampling technique. The subjects of this research are the students of Faculty of Psychology of Universitas Muhammadiyah Malang who are taking the last semester of their study. Data were taken by using interview method. The data obtained in this study were analyzed by using descriptive statistical techniques. The results of this study reveals that the aspects supporting the students' learning concentration and academic achievement are: supports from the closest people, parental supports, goals and targets in the future, curiosity, interesting content of lecture, type of the course, the lecturer, self psychological condition, classroom atmosphere, home atmosphere, and belief in God. On the other hand, the aspects inhibiting the students' learning concentration and academic achievement can be more identified than the supporting ones. The inhibiting aspects are: self-condition (such as, laziness and procrastination), students' non-academic activities (such as, organizations and internships); unclear procedures of course implementation, homesickness, social media, lack of proper reading habit, interpersonal relationships with friends and boyfriends or girlfriends, self psychological condition, time management problems, overwhelming tasks, and transportation problems.

Keywords—*motivation, academic achievement, learning concentration*

I. INTRODUCTION

Academic achievement is the end result that students get after a series of learning process. Suryabrata (2002, cited in Maslihah, 2012) stated that academic achievement is all achievement obtained through academic learning process. The outcomes of learning process are manifested in various forms, such as the breadth and depth of knowledge, the expertise in specific science or skill, and grade or academic score. These learning outcomes, whether good or bad, are influenced by the efforts made by students in learning process. Students' efforts in learning process are influenced by various things comprising factors from both inside and outside the individuals. These factors can foster a person's spirit in learning so that it can affect his success. All of the factors are summed up in the so-called motivation. This is in line with a research conducted by Dishonberkovits (2014) stating that the success of student learning is influenced by motivation.

Factors affecting student academic achievement may vary. The academic achievement of Latin immigrant families, for example, is directly influenced by risks encountered in the neighborhood, mother educational background and gender. Academic motivation becomes the link between parental monitoring and academic achievement index. Thus the parents are an influential factor, directly and indirectly, to the students' academic achievement. Furthermore, Hackett, Betz, Casas, & Rocha-Singh (1992) stated that self-efficacy is determined by expected outcomes, job interest, and low levels of stress. At the same time, self-efficacy, academic variables and other supporting factors give strong influence and serve as a predictor in academic achievement. In different case, according to Hope, Chavous, Jagers, & Sellers (2013), the identification of racial groups relates to the self-esteem and achievement of African students. This happens because the students are doing academic identification of their race. Academic identification here refers to the identity of a person and the role of a person as a student or learner in the academic realm; it is self-concept in learning motivation. Because the students identify themselves that they are from the same race and have the same roles as students, the self-concept in learning is also identically identified, which is later on affecting their academic achievement.

Former research on students' academic achievement is not only conducted in the sphere of the students' racial background but also extend to the academic discipline they are taking in the university. Diseth (2007), who conducted a study on academic achievement of the students of Psychology, states that the evaluation-perception of learning environments is related to student academic achievement. The perception of the learning environment emphasizes the overall response in the learning setting. The components are complementary, including evaluation of the quality of lecturers' teaching which is regarded as an important part of learning in the learning environment. It is considered relevant to the student's response to learning. It gives the possibility of increasing students' motivation and knowledge. Diseth & Martinsen (2010) add that approaches in learning can predict academic achievement, while learning styles and motivations have an indirect impact on students' achievement. Another study, conducted by Busato, Prins, Elshout, & Hamaker (2000), shows that consistency in reading, intellectual ability, and academic motivation are positively associated with academic success. This means the higher consistency, intellectual ability and academic motivation, the higher the academic success achieved by the student. In addition, according to Zupančič, Kavčič, Slobodskaya, & Akhmetova (2016), aspects that can predict academic success are the individuals who provide information and lessons at school, young age, and parents' high level of education, gender, and personality.

Beside the aforementioned factors, there are emotional factors that affect learning concentration and academic success. This is in line with the research of Fong Lam, Chen, Zhang, & Liang (2015) which states that academic emotion becomes the link between the sense of school belonging and academic achievement. Students who have higher sense of school belonging have more positive emotions which contributes to their academic success. Feelings of rejection at school can result in a negative impact on academic success. Furthermore, self-regulated learning and motivation mediate emotions in influencing students' success/academic achievement (Mega, Ronconi, & Beni, 2014).

The fact that there are numerous factors influencing the students' learning and academic achievement (that are found differently in different cases) has led us to conduct this study. Taking the context of the study on students' learning and academic achievement to local students, we focus on the aspects that support and inhibit students' learning concentration and academic achievement. In this case, we take the students of Faculty of Psychology Universitas Muhammadiyah Malang who are taking the last semester of their study as

the subjects. These students are chosen because the first writer of this study is teaching in Faculty of Psychology of Universitas Muhammadiyah Malang. Thus, it enables us to gather data and information effectively. The last semester students are targeted due to their experience and familiarity in academic activities and environment.

We believe that not all of the factors described in the aforementioned previous studies affect the concentration and success of students' learning process in the context of local students, particularly the students who are taking the discipline of Psychology in Universitas Muhammadiyah Malang. Therefore, this study aims to determine the aspects that support and inhibit the students of Faculty of Psychology in Universitas Muhammadiyah Malang in terms of learning concentration and academic achievement.

II. METHOD

This research employs quantitative research method. Population in this research is the students of Faculty of Psychology Universitas Muhammadiyah Malang who are taking the last semester of their study. The sampling technique used is simple random sampling with a total sample of 44 men and women. The data in this study are gathered by using open questionnaire. This open questionnaire consists of several open-ended questions related to learning activities (for example: "Mention and explain the things that make you passionate about learning").

III. RESULT AND DISCUSSION

A. Supporting Aspects

The following table 1 shows the largest frequency that supports students' learning and academic achievement is supports from the closest people (family and friends), which is 20.5%. The next supporting aspects are the support from parents and clear objectives of study; both reach 15.9%. The third supporting aspects are parents' support and graduation deadline, as much as 11.4 % and ideals, study goals and targets in the future, as much as 11.5%. Meanwhile, the aspects that have smallest percentage, that is 2.3%, include: application of the courses, obstacles, overload assignments, type of course, the lecturer, unappealing lecture, and home atmosphere.

TABLE 1. SUPPORTING ASPECTS OF LEARNING CONCENTRATIONS AND ACADEMIC ACHIEVEMENT

Aspects	Frequency	Percentage
Supports from the closest people/family (Parents/brothers/sisters/friends)	9	20.5
Graduation deadline/urgency to graduate	4	9.1
Parents' supports and graduation deadline	5	11.4
Interesting lecture	4	9.1
Application of the courses, overload assignments, obstacles, urgency to graduate, self actualization	1	2.3
Objectives of study/ideals/targets	7	15.9
Parents' supports and objectives of study	7	15.9
Lecturer	1	2.3
Type of course	1	2.3
Perents' supports and type of course	1	2.3
Self psychological condition/mood	2	4.5
Unappealing lecture	1	2.3
Home athmosphere	1	2.3
TOTAL	44	100.0

The afore-mentioned findings, to some extents, are in line with a previous research (Abdulghani, *et al*, 2014) stating that there are some factors affecting academic success namely lecturing activity, immediate improvement, prioritizing learning needs, in-depth learning process, learning in small groups, mind mapping, skills of study in laboratory, patience in learning, learning from mistakes, time management, and family supports. Inner motivation and high expectation for positive exam results are essential to encourage students to maximize their academic performance. Managing the matters relating to non-academic activities, such as sleeping schedules, homesickness, language use and stress factor are also important in determining academic success. Regarding the roles of parents in boosting the students' achievement, the results of this study are also in line with Wilder's research results (2014), that parents' involvement has a positive correlation with academic achievement. The higher the support from parents, the higher the academic achievement is. The optimum level of students' academic achievement can be obtained when the parents provide social supports for the students, along with certain academic expectations. On the other hand, the minimum level of students' academic achievement can happen if the students' achievement is only defined by the success in doing homework or assignments.

Parents' involvement and supports for the students' academic activities are closely related with parenting models. Parenting models that contribute to the students' high academic achievement are those which focus on controlling and evaluating the students' learning activities, including parents' high academic expectation of the students, well-maintained parents-children communication on school activities, and parents' roles in developing reading habits. In addition, the achievement is also affected by family structure (students with two parents, single parent, or no parents) and the students' perceptions of school climate (O'Malley, *et al*, 2015). Liew, *et al*. (2014) adds that parental support for self-reliance and emotional self-regulation affects the students' adaptation and academic competence. The students' safety feelings and parents' demands on the successes reflected in the parents' control (strictness-supervision) can be regarded as *yin* and *yang* in parenting, which affects the academic success of the students without hurting their social-emotional or psychological happiness.

B. Inhibiting Aspects

Table 2 below shows the inhibiting aspects of the students' concentration and academic achievement. The most inhibiting aspects are the student's self conditions, both physical and psychological. They are physical health, fatigue, mood, laziness, sleepiness, procrastination, and environmental condition that constitute 9.1%. The second aspects, 6.8%, are unclear procedure of course implementation, non-academic activities (such as, being active in organization, dormitories, internships and assistance) and social media/gadget. The next aspects are external conflicts with others (friends or ex-boy/girlfriends), negative influence from friends (social loafing), overwhelming tasks, and poor time management. Each of them contributes up to 4.5%. The smallest percentage, which is 2.3%, includes for examples homesickness, lack of literature/lack of interest in reading, laziness and lack of concentration, gadget, etc.

TABLE II. INHIBITING ASPECTS OF LEARNING CONCENTRATIONS AND ACADEMIC ACHIEVEMENT

Aspect	Frequency	Percentage
Unclear procedure of course implementation (assignment format, curriculum, lesson plan, inconsistent assignment instruction)	3	6.8
Difficult subjects and unclear procedures of course implementation	2	4.5
External conflicts with others (friends or ex-boy/girlfriends)	2	4.5
non-academic activities (such as, organization, dormitories, internships and assistance)	3	6.8

Aspect	Frequency	Percentage
Procrastination	4	9.1
Homesickness	1	2.3
Self conditions (health, sleepiness, fatigue, difficulties in understanding lectures, mood, forgetfulness, lack concentration)	4	9.1
Lack of literature/lack of interest in reading	1	2.3
Laziness and lack of concentration	1	2.3
Gadget and lack of concentration	1	2.3
Negative influence from friends/social loafing	2	4.5
Laziness and negative influence from friends/social loafing	1	2.3
Laziness and underestimating things	1	2.3
Overwhelming tasks	2	4.5
Poor time management	2	4.5
Environmental condition (crowded boarding house, reluctance to move from the comfort zone)	1	2.3
Laziness, sleepiness, and environmental condition	5	9.1
Laziness and lecturer factor	1	2.3
Unclear procedure of course implementation and lecturer factor	1	2.3
Laziness, social loafing, and self condition (difficulties in understanding subjects)	1	2.3
Boredom	1	2.3
social media/gadget	3	6.8
Self condition (forgetfulness, mood) and excessive wishes	1	2.3
Laziness and environmental condition	1	2.3
TOTAL	44	100.0

The fact that boredom and laziness are also factors that inhibit the students from achieving academic success confirms that the students' emotional condition plays an important role in determining academic success. This is in line with Pekrun, *et al.* research results (2014) stating that boredom has consistently and negatively impacted academic performance. Academic performance, the other way around, has consistently and negatively impacted boredom.

IV. CONCLUSION

Based on the results of this study, it can be concluded that the aspects that support the concentration and academic achievement of the students Faculty of Psychology Universitas Muhammadiyah Malang are not as various as the inhibiting aspects. To be precise, it is 13 variants of supporting aspects compared to 24 variants of inhibiting aspects. This simple comparison signifies that the problems hindering the students in optimizing learning concentration and academic achievement are more complex. Nevertheless, given the fact that supports from the closest people and objectives of study play a very significant role in supporting the students' achievement (up to more than 20% and 15%), most problems can be avoided and, thus, overall inhibiting factors can be minimized to create greater probability for the students to achieve academic success.

The results of this study can be used for Faculty of Psychology Universitas Muhammadiyah Malang to create policies and activities that facilitate students to get supports from the closest people in their learning environment and minimize the emotional conditions that can disrupt the optimization of the students' academic achievement. One of the ways is by establishing learning groups of students who came from the same hometown and/or region, and in which joint learning activities and problems solving skills in learning are promoted.

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Preparing University Students for Global Awareness

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Abstract—Obtaining knowledge and skills relevant to the certain field of studies should not become the only objective for students in attending a university. Instead, the university is one of the best places for preparing young people to take a role in and be aware of the global world. One of the ways to achieve this is by designing activities built around a global topic. This paper presents examples of practices in preparing university students to be the part of the global world through teaching and learning activities of English for Academic Purpose (EAP) at Universitas Brawijaya.

The participating students show positive attitudes toward the designed activities and the chosen topics on global issues, and they are found to be able to adopt the situation to either local or global context. For example, being given the topic of Mandela in EAP class of Political Sciences department, the students perform active group and class discussion before preparing further activities. In addition to the previously owned general knowledge about Mandela, the students are exposed to more details of Mandela's contribution to humanity and how international society honor him and his struggle. The students are then asked to create a poster presentation on honoring Mandela's day inspired by the acts conducted by global societies around the world.

Keywords—*global awareness, higher education, text-based instruction*

I. INTRODUCTION

University is considered as one of the prominent places to prepare young people for their future. In addition to the wide ranges of knowledge written in textbooks and delivered through lectures, university students also learn about life, society, and how to appropriately think, behave, and act in our more globalized world. University lecturers or instructors can design activities that are expected to improve not only the students' knowledge and subject-related skills but also their social skills.

This paper presents an instance of teaching and learning activities by applying text-based instruction in an English for Academic Purposes (EAP) class for the students of Political Science at Universitas Brawijaya, Malang, Indonesia. In addition to providing the students with opportunities to improve and practice their English, the designed activities are expected to stimulate the students to have a better understanding on a global issue and to take parts in it. In other words, the students have a global awareness which is "a conceptual understanding based upon an applicable knowledge of global and cultural perspectives. The understanding of concepts that impact the world encompasses, but not limited to, environmental, social, cultural, political, and economic relations" [1].

II. DISCUSSION

Considering the context of language learning, the students are actually exposed to how to use different kinds of texts both oral and written ones. Therefore, a text-based instruction becomes one of the sensible options considering that “Text-based teaching conceptualizes language as a human resource for making meanings” [3]. Also, for the teachers who want their student to function and participate actively in a social context, the content of text-based instruction should be able to accommodate this idea [2] through the choice of appropriate text. Furthermore, text-based instruction “projects learners into reacting to texts for purposes of understanding meanings, of contributing to meaning-making, and of expanding capacity to express meanings” [3]. The following sections of this article describe EAP students’ activities which are designed around text-based approach.

A. Developing Meaningful Activities around a Chosen Text

The learning activities involve both classroom activities and take-home assignment. Prior to the classroom meeting, at least three steps of preparations need to be taken in order to make the language learning fruitful by providing meaningful context to the students. The very first preparation to do is choosing a topic which is appropriate with the students’ field of study and interest. Secondly, after deciding the topic, a reading text relevant to the topic chosen is prepared. Thirdly, a series of accompanying activities needs to be prepared as well. In this reported EAP class for Political Sciences students, the topic of “Celebrating Mandela Day” is chosen. The material is taken from the webpage of British Council offering different sources for teaching and learning English at different levels of proficiency. For the given class the material is downloadable from [4].

B. The learning activity procedures

The followings describe the procedures of the students’ learning activities in a text-based EAP class.

1. Reading activities

a. Warming up/pre-activity:

- Ask the students to mention some influential figures in international politics. The question is chosen because there is a big chance for Nelson Mandela’s name to be called out by the student(s) of Political Science.
- Use the students’ answers to focus on Nelson Mandela and ask the students they know about him

b. Vocabulary building

- Distribute the vocabulary activity worksheet that is available online on the British Council Web page (Figure 1). The sheet lists the words used in the text about Nelson Mandela.
- Ask the students to do the vocabulary activity i.e. matching the words and their meaning in a group of five students.

Worksheet 1: Vocabulary**Match the words and their meaning**

Injured	put in prison
Banned	let out of prison
Arrested	not allowed
Released	chosen by voting
Imprisoned	including people from different races
Apartheid	planned activities to get a political result
Democratically elected	hurt
Multi racial	stopped by the police and taken to a police station
Campaign	a system where black people lived separately from white people

Figure 1. Vocabulary worksheet [5]

c. Group discussion

- Ask the students to discuss in group in order to answer the questions given on the discussion sheet (Figure 2)
- Ask the groups to share their answer with the class

Worksheet 2: Discussion

How much do you know about Mandela?

Discuss in pairs:

Have you heard of Mandela Day? Do you know when it is?

Who was Nelson Mandela?

Why did the South African government arrest him?

How long did he spend in prison?

What prize did he win?

When did he die?

What do you think happens/ should happen on Mandela Day?

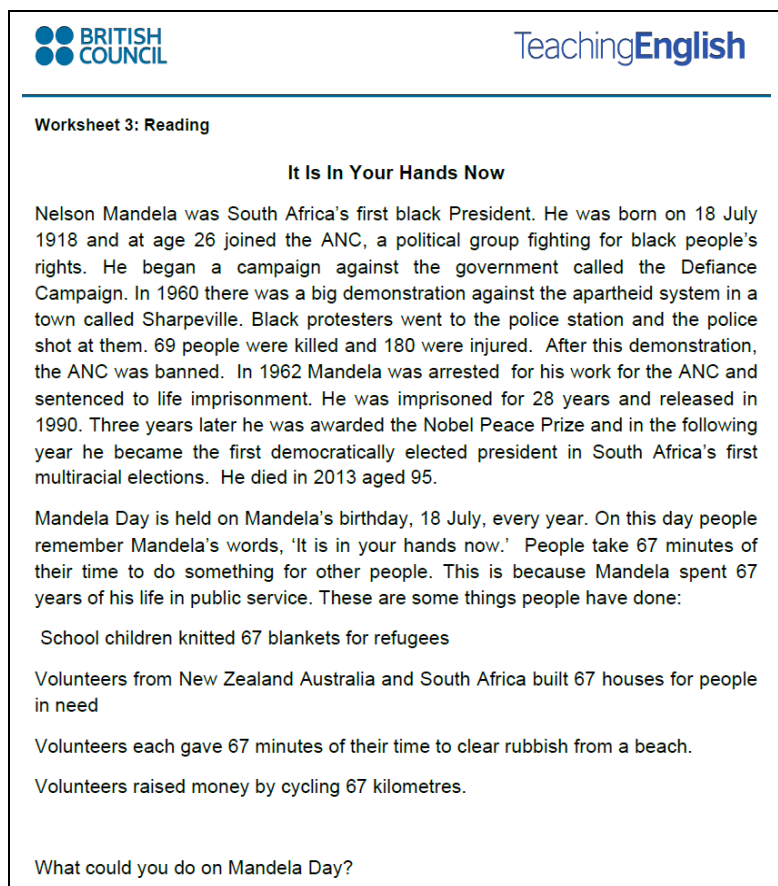
Now read the text to find the answers.

Figure 2. Discussion worksheet [5]

d. Reading comprehension.

- Ask the students to read silently the given text entitled "It is in Your Hands Now" (Figure 3)
- Ask the students to think about the answer to the question given at the end of the text or the last sentence of the text saying "What could you do on Mandela day?"

- Students sit in a group of five, read and discuss the text on Nelson Mandela and answer the reading comprehension questions
- The groups share their answer with the class.



The worksheet is titled 'It Is In Your Hands Now' and is part of 'Worksheet 3: Reading'. It features the British Council and TeachingEnglish logos. The text describes Nelson Mandela's life, his role in the ANC, the Defiance Campaign, the Sharpeville massacre, his imprisonment, and his election as the first black President of South Africa. It also mentions Mandela Day, which is held on his birthday, 18 July, every year. The worksheet lists several activities that people have done on Mandela Day, such as knitting blankets, building houses, clearing rubbish, and cycling. It ends with a question: 'What could you do on Mandela Day?'.

Worksheet 3: Reading

It Is In Your Hands Now

Nelson Mandela was South Africa's first black President. He was born on 18 July 1918 and at age 26 joined the ANC, a political group fighting for black people's rights. He began a campaign against the government called the Defiance Campaign. In 1960 there was a big demonstration against the apartheid system in a town called Sharpeville. Black protesters went to the police station and the police shot at them. 69 people were killed and 180 were injured. After this demonstration, the ANC was banned. In 1962 Mandela was arrested for his work for the ANC and sentenced to life imprisonment. He was imprisoned for 28 years and released in 1990. Three years later he was awarded the Nobel Peace Prize and in the following year he became the first democratically elected president in South Africa's first multiracial elections. He died in 2013 aged 95.

Mandela Day is held on Mandela's birthday, 18 July, every year. On this day people remember Mandela's words, 'It is in your hands now.' People take 67 minutes of their time to do something for other people. This is because Mandela spent 67 years of his life in public service. These are some things people have done:

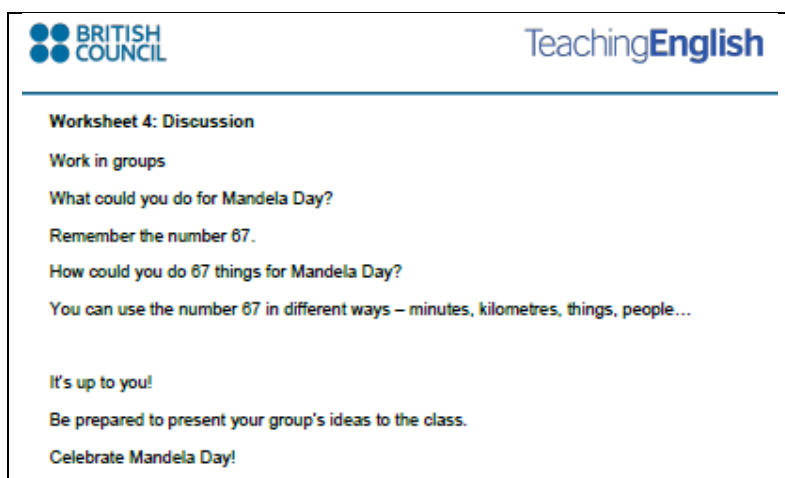
- School children knitted 67 blankets for refugees
- Volunteers from New Zealand Australia and South Africa built 67 houses for people in need
- Volunteers each gave 67 minutes of their time to clear rubbish from a beach.
- Volunteers raised money by cycling 67 kilometres.

What could you do on Mandela Day?

Figure 3. Reading sheet [5]

2. Preparing poster presentation

- The students are working in groups to discuss the ideas they can do for Mandela Day.
- Ask the students to respond critically to the instructions given in the discussion worksheet (Figure 4)



The worksheet is titled 'What could you do for Mandela Day?' and is part of 'Worksheet 4: Discussion'. It features the British Council and TeachingEnglish logos. The text asks students to work in groups and discuss ideas for Mandela Day. It reminds them to remember the number 67 and suggests using the number 67 in different ways (minutes, kilometres, things, people...). It ends with a call to action: 'It's up to you! Be prepared to present your group's ideas to the class. Celebrate Mandela Day!'.

Worksheet 4: Discussion

Work in groups

What could you do for Mandela Day?

Remember the number 67.

How could you do 67 things for Mandela Day?

You can use the number 67 in different ways – minutes, kilometres, things, people...

It's up to you!

Be prepared to present your group's ideas to the class.

Celebrate Mandela Day!

Figure 4. Discussion worksheet [5]

- c. The student work in groups to create a poster announcing their proposed activity or event for celebrating/commemorating Mandela Day as a take-home assignment. The posters must contain some English words as well as some pictures in it.
- d. Inform the students that they have to present their posters in front of the classroom by the following week.



Figure 5. An example of a student-made-poster for celebrating Mandela Day

3. Presenting the posters
 - a. Ask the students to put their posters on the wall in front of the classroom.
 - b. Each group takes turn in presenting their posters in English and the students from other groups may ask some questions.



Figure 6. A group doing a poster presentation

4. Expressing responses to the peer group presentations
 - a. In groups, the students discuss to decide which poster they like the most and mention the reasons.
 - b. Each group shares their opinion based on their group discussion.

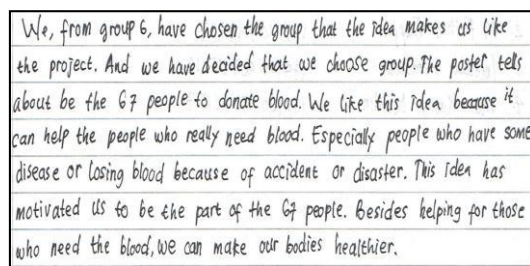


Figure 7. An example of a response for a presented poster

III. THE IMPLICATION ON THE STUDENTS' GLOBAL AWARENESS

The designed learning activities have shown to have multi results i.e. in improving the students' English language learning and in developing the students' awareness of global issues and of being a part of global society. During the pre-activity, the students build their vocabulary and practice speaking in English. In reading comprehension activity, while practicing reading comprehension strategies such as skimming and scanning, they are also learning about facts around an influential figure in the world's politic, Nelson Mandela. This leads to their acknowledgment of Nelson Mandela's contribution and efforts to make the world a better place to live in.

Students' positive attitudes were also clearly displayed through their active participation in group and class discussion, in their thoughtful preparation of the "67" Mandela Day's posters, in presenting their posters, and in responding to other groups' posters. They were found to be able to adopt the notion given in the reading text to either local or global context. Thus, the posters were developed around topics such as donating blood, donating food, donating books, doing volunteer works, fundraising for charity, reading books movement etc.

They took inspiration based on their previously owned general knowledge about Mandela and the exposure given by the reading text more details of Mandela's contribution to humanity and how international society honor him and his struggle. The students then successfully created some posters to honor Mandela's day inspired by the acts conducted by global societies around the world. In preparing and presenting posters about "67" good things to do for Mandela Day, the students positioned themselves as a part of the community, took social roles and not to be selfish.

IV. CONCLUSION

In short, the university as one of higher education institutions may serve as the best place for developing students' awareness of the global world. Once the awareness develops within the students' mind, it is expected that they can take a role in making the world a better place for everyone. The students are also expected to get prepared in facing the challenges and to win a position in the global world.

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Relation between Aspects of Knowledge about Writing and Writing Performance

A Pilot Study

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Abstract—The relation between knowledge about writing on various aspects and writing performance has been investigated. Most previous findings showed that aspects of knowledge about writing, either process, system, content, or genre greatly contribute to writing performance. This pilot study was aimed at examining the relation between the whole aspect of knowledge about writing and writing performance. To measure the subjects' knowledge about writing, they were assigned to do a multiple choice test comprising process, system (vocabulary, grammar, and mechanics), content, and genre knowledge. Then, to measure the subjects' writing performance, they were asked to write an opinion essay. The research subjects were Indonesian EFL undergraduates taking an Essay Writing course at Universitas Tadulako, Palu, Central Sulawesi. Before testing the relation between the two variables, the data were tested statistically to know the validity and reliability, and the results showed that all items were valid, and all aspects of knowledge about writing were reliable. The writing test was also valid and reliable. After that, the two data were statistically tested using Pearson product-moment correlation coefficient to know the relation. The result of the pilot study revealed positive relation between knowledge about writing and writing performance. It means that the aspects of knowledge about writing need to be taught explicitly to improve the students' writing skills. Furthermore, the research instruments can be used to collect the main data.

Keywords— *aspects of knowledge about writing, writing performance*

I. INTRODUCTION

To write a good academic essay needs specific writing skills. The skills can be developed by learning a wide range of knowledge both explicitly and implicitly. Explicitly learning the writing knowledge refers to the consciousness way of getting some aspects of writing knowledge like process, system, context, and genre knowledge. In addition, in learning to write, they need to know writing purpose, audience, and strategies used during process of writing. Implicitly learning, on the other hand, is getting the writing knowledge from frequent practices to write. The students do not need to learn the writing knowledge consciously, but they get it by imitating and exploring model texts.

Knowledge about writing plays an important role in writing development. It comprises process, system, content, genre, and context¹. Many studies investigated the relation between knowledge about writing and writing performance. The findings showed various results. Most previous findings revealed positive relation between knowledge about writing and writing performance. However, some found negative relation between

¹ Hyland, K. (2003). *Second language writing*. J.C. Richards (Ed.). Cambridge, UK: Cambridge University Press

knowledge about writing and writing performance. This issue still becomes the concern of the second language writing study^{2 3}. Therefore, this pilot study investigated the relation between the whole aspects of knowledge about writing and writing performance as the purpose of the present study. This paper will present literature review, method, result, discussion, and conclusion.

II. LITERATURE REVIEW

A. *Second Language Writing*

Second language (L2) writing in an academic context describes purposeful and communicative interaction involving writer(s), readers, text, and context⁴. The writers are the L2 students (the doers) expressing their personal knowledge, attitudes, cultural orientation, language proficiency, and motivation in their writing. The readers refer to the L1 audiences from an academic context like teacher/lecturer and their classmates. Then, the text is the L2 composition reflecting the genre, purpose, mode, discourse structure, syntax, lexis, and conventions. Finally, the context for L2 writing refers to a situation or condition that informs the reader about why and how the text is written, like a student giving his/her opinion about reasons for enrolling a college.

There are some other elements affecting students' compositions in addition to those four writing elements like interests, needs, and knowledge. Both interests and needs have the same function to affect students' motivation and attitude in developing writing (Scarcella & Oxford, 1992). For example, some students are interested in writing personal genres, like diaries and notes, and need to write such genres. Some others, on the other hand, are interested in writing academic genres, like reports and essays, and need to write them, too. The needs of students to write different genres for different functions must be accommodated in the writing instructional design (Scarcella & Oxford, 1992).

Knowledge about writing greatly contributes to the quality of writing. From many previous studies reviewed, the findings revealed positive relation between knowledge about writing and writing quality. Of all these elements, knowledge about writing is as a key for the success of students' writing, and it can be obtained by students through explicit and/or implicit learning.

B. *Knowledge about Writing*

Knowledge about writing covers several aspects which must be possessed by a writer when writing a composition. Schoonen *et al.* (2003) suggests metacognitive (process) and metalinguistic (system) knowledge as the main aspects of writing possessed by the writer. Hyland (2003), on the other hand, proposes five aspects of knowledge about writing needed by the writer, i.e. process, system, content, genre, and context. Many previous studies on second language writing investigated the relation between knowledge about writing and writing performance, and most findings have proved that the knowledge about writing positively related to writing performance.

Process knowledge is also called metacognitive knowledge playing a role in activating students' metacognition during writing. It is considered as the important component of self-regulated writing (Englert

² Olinghouse, N.G., Graham, S., & Gillespie, A. (2015). The relationship of discourse and topic knowledge to fifth graders' writing performance. *Journal of Educational Psychology*, 107(2): 391-406.

³ Johnson, M.D., Acevedo, A., & Mercado, L. (2016). Vocabulary knowledge and vocabulary use in second language writing. *TESOL Journal*, 7(3): 700-715.

⁴ Silva, T. (1994). Second language composition instruction: Developments, issues, and directions in ESL. B. Kroll (Ed.), *Second language writing: Research insights for the classroom*, (pp. 11-23). Cambridge: Cambridge University Press.

et al., 1992). A study by Lee (2006) on the relation between process knowledge and writing performance found that the different degrees of metacognitive knowledge about academic writing influenced the different nature of students' activities during L2 writing process and positively influenced the writing performance. Similarly, Yanyan (2010) examined the role of process knowledge in essays written by Chinese students, and found positive relation between these two variables. Gillespie *et al.* (2013) and Surat *et al.* (2014) also discovered that the students' insufficient metacognitive knowledge influenced the low score of their writing.

System knowledge which is also called metalinguistic knowledge enables students to write compositions fluently and accurately. System knowledge comprises vocabulary, grammar, and mechanics (Hyland, 2003), meaning-based (morphemes), sound-based (syllables and phonemes), and writing direction (Cook, 2001; Cook & Bassetti, 2005), and vocabulary, syntax, and orthography (Schoonen *et al.*, 2003). The present study refers it to Hyland's classification since the sub-aspects contain meaning and obvious. Some studies on the system knowledge have showed the influence of vocabulary on writing performance. Olinghouse and Leaird (2009) and Olinghouse and Wilson (2013), for example, investigated the relation between vocabulary measures and writing performance, and found that implicit vocabulary knowledge positively related to the writing performance. Unlike the concern of other studies, Johnson *et al.* (2016) investigated the relation among productive vocabulary knowledge, vocabulary use and writing quality, but his finding was similar to the previous findings in which the productive vocabulary knowledge positively related to the writing performance. Contradictory to the previous studies, Lutviana (2014) examined the relation between system knowledge in terms of lexical richness (LFP) and argumentative writing performance, and found no significant relation between advanced vocabulary possessed by EFL undergraduate students and overall writing score.

With regard to the system knowledge pertaining to grammar knowledge, Javidnia and Mahmoodi (2015) investigated Iranian intermediate EFL students' specific grammatical structures and writing (a free composition and an e-mail about a holiday). They discovered positive relation between grammar knowledge and writing performance indicating that the more grammar knowledge the students possess, the better writing quality they perform. Moreover, Beers and Nagy (2009) examined implicit knowledge about grammatical complexity and students' persuasive and narrative essays. The results showed that different grammatical complexity positively related to different writing texts. However, different result was found by Sukyadi (2005) in his study that system knowledge pertaining to syntax negatively related to writing performance. The syntactic knowledge, analytic skill, and paraphrasing skill were not the predictors of syntactical errors.

Content as the third aspect of knowledge about writing refers to topics or themes that the students are demanded to write about (Hyland, 2003). It is the main point for paragraph development into a coherent idea. Content knowledge determines the way of planning before writing. How well the students understand the topic or theme of a writing task affects the ways of organizing and translating ideas into text (Berry, 2001). In his study, then, Berry (2001) found positive correlation between either high or low content knowledge topic and the organization and supporting detail of expository writing. Similarly, content knowledge from reading also greatly affects quality of writing. Esmaeili (2000) found that the subjects with the thematically-related condition outperformed those with the thematically-unrelated condition.

The last two aspects on knowledge about writing, genre and context, are closely related. Genre is classification of texts based on communicative purpose and three contexts, i.e. contexts of situation, culture, and other genre (Devitt, 2004). Genre constructs a context of situation whereas the context determines the structures of a certain genre. Therefore, in this study context is included in genre. A study by Gillespie *et al.*

(2013) pertaining to the investigation of the relation between process and genre knowledge and writing performance found that students' knowledge about writing process and characteristics of particular genres positively related to their writing performance.

The overall findings of the previous studies have showed positive relation between knowledge about writing (either process, system, content, or genre knowledge) and writing performance, regardless of the findings of the studies from the Indonesian setting. However, these studies only examined one or two aspects of knowledge about writing and writing performance. Meanwhile, in the literature the whole aspect of knowledge about writing is required to be mastered for writing development (Hyland, 2003), and the investigation of the whole aspect of knowledge about writing and writing performance has not been done yet, so the result remained unclear. Therefore, the present study aimed to examine the relation between the whole aspect of knowledge about writing and writing performance. The research question to guide this study was as follows:

Is there any relation between knowledge about writing and writing performance of EFL undergraduate students?

III. METHOD

This pilot study was a part of my Dissertation research. It was done before collecting the main data. As the purpose of the study was to examine the relation between variables in a single group of subjects (Ary *et al.*, 2010), the design employed in the pilot study was quantitative correlational research (Creswell, 2012). The correlation was seen from the independent variable (knowledge about writing) to the dependent variable (writing performance). The students' knowledge about writing was measured by using a direct test (Rebuschat, 2013).

A. Participants

The participants of the present study were EFL undergraduate students at Tadulako University, Central Sulawesi, Indonesia. For the pilot study, 79 participants involved were also EFL undergraduate students at Tadulako University, so the characteristic of the participants for both pilot and present studies was the same.

B. Procedures

The participants' knowledge about writing was measured by using a test on knowledge about writing. The test was developed by reviewing books, previous studies, and online materials pertaining to L2 writing, adapting tests used in the previous studies, and adopting the existing tests. It comprised 116 objective test items in form of multiple choices, and covered process, system (vocabulary, grammar, and mechanic), content, and genre knowledge. Then, the students' writing performance was measured by using a writing test developed based on the syllabus used in a Writing course.

Both tests and writing scoring rubric were validated by two validators. The results were tested statistically by using t-test, and the results showed that there were no significantly differences of scores between the two validators pertaining to the test on knowledge about writing (3.98 of 4), writing test (3.92), and writing scoring rubric (3.93).

Before being used to collect the main data, the instruments were tried out in a pilot study to test the validity and reliability from the users. It was begun by trying out the instruments to both students and writing

lecturers as raters. For the first day, the students were asked to write an essay for 90 minutes. They were given writing prompt containing the description of the topic, the instruction, and the way of scoring in order to help them easy to complete the test. For the second day, they were assigned to do the test on knowledge about writing for 90 minutes.

In order to know the validity and reliability of writing rubric, five writing lecturers were invited to rate seven pieces of compositions based on the writing rubric developed and validated. Then, the students' responses, the students' compositions, and the raters' scores were input and analyzed by using SPSS. If the reliability coefficient was ≥ 0.70 , it was considered high. After the instruments were analyzed and revised, they were used to collect the main data.

IV. RESULTS

Before testing the relation between the two variables, all the instruments were tested statistically to know the validity and reliability. The students' responses on the test were analyzed by using Pearson product-moment correlation coefficient, and the results showed that all items of test on knowledge about writing were valid. By using the Cronbach's alpha, the reliability of all aspects can be seen on Table I.

Table I showed that the reliability of the three aspects of knowledge about writing was good, except the content knowledge. To increase the reliability, the items were added, from seven to ten items. Then, the ten items were tried out to a small number of students, i.e. 26 students. The statistically test result showed that based on the Cronbach's alpha, the reliability of content knowledge increased into 0.828. The content knowledge items were retested to the 79 students and the whole response were input for the correlation test.

The next step was to test the reliability of the writing scoring rubric. The writing scores from five rates were tested statistically by using "Compare Means", and the results revealed that there were no differences among the five raters in rating the students' compositions by using the scoring rubric developed. After that, the students' essays were rated, input, and tested by using Pearson product-moment correlation coefficient, and the results showed that all components of writing were valid. Furthermore, by using the Cronbach's alpha, the reliability of writing test was 0.903.

Table I. RELIABILITY OF TEST ON KNOWLEDGE ABOUT WRITING TABLE TITLE

Aspect	Cronbach's Alpha	N of Items
Process	0.766	16
System:		
- Vocabulary	0.879	25
- Grammar	0.848	40
- Mechanic	0.813	10
Content	0.579	7
Genre	0.766	15

After the two instruments were tested the validity and reliability based on the users, the two data were analyzed by using Pearson product-moment correlation coefficient for the correlation test between the two variables as seen on Table II.

Table II. RELATION BETWEEN KNOWLEDGE ABOUT WRITING AND WRITING PERFORMANCE

		Writing	Knowledge
Writing	Pearson Correlation	1	0.338**
	Sig. (2-tailed)		0.002

	Writing	Knowledge
N	79	79
Pearson Correlation	0.338**	1
Sig. (2-tailed)	0.002	
N	79	79

** Correlation is significant at the 0.01 level (2-tailed).

The result showed that at the 0.001 level (5%), there was positive relation between knowledge about writing and writing performance. The relation was moderate, i.e. 0.338%. This result raised a question why it could happen, and there were some predictions towards this phenomenon.

V. DISCUSSION

The result of this pilot study supports the findings of the previous studies. Most of the previous studies found positive relation between certain aspect(s) of knowledge about writing and writing performance. Lee (2006), Yanyan (2010), Gillespie *et al.* (2013), and Surat *et al.* (2014) found positive relation between process knowledge and writing performance. With regard to the system knowledge, the previous studies on vocabulary knowledge and writing (Olinghouse & Leaird, 2009; Olinghouse & Wilson, 2013; Lutviana, 2014; Johnson *et al.*, 2016) and grammar knowledge and writing (Sukyadi, 2005; Beers & Nagy, 2009; Javidnia & Mahmoodi, 2015) yielded various results. Both Sukyadi (2005) and Lutviana (2014) found no relation between knowledge about writing (grammar and vocabulary) and writing performance, whereas the others discovered positive relation between either vocabulary or grammar knowledge and writing performance. These findings are interesting. The two studies showing negative relations were carried out in the same setting, in Indonesia, the same country where this pilot study was conducted. It seems that there is a tendency for the correlation study in Indonesia to no or little relation between the two variables. There must be other factors affecting the students' writing performance rather than the aspects of knowledge about writing.

This finding also supports the findings of other previous studies on other aspects of knowledge about writing. Studies by Esmaili (2000) and Berry (2001) on the content knowledge revealed positive correlation between topic and writing performance. Regarding the genre knowledge and writing, Gillespie *et al.* (2013) found that the students' knowledge about characteristics of particular genres positively related to their writing performance in addition to their finding on the process knowledge and writing. A study by Beers and Nagy (2011) also discovered positive relation between students' grammatical knowledge and their writing performance in different genres. More complex study on knowledge about writing and writing was carried out by Muñoz-Luna and Taillefer (2014) and found that system knowledge (grammar) and genre awareness positively related to writing performance on an argumentative essay.

This pilot study was conducted at the fifth and sixth meeting of the regular meeting hour for Writing III course which took 14 – 16 meetings. At that time, some lecturers still focused the writing instruction on paragraph development, while some others had focused on essay writing, but still did not touch the opinion essay. These might cause the students not know well about the essay assigned and the knowledge about essay writing, so the research finding showed moderate relation. Since the procedures done before the data collection and during the pilot study were on the right track, the data collection can be done by using the research instruments tried out. It is expected that the result will be more significant than that of the pilot

study. In addition, the data should also be analyzed on the individual aspect of knowledge about writing to know the contribution of each to the writing performance.

VI. CONCLUSION

The pilot study has shown evidence that the overall knowledge about writing positively related to writing performance of EFL undergraduate students. The relation between knowledge about writing and writing performance was moderately positive. It means that there are other aspects or factors affecting the writing performance. Even though the relation is moderate, the pedagogical implication of this research to the writing instruction is that the aspects of knowledge about writing need to be taught explicitly to the EFL students, but the priority and portion of teaching each aspect must be different, depending on the results of testing the individual aspect later. In addition, frequently practicing to write is as important as explicitly learning the aspects of knowledge about writing.

Since the pilot study is used as a general picture of whether the research instruments can be used directly to gather the main data or need to be revised, the result of this pilot study indicates that the research instruments can be used directly to collect the main data. However, the research question needs to be added with a deeper investigation of the knowledge about writing and quality of writing pertaining to the contribution of each aspect of knowledge about writing to the quality of writing.

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CULTURE DIVERSITY CLASS CLIMATE AS A MEANS OF ENHANCING INDONESIAN HIGH EDUCATION: A SOCIOLINGUISTICS PERSPECTIVE

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Abstract— Globalization as a product of modernity commonly characterized by the rapid changing of technology and information has influenced almost all of human's life. Economy, the aspect being so obviously influenced by globalization, urges the emergence of educational policies for enhancing students' competitiveness, beginning in Europe and spreading to all continents in the world. The world-wide's education policies, including Indonesia's, take STEM (Science, Technology, Engineering, and Mathematics) as the most important aspects to improve, but put aside culture since to them it is fixed and has little contribution to society; therefore, it is unnecessary to promote. In fact, culture has significant influence on social mobilization enabling people and society to compete against others, one of which is through language skills. Thus, making use of Indonesia's diverse ethnics, social, and economical backgrounds leading to diverse languages use, Indonesian Higher Education is able to enhance students' competitiveness through promoting students' knowledge and application of sociolinguistics skill. It, however, is difficult to achieve since there has happened stereotype among different ethnics caused by students' lack of cultural awareness which leads to racial segregation; that is, there is avoidance of making relationship among students. Therefore, to foster diversity, inclusion, and cultural awareness in the institution, it is suggested to create diversity classroom climate: education institution is responsible to manage structural and behavioural dimension being able to achieve by shifting policy from score-based test to students' strong-will oriented systems and developing programs and activities of multicultural centres; educators are suggested to include diverse students in active learning and create safe space meaning that no stereotype exists in the classroom.

Keywords— *Globalization, culture, diversity, diversity classroom climate, sociolinguistics.*

I. INTRODUCTION

Globalization is a phenomena happening in nowadays computerized society, characterized by the rapid changing of technology and information. It is believed as the society agent of change, as Montiel (2012: 14) says, "Globalization is multidimensional and has economic, cultural, social, and political aspects which impact both individuals and societies." In line with it, Kumaradivelu (2008: 32) argues that globalization refers to "a dominant and driving force that is shaping a new form of interconnection and flows among nations, economic, and people." Those two assertions indicate that globalization has great influence on almost all of society's life aspects, one of which being very obvious is economics. It is proven by the emergence of so many theses during 1970s concerning economic changing with the precursor assumption that "financial

liberalization and globalization would produce more efficient financial markets, because private financial institutions necessarily outperform state – or publicly owned ones, channelling resources more effectively towards projects with longer-term sustainability and higher rates of return and so fostering economic prosperity” (Causevic, 2017: 1). As a result, every nation or country tries hard to prepare their societies to be capable of competing with others’ ones by making the national education system better through improved STEM (Science, Technology, Engineering, and Math). Those fields considered as the pathways to enhance society competitiveness start to be promoted initially in U.S. as one of the national institutions, President’s Council of Advisor on Science and Technology (PCAST) reports, “The need to add to American workforce over the next decade approximately one million more STEM professionals that the U.S. will produces at current rates” (Harkay, Cantor, and Burnet, 2015: 5). In addition, The National Academies’ *Rising Above the Gathering Storm* urges all the U.S. needs is investing in research, encouraging innovation, and growing strong, talented and innovative S&E workforce (4).

Despite all above urgencies, society and even government put aside culture’s significance. They do not have enough knowledge and understanding that culture also does play very vital roles for facilitating society competitiveness. Very often, it is considered as a fixed and undebatable issue and having little contribution to the society development since its role of shaping society identities, both personal and collective, has been replaced by mass media being produced by STEM. In fact, the society mobilization is all cultural changes (economic, social, cultural, education, etc.); and the cultural changes, based on Rossi (2010), directly relate to globalization and internationalization urges (Lumby and Foskett, 2015: 97). As a result, culture is really worth considering and cannot be ignored regarding its effect on social mobilization.

II. DISCUSSION

A. *Culture Concept*

Defining culture has been a long debatable issue and cover vast range of aspects, starting from biological, anthropological, to scientific. The best definition can be traced from anthropology as that is the much related theory to culture. However, it is arguable whether culture belongs to an individual, a group or class, or a whole society. Therefore, Elliot (1949) claims that it is the culture of society considered as the most basic since “the culture of an individual is dependent upon the culture of a group or class, and that the culture of a group or class is dependent upon the culture of society to which that groups or class belongs” (20). In line with it, Tylor (1871) defines culture as “complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by a man as a member of society” (Muller, 2005: 7).

As the time passes, commonly, culture is defined as ‘way of life’ of a certain society; thus, every society has different way of life, as Hofstede (1980) explains culture as “the collective programming of the mind which distinguishes the members of one group or society or category of nation from another” (Montiel, 2012: 5). This argument leads to critical notions reflecting that culture is the prime aspect of society’s life. Sahlins (1994) argues that “if ‘culture’ is the total and distinctive way of life of a people or society, it is meaningless to talk of ‘the relationship between culture and economy’ for example, since the economy is part of a people’s culture” (Isar and Pyykkunen, 2015: 17). As a result, having taken both narrow and expansive understanding of culture, UNESCO (2005) places culture as both “heritage and way of life” in corresponding to “international and national development policies and cooperation, poverty reduction, economic growth, social cohesion, traditional expression of minorities and indigenous people, interaction, and activities” (17).

This definition indicates that besides influencing STEM, globalization also has great effect on culture development of society. This also shows that culture refers to all aspect of society's life.

B. Globalization and Culture

Globalization, as the product of industrial revolution during modern era, enables people to invent and make use of machines allowing them to create cultural product and distribute them across country borders. It is the starting point of 'cultural globalization' proven by the success of "the rational capitalism that characterized Europe and which was the symbol of cultural modernity" (Weber in Montiel, 2012: 6). Further, values produced by philosophy thinkers during enlightenment promoted world societies to be uniformed. It is the fact that values and claims which are considered as the pioneer of the "materialistic globalization of goods and markets" proposed by those thinkers have been embraced by the world society (7). Therefore, such values and claims are 'absolutely true' to which people all around the world must embrace even if it is not, for sure, the absolute thing and is contrary to people's views.

Despite being comparing device, globalizations also brings about a cultural trends involving heterogeneity -barriers preventing cultures from looking alike. Different cultural groups interact with others through multi-directional global flows to fulfil their needs influenced much by their different environment; therefore, they become more diverse as the time passes. Politically speaking, those multi-directional global flows, based on Robertson (2001), do not erase any local cultures; they just change some of the traits and reinforce others (Montiel, 2012: 8). Indeed, cultural diversity will remain strong in global forces; the only thing will change is the criteria they use to differ themselves from others.

In addition, the technology development is, for sure, the most important integral of globalization. In fact, technical innovation and printing were the keys to succeed the spreading of cultural products during 19th century. In line with it, nowadays, technology still plays significant role by which cultural industries are able to promote their products across border. Advertisements, televisions, and internet have become "the most powerful" institution in which "media images increasingly dominate our sense of reality" (Strinati, 2004: 211).

In brief, it is not a recent phenomenon that globalization and culture interact each other. Therefore, nowadays, it happens a new "contention point" as the tries to which various literary theories have sought those interactions (Montiel, 2005: 7).

C. Globalization and Higher Education Competitiveness

Globalization of education is one of phenomena that occurs as a manifestation of globalization. It began to be the main focus of the world as it is viewed as the main economic investment to better economic growth by developing human capital and bettering workers. Therefore, every society – larger community sharing similar characteristics across national boundaries – creates educational discourse referring to "human capital, life-long learning for improving job skills, and economic development and multiculturalism" (Montiel, 2012: 3). They bring this idea to reality through several aspects including STEM and cultural studies; as a result, many students from the different ethnic background, gender, and race come together to the same class. As Rugs and Helb (2012:1) insist "Diversity in education encompasses students from many races, genders, and socioeconomic backgrounds; students who speak a variety of languages; and students from many cultures". Having strong relationship with society, language as "a system of linguistic communication particular to a group" including "spoken, written, and signed modes of communication" must be understood through those utilizing it (Wardhaugh & Fuller, 2014: 2). Thus, it is clear that every language has to do with

purpose a society brings. More specific, by employing Goodenough's well-known definition (1957) that "a society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and to do so in any role that they accept for any one of themselves", the ability of 'know-how' is a must to have for culture is nothing more than gained through learning (10).

Language as cultural product also operates similar process. To be able to comprehend a language, society or one must have 'know-how' ability in terms of how it is used by a certain society with, of course, different purposes. Therefore, one cannot only focus on 'prescriptive' language; that is, they focus only on language patterns explained and formulated by grammarians; rather, more importantly, they must take 'descriptive' language more into account, they emphasize on describing, analysing, and explaining how people actually speak their languages (Wardhaugh & Fuller, 2014: 3). The reason is, obviously, because there are various ways of different speakers' performances and of the same speaker in the different contexts. First, different speakers' performances resulting to different languages is proven by the fact that people from Eastern Indonesia tend to say 'Kau punya motor bagus sekali', while Western Indonesians say 'Motormu sangat bagus'. Considering only 'prescriptive' language, one may say that Eastern Indonesians are wrong since they do not obey the fixed patterns of Indonesian language. In fact, it is acceptable and reflects "such matters as their regional, social, or ethnic origin" (10). Even though there has been a claim that "there is no racial or physiological basis of any kind for linguistic differences" in the relation to language learned by people, however, "individuals identify themselves as belonging to a particular ethnic group or tribe" (Trudgill, 2000: 44-45). Thus, their mother languages, obviously, gives influence on the language they learn; and, it is the distinctive characteristics of language being clear to one ethnic another.

The other one, different language of the same speaker in different contexts, is described by different language used by individual, for instance, when he greets his friends and his lecturers: He uses different level of formality.

Even if globalization of education makes the class more diverse and easier for students to enhance their competitiveness, but there are still some barriers for the student who come from stigmatized group persist such as the students who come from the eastern of part of Indonesia one of which is the Papuans. The stereotype that sticks on student from Papua is that "mereka sulit untuk diajak berkomunikasi, pemabuk, suka berkelahi atau mencari masalah, lambat berpikir, dan memiliki sifat kasar." (Rumondor, Paputungan and Tangkudung, 2014:3). It results that the students from Western Indonesia tend to marginalize those coming from Eastern Indonesia. Therefore, the relationship across ethnic cannot be achieve.

D. Strategies for Higher Education

Diversity enhancement on higher education is nothing unproblematic issue. Steps to be taken must be strongly based on the problems obvious. Considering that there are two main aspects of diversity enhancement issues, the structural diversity and behavioural diversity, higher education should take wise steps (Hurtado, Dey, & Trevino, 1998: 5). First, the structural diversity indicates increasing number of different ethnic enrolment in a higher education. This dimension emphasizes on some prior advantages to improve higher education's competition. First, dynamic social interaction tends to emerge in indirect student's distributions (Kanter in Hurtado, Dey, & Trevino, 1998: 5). This fact results to the fact that groups of homogeneous students provides limited socially and culturally interaction and learning experiences. Another, Kanter believes that underrepresented students in an environment lacking of diverse population tends to be seen as tokens which leads to "the heightened visibility of the underrepresented group, exaggeration of group

differences, and the distortion of image to fit existing stereotypes” (5). Thus, enhancing different ethnic participation or enrolment in higher education is necessary. It is, however, hard to do; in fact, nearly all of higher education in the world, including in Indonesia, “place too much emphasis on standardized test score and not enough on evidence of previous achievement such as high school or college grade point averages and students’ drive to achieve” (Frierson, 1991, & Guanier, 1997 in Hurtado, Dey, & Trevino, 1998: 5). It, for sure, leads to the refusal of students’ scores not matching to the requirement; in fact, however, students with strong will and desire to achieve their dream often do better than those whose scores are matching to the higher education requirement. Besides, it prevents “students from historically disadvantaged backgrounds” to go to high education. Therefore, Hurtado, Dey, and Trevino (1998) propose that something critical to improving higher education diversity climate is changing ‘admission practices’ to students’ will and desire-oriented.

Another, the behavioural dimension refers to social interaction among students. Further, Hurtado, Dey, & Trevino (1998) give detailed categories of this interaction as “actual reports of general social interaction, (b) interaction between and among individuals from different racial/ethnic backgrounds, and (c) the nature of intergroup relations on campus” (9). This social interaction significance is often not realized and even is abandoned by most people. The existence of stereotypes from a certain ethnic to another makes it possible to prevent interaction among students with different backgrounds; that is, it allows the emergence of student segregation meaning that they avoid making relationship because of lack of, low, and poor interaction. Very often, this stereotype appears through each ethnic mind-set.

In fact, many research-based and –tested claims have proven that “it enhances cognitive and affective student outcomes and retention” (9). This suggests that an education institution must create new and comfortable climate for diverse students one of which is through programs and activities of multicultural centers (10). These programs may succeed students’ achievement as it enables students to promote and achieve their educational organizations they join. Thus, the institution must acknowledge, support, and communicate this program’s role and significance as educational resources to students.

E. Implementation for Educators

Having supported by high education policy of facilitating diverse students’ emancipation, educators must continue this effort by implanting several strategies in a classroom. The belief they must possess is that racial and cultural diversity enables students to gain advantages in terms of active critical thinking, motivation, problem-solving and group skills, and intellectual engagement. So, to realize this belief, first, they must involve diverse students in an active learning, meaning that students are allowed to interact with others and their educators and engage in the class. This process can be achieved, according to Ruggs and Hebl (2012:7), by “demonstration, role-playing, debates, hands-on experiment, and student-led discussion”. It is very beneficial in terms of both giving the students change to apply theories and knowledge they have to a practical condition and helping them to be critical in analysing every information given.

Another is creating safe spaces; that is, the educators must present place where any stereotype threats are non-existence, both psychologically and physically (Ruggs and Hebl, 2012: 8). It allows the students to expand their coping strategies as they feel free to discuss and engage in the class. Thus, it leads to the success of the grouping strategy employed by the educator which is a means of improving students’ academic performances. One form of safe space is outreach education program.

III. CONCLUSION

Just as globalization of education emerges as the consequence of economic needs point of view, a vast number of students come together in a classroom. They, however, do not get equal treatment by educational institution whose policies are greatly influenced by international system such as entry test minimal score requirement and by ethnical stereotype. In fact, the marginalized students may perform better; therefore, diversity classroom climate is one of suggested strategies offering better students' outcome. It results to increased students' performance in many ways. This, however, is nothing easy as practically, it is hard to elaborate diverse students since it may lead to worse interaction.

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Challenges Faced by Libyan Students Learning English and Strategies Employed

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Abstract— Similar to other students learning foreign languages in non-English speaking countries, students from Libya also face a big challenge related to the writing system of their mother tongue, Arabic, which is different from English. This study intends to investigate learning challenges faced by Libyan students learning English in Indonesia and their strategies to cope with the challenges. This study employed descriptive mixed-method design involving 145 Libyan students who studied in Universitas Islam Negeri Maulana Malik Ibrahim and Universitas Brawijaya Malang to fill in questionnaires and 5 of them were interviewed for richer and deeper data. The results show that the Libyan students learn English to support their study and communicate well in Indonesian society. They preferred to study English in an English course institutions. However, as their mother tongue has writing systems which are different from English, writing system becomes a big burden in mastering English and this has caused problems in the writing skill. Moreover, due to the lack of exposure of listening in English and their habit to listen utterances in Arabic, they face another challenge, i.e. listening skills, which cannot be solved easily by the non-native teachers who are Indonesians. To cope with the English learning problems, students practice English daily to improve their English ability, while some of them translate the words when they find new vocabulary. These strategies are believed to be effective in helping to learn the language. Additionally, to be able to communicate well with other people, electronic dictionary is one useful tool for them.

Keyword: *adult learning, learners, learning challenges, non-English speaking countries*

I. INTRODUCTION

English taught as a foreign language is not easy for students who study it in non-English speaking countries. If they study in English speaking countries, they will find learning easy and effective because everyone uses English every day. The situation provide new learners with natural exposure. In fact learning English in this kind of countries fasten the acquisition of the language (Buripakdi, 2011: 60). However, a big challenge goes to new English learners learning English in a non-English speaking countries.

Many studies revealed that such students face many challeges (Byram and Flemming, 1998; Mckay, 2002, Mete, 2009). They stated that stronger challenges appear when the new English learners learning English in a non-English speaking country comes from nation which language spoken is totally different from English in too many ways. This case occurs to Libyan students learning English in Indonesia.

Libyan students speak Arabic as their native language in which words, pronunciation, even writing system is totally different from those of English or Indonesia. Not only the students will find it challenging, even the teacher will also feel not less challenging. A depth study in this topic is interesting since it relates to various studies such as second language acquisition, sociolinguistics and English teaching. Unfortunately,

since the program inviting international students to study in Indonesia is relatively new and is available only in certain universities, there is not yet any studies that investigate this matter. This issue can be studied from the second language acquisition theories and teaching English for speakers of other languages (TESOL). There are many factors that are correlated to each other to support the success of language learning and language acquisition. Brown (2000: 24-188) mentioned four major factors that affect the success of language learning: age factors, psychological factors, sociocultural factors and linguistic factors.

Brouillette (2012: 139) stated that learners from other languages have different linguistic system in their mind. Clayton (2012) also mentioned that learners from different languages may have different writing system that requires teacher to teach from the zero point. Students from Libya also face a big challenge related to the different writing system of Arabic and English. In some cases, Libyan students in Indonesia are just about to start learning the reading and writing Latin alphabets.

It is important that researcher and practitioners start to give attention to this issue since the number of international students studying in Indonesia is increasing. Universities in Indonesia are competing to invite international students to study in their University. Therefore, this study is necessary to conduct since the result of this study will give insights for both Libyan students learning English in Indonesia and the teachers as well. This study intends to investigate learning challenges faced by Libyan students learning English in Indonesia. There are three research questions as follow: Who are the Libyan students in Malang?, What are the difficulties in learning English faced by Libyan students studying at Brawijaya University and State Islamic University of Maulana Malik Ibrahim?, and What are the learning strategies that the Libyan students use to deal with the problems?

II. REVIEW OF RELATED LITERATURE

A. *Adult Learning Foreign Language*

Learning is bounded to many factors including factors from learners as well as factors from teacher that determine the success of the learning. Adults' characteristics are definitely different from children's characteristics, including intellectual development, attention span, inputs, and affective factors.

B. *Learning Strategies*

Learning strategy is defined as a way the student process inputs given to them into knowledge and skill. Brown (2000: 122) defined learning strategies as ways an individual solve problems in learning of language input to be successfully processed into language output.

O'Malley (1990) has classified the learning strategies into three domains, including metacognitive strategies, cognitive strategies, and socio-affective strategies. Metacognitive strategy refers to the strategy that occurs within students' minds that is not limited to certain task. Cognitive strategy is limited to specific tasks that involve more direct manipulation of the tasks. Socio-affective strategy deals with involvement of interaction with peers to understand the materials.

One more domain is added to the typology of learning strategies that is communication strategy by Wenden and Rubin (1987: 26). Communication strategy is included in the leaning strategies for it plays quite direct and significant role to language learning, allowing them to maintain interaction, enhancing exposure to natural conversation in which learners can obtain more quantity of target language input, produce more output, test their skill and enhance their motivation.

III. RESEARCH METHOD

This study was conducted under mixed-method design. There were two different research; quantitative and qualitative research. The data collected from the quantitative study were investigated deeper within a qualitative design that involves only small number of subjects to provide deeper and richer data. This study involved adult Libyan students participating as the subjects. They were university students at their twenties who were learning English in Indonesia. For this study, Universitas Brawijaya and Universitas Islam Negeri Malang were the focus to get the subjects as both universities had a lot of Libyan students. Thus, there are 145 subjects. The chosen subjects were given questionnaires and 8 (eight) were interviewed.

The data from the questionnaires were in the form of brief information related to the issues of the major learning difficulties that the students faced. From the result of the questionnaires, the researcher counted the modus of the frequent learning challenges and learning strategies used by the subjects related to EFL. Some interesting points were cross-checked to the students through retrospective interviews.

IV. FINDINGS AND DISCUSSION

A. Findings

The results of the questionnaire analysis reveal some information as follows. The majority of the Libyan students had lived in Indonesia for studying between 1 and 4 years, among whom were studying at University of Brawijaya and State Islamic University of State Islamic University of Maulana Malik Ibrahim. Moreover, English study places that the Libyan students preferred include private English education institutions because of the professional teachers and facilities for more effective and efficient learning, private English teachers due to time flexibility, English courses provided by the university, and at home from other sources such as from books, movies and from their friends.

1. Learning Difficulties Faced by Libyan Students Learning English in Malang, Indonesia

It is known from the result of the questionnaires that Libyan English learners faced various learning challenges. The challenges faced by the Libyan students learning English in Malang include the writing system, English skills and competence.

a. Writing System

During their attempt to learn English, 83.3% of them stated that they found the biggest issue related to the different writing system. Meanwhile, 16.6% of them did not find any difficulties related to the writing system since they had learned English and achieved higher English proficiency before coming to Indonesia. In the interview, they explained that getting themselves accustomed to writing and reading in Latin alphabets took quite long time before they were able to learn English words.

b. English Skills and Components

Difficulties that Libyan students faced during their attempts to learn English led to bigger problems related to writing. Problems in getting accustomed to use Latin alphabets became obstacles for them to understand reading passages and writing academic essays or papers. Consequently, problems related to writing appears to be the most frequent learning challenge experienced by nearly one fifth of the Libyan students studying English in Malang. On the second part are pronunciation, listening, and grammar which comprises of 16% each. In addition to these challenges, vocabulary seems to be another problem experienced by about

15% of the respondents. While 10% of them said that reading was difficult, just below 10% faced problems related to speaking. The percentages of the English skills and components that became their major problem in mastery English are presented in the table below.

Table 1. English Skills and Components as Challenges in Mastering English

No.	English Skills and Components	Percentage
1	Pronunciation	16%
2	Vocabulary	15%
3	Grammar	16%
4	Listening	16%
5	Reading	10%
6	Writing	19%
7	Speaking	8%
	Total	100%

c. Non-Native Teachers

More challenging problem was related to the problem in communicating with Indonesian English teachers. Since most of the respondents took English courses in Indonesia, they were taught by Indonesian English teachers who did not speak their native language; Arabic. Unfortunately, there were 83.3% of the respondents found difficulties in learning English from Indonesian teachers and only 16.6% who did not find it problematic.

2. Learning Strategies Applied by Libyan Students Learning English in Malang

Challenges that Libyan students in Malang experienced were mainly related to low literacy and communication gaps that appeared as obstacles in message delivery. Thus, there are some strategies implemented by the students.

a. Strategy to Help in English Learning

During the English learning, the Libyan students applied several strategies to help them master English language. These include practicing English every day, translating the English words they found into Arabic, watching movies or listening to songs, and directly asking for help from the teachers. Among the four strategies, most of the students said that practicing and learning English every day is their common strategy to help them master the language. This response was given by as many as 54% respondents. Moreover, other strategies employ them learning employed by the students included translating some new vocabulary of English into Arabic, watching movies or listening to songs, directly asking for help from the teachers or others.

Apparently, the strategies that the Libyan students applied are helpful to improve their English. From the questionnaire, the respondents mentioned that they need to learn English daily in order to be accustomed to speaking English accurately. Besides, they need these strategies to help in doing assignments from their lecturers in the universities. This finding supports the theory of O'Malley (1990) which states that learners use a metacognitive strategy in learning including self-management functional planning about the students habit in practicing certain materials that might be useful for further tasks. Additionally, one respondent used all four strategies depending on applicability and suitability. This is relevant with O'Malley (1990) of metacognitive strategy which shows how the students manage the favorable conditions to learn. As for translating the English words in Arabic, it is found to be effective as according to O'Malley (1990) students

use cognitive strategy to improve their learning process. One of the ways is translation which involves the use of the L1 to understand materials in L2. Besides, note taking by jotting down important ideas is additional strategy that according the students is very beneficial to accelerate the mastery of English.

b. Strategy to Help in Communication

Naturally, students and the teacher created a special way of overcoming communication problems that occurred. There were four interesting ways applied by some students in overcoming language barriers in the class. Half of the students usually used electronic dictionary for translation. This method was considered as the easiest way to deliver certain message to the teacher. According to O'Malley (1990), in learning a language students use translation method. Seemingly, this method was also used in communication.

Meanwhile, students also chose to use signs for practicality reason, mimicking what words that they wanted to utter, showing picture seems to be the last alternative, and communicating with other people.

B. Discussion

Issues related to writing appears to be the major issues for them. It indicates that the different writing system between English and Arabic plays a major role in the mastery of English by the Libyan students learning English. This supports the theory of Alsaawi (2015) mentioning that the direction of the writing system has a significant impact on new learners as the English writing system starts from left to right while Arabic starts from right to left. Moreover, Clayton (2012) also mentioned that learners from different languages may have different writing system that requires teacher to teach from the zero point. As for this, Brouillette (2012: 139) stated that learners from other languages have different linguistic system in their mind. This differences will create problem for the learners in mastering the target language. Nevertheless, according to Al-Jarf (2010), in order to master the English writing/spelling system, an association between English phonemes and written graphemes should be applied. Thus, the students have to equip themselves with the ability to write Latin well in order to produce accurate English words. Obviously, this is the big challenge that hinders the students in mastery English language. Meanwhile, some had learned English and achieved higher English proficiency before coming to Indonesia. This shows that their background knowledge of English that they obtained previously has assisted them in learning English in Malang. Therefore, writing system does not seem to be the burden in their learning.

Pronunciation is a problem for English learners as the spelling and pronunciation rules are different in English. Besides, English and Arabic linguistic systems are far distinct in which Arabic pronunciation of every letter is consistent in every word. However, this does not happen for English where the pronunciation and spelling may somewhat differ in some words. Moreover, the complexity of English grammar compare to Arabic has made the students unable to easily master the grammar rules, not to mention the listening of native speakers whose accent and fluency in natural conversation are varied from one country to another. These have caused burden for the learners whose first language is Arabic. As what Brouillette (2012: 139) has reported, learners from other languages have different linguistic system in their mind. Thus, when Libyans study English, the different of pronunciation will become a problem.

Additionally, most of the respondents who took English courses in Indonesia found difficulties in learning English from Indonesian teachers McKay (2002: 21) highlighted that stronger challenges appear when the new English learners learning English in a non-English speaking country comes from nation which language spoken is totally different from English in too many ways. This shows that the existence of teachers but non-native ones especially in the country when English is not the first language like Indonesia does not

give much assistance in learning. Instead, it may create another burden which hinders the student mastery in English.

V. CONCLUSION

Conclusion

From the above elaboration the conclusion can be drawn as follow. As their mother tongue has different writing systems from English, writing system was a big burden for Libyan students in mastering English and this had caused problem in writing skill. Moreover, as the exposure of listening materials was lack, and they were accustomed to listening utterances in Arabic, skills require listening ability became another challenge for them. Yet, the Libyan students learning English in Malang applied certain strategies which were believed to be effective to help them in mastering English and surviving in communication daily by practicing English daily and using electronic dictionary to maintain communication with other.

Recommendation

Based on the result of this study, it is suggested to Libyan students who plan to study in Indonesia, to improve their English beforehand. It is necessary that teachers learn some basic Arabic words to make communication easier. Universities in Indonesia should also provide appropriate facilities and easiness for Libyan students to access information and help such as providing extra English and/or Indonesian lessons. The government should also provide easier procedure for International students from Libya who want to continue their studies in Indonesia.

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Utilizing Videos in Improving English Language Education Program Students' Listening Ability

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Abstract—One of the main concerns of the most language instructor is how to help students to develop satisfying language achievement. In this regard, listening has received the greatest attention among both lecturers and students, for listening is also crucial part of the language learning process. Students should be able to understand communication effectively, and avoid confusion in the messages because of the faulty of speakers' pronunciation, grammar, or vocabulary. The use of videos is proposed in the teaching of listening, not only because of its appealing form, but also due to its salient feature as a medium to present communicative efficiency. This study investigates the implementation of videos in the teaching of listening through a collaborative classroom action research at English language education program. The procedures includes planning, implementing, observing, and reflecting. The results show that videos can successfully improve students' ability in listening. For the effective implementation, this suggests that proper topic choice as well as sufficient lecturer's guidance during the preparation is highly required.

Keywords—*listening, videos, classroom action research*

I. INTRODUCTION

As one of main concerns in English as Foreign Language (EFL) learning, listening skill provides sufficient language input for students. In learning a new language, listening becomes an important skill to learn and its main purpose is to be able to understand what the intended meaning of the speaker is (Rost, 2011^[1]), but somehow it does not get special attention or it does not receive enough priorities. Listening comprehension provides appropriate situations for the aquisition and expansion of other language skills (Hasan, 2000^[2]; Hamouda, 2013^[3]). Listening becomes an important element in obtaining comprehensible input (Dulay, Burt, & Krashen, 1982^[4]), which its development is related to the attainment of proficiency in speaking (Richards, 2008^[5]). Rost (2011^[1]) points out that because listening comprehension is very essential in using and learning a language and it is the basic channel in L2 acquisition, the development of this skill should be given great priority in instruction. Thus, the teaching of listening can influence students' English language reception and practical communicative competence.

Despite its significance in learning, the instruction of listening comprehension has been overlooked in many EFL classes. In some tertiary level of education, many lecturers just play audio without presenting necessary hints, particularly addition of contextual and natural images (Safranji, 2015^[6]), which makes listening comprehension difficult. Several problems related to listening comprehension are shown on preliminary study, as follows. The result of the listening comprehension assessment tends to be low. When it comes to listening comprehension tasks with longer and more complicated conversation, most students achieve low scores.

Hence, if the students fail to learn how to listen or get difficulty in comprehending the messages from listening materials, they may soon get demotivated and lose interest in learning the language. In relation to this matter, a casual interview was conducted. The purpose of this interview was to get the opinion about listening by utilizing audio from students' perspectives. Most students stated that listening from the audio makes them confused, since they only focus on the audio. They somehow get difficulties in understanding utterances, especially when the narrators use different accents. All students also agree that they think listening session using audio only is dull as they cannot see the facial expression of the narrators.

Nowadays, multimedia learning environments have been promoted and exploited as rich language learning resources. One of them, particularly, video materials are shown as an effective methods in teaching English language as a foreign language for all students both inside and outside classroom (Bajrami & Ismaili, 2016)^[7] Audiovisual materials, like videos have been promoted and exploited as rich language resources due to several advantages particularly that students have many opportunities to listen audio materials but also images. These multimedia environments make large amounts of authentic video available as well as offer listening supports by means of technological overlay (Robin, 2007)^[8] such as scripts, paced audio delivery, and on screen text.

Thus, Li (2013)^[9]; Gowhary, Pourhalashi, Jamalinesari & Azizifar (2014)^[10] mention that the use of videos in the teaching of listening appear to alleviate the students' problems by allowing students to the exposures of audio and visual stimuli which are beneficial. Images and sounds help them set the scene of events and its additional information such as paralinguistics features, provided as supports to listening comprehension (Safranji, 2015^[6]). With technology advancement, options of how one uses videos become numerous. The use of videos are interesting and enjoyable, and it also helps transfer the limited facilities of the classroom setting to the real word, where students are expose to communication activities.

Considering the gap between the importance of listening comprehension and the students' motivation in listening faced by English language education program, an appropriate instructional media should be applied. Trying to solve the listening problems, the researchers consider utilizing videos as the teaching technique that will assist the students in comprehending the messages conveyed appropriately.

The use of videos is considered suitable with the teaching of listening in EFL setting as they provide original and authentic input as they produce originally for native speakers such as films, different TV programs, songs, or shorts conversation. Videos can be used in variety of instructional and teaching settings, as a way to present content, initiating discussion, for providing illustration for a certain topic and content, self-study and evaluating situation (Bajrami & Ismaili, 2016^[7]). Videos with on screen text present extralinguistic features such as facial expression and gestures and may reinforce students' comprehension (Gowhary, Pourhalashi, Jamalinesari & Azizifar, 2014^[10]). When lecturers bring videos into the classrooms, students can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials.

Watching videos in class should not be a passive activity, the task in which the lecturer should include reading, writing and speaking activities.

II. THEORETICAL FRAMEWORK

Listening Comprehension

Listening is the ability to recognize and understand what others are telling (Hamouda, 2013) ^[3]. This process includes understanding a speaker's pronunciation, the speaker's grammar and vocabulary, and understanding of meaning. Rost (2002) ^[12] defined listening as a complex process of interpretation in which listeners match what they hear with what they already know.

Meanwhile, the term "listening comprehension" has been defined by different authors. Rost (2002) ^[12] and Hamouda (2013) ^[2] defined listening comprehension as an interactive process in which the listeners are involved in constructing the meaning. Listeners comprehend the spoken input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. According to Nadig (2013) ^[11], listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

Videos as Medium of Instruction

In conventional listening comprehension tests, only audio is used as the medium since the focus of the listening skill. These days, many studies have taken on how the use of video affects L2 listening test-taker performance in which one group of participants takes a video listening test, and another group takes the same test but with audio-only texts.

Morat & Abidin (2011) ^[13] stated four benefits of utilizing videos in language teaching. The first is that videos have ability to present authentic language. Videos such as movies, television programs, and news broadcasts, which generally demonstrate real language that is not simplified and is spoken at a normal pace with genuine accents, are some of the examples of authentic videos that offer the authenticity. The second benefit is videos can increase learners' comprehension. As video's ability to feature moving visual element, along with sound, the combination of these elements would help to increase ESL learners' comprehension because they do not only hear the language but also see it. Another benefit is videos can enhance various language skills. Video is also especially useful as it can be utilized to enhance ESL learners' various language skills such as listening, speaking, writing, reading and grammar. Authentic content of a video for example, could be used to focus on grammar and vocabulary such as to introduce new words and grammatical components, supplemented by other production activities. Lastly, videos are motivating. Videos are highly associated with its motivating feature. Moreover, it could help to liven up the language learning process and make it more meaningful by bringing in the real world into the classroom.

Previous Studies

There have been a number of studies focusing the use of on the kinds of listening videos as effective instructional media. Gilakjani & Sabouri (2016)^[14] provide a very useful and thorough rationales concerning listening comprehension to provide a basis for developing listening skill in English language teaching. It shows that students can improve their listening comprehension through the help of instructors, using suitable materials, appropriate media, meaningful activities, and practicing a lot. In a study conducted by Nachoua (2012)^[15] Computer-Assisted Language Learning (CALL) is a motivating method and computers are worthwhile tools to be used in foreign language classes to develop students' listening skill.

More specifically, Bajrami & Ismaili (2016)^[7] and Li (2013)^[9] confirm that students who are taught using videos as the instructional media perform better achievement. Furthermore, videos can trigger students to improve students' autonomous learning ability effectively and significantly improve their listening comprehension and multiliteracies (Ruan, 2015.)^[16] Nevertheless, the few studies that have been done provide encouraging evidence that (1) videos can be an effective media for the teaching of listening comprehension and (2) videos appear to encourage students' motivation in improving listening comprehension.

III. RESEARCH METHOD

The design of this study belongs to Classroom Action Research (CAR). The subjects are the 28 students of English language education program. The researchers include the original English lecturer and the collaborator work together in designing the lesson plan, determining the criteria of success, observing the teaching and learning process, and doing the reflection. One of the researchers acted as the practitioner who conducted the teaching of listening in the class by using videos, while the other is as collaborator played a role as observer who conducted the classroom observation during the implementation of the action.

In this planning stage, the researcher prepared lesson plan, includes videos with various topics, like greetings and outfit. The criteria of success was also determined as follow.

<i>The criteria of success</i>	<i>Data source</i>	<i>Instrument to collect the data</i>
All students (100%) respond positively during the use of videos	Students' statements/opinions	Interview guideline
The students' scores are above the minimum passing criterion, which is 61, and they should gain 10% of their previous scores.	Students' listening tests scores	Listening tests

The implementation of the media is carried out in two meetings. The implementation of the action was in line with the activities of lesson plan. The researcher taught the students while the collaborator observed the process of teaching and learning activities. In observing step the researcher was assisted by a collaborator to observe all effects of the implementation videos in the classroom activities. The researchers collected two kinds of data, namely numerical data and verbal data. The numerical data were obtained from the students' speaking score. Information showing the students' attitude during the implementation of the technique represented verbal data. The students' attitude and opinion in responding the technique applied in listening class were collected through informal interview and field note recorded by observer.

The reflection part dealt with the activity to analyze the implementation of the action during the cycle which was obtained through the result of the observation. It included the discussion on how far the technique solved the problem and the factors that might cause the technique was successful. The result of data was compared with the indicators of the criteria of success. Because the indicators had been achieved, the researcher did not continue the action.

IV. FINDINGS

The findings of the study included the students' listening ability and the students' responses to the use of videos in the teaching of listening comprehension. The findings in the cycle had met the criteria of success, so the researcher and the collaborator decided to stop the cycle which followed.

Students' Listening Achievement

The data from the listening test conducted on October 5th, 2017 showed that 28 students achieved more than the target score, 61. Additionally, the achievement of the students improved. The improvement of the students score had met the second criterion of the success (100% of the students achieve the score of more than 60), and their scores showed minimum 10% gain from their previous scores. Thus, the researcher and the collaborator concluded that the action could be terminated.

Students' Responses on the Use of Videos

In relation to the students' attitude which was shown from their response in semi-formal interview, most of the students gave positive points in response to the effects they felt after experiencing listening using videos. Therefore, their answers in the interview were dominated by strongly agreed and agreed that videos brought positive influences in terms of raising their interest, confidence, and motivation in listening comprehension. Related to the listening aspects, most of the students also showed the same perception for the good effect of the use of videos in assisting them in listening activities.

V. DISCUSSION

The finding of this study showed that the use of videos can improve the students' ability in listening. The students' improvement on each criterion was gained through the use of videos. The listening skill ability is reflected from listening comprehension test from videos.

Reflecting on the findings this study could prove that the use of videos is very helpful for students in comprehending listening materials. The results of this study also demonstrate that this media can be an effective instructional media not only because it's appealing and unique forms, but also it's suitable as listening materials. This is supported by Perez, Noortgate & Desmet (2013) ^[16]; Gowhary, Pourhalashi, Jamalinesari, & Azizifar (2014) ^[10] and Bajrami & Ismaili (2016) ^[7] who proved that the use of videos is effective to increase the students' listening achievement and stimulate the students' motivation in listening since it is completed with interesting media. Furthermore, the use of videos was fascinating, as it made the students became enthusiastic, and it made students give full attention to the teaching and learning process. It also made the students be relaxed. This affected their motivation and their learning of listening English well. If the classroom is enjoyable and attractive, the students will learn preferably. Thus, appropriate selection of teaching media combined with attractive instructional media is strongly recommended to create this condition. Brown (2007) ^[17] proposed that a pleasant teaching media in the classroom can increase the students' motivation to learn.

VI. CONCLUSION AND SUGGESTION

This study can be concluded that the use of videos can improve the students' ability in listening comprehension. Videos as the instructional media was effectively proven to assist students' to solve problems in listening comprehension achievement as well as studying motivation. This is proven by the improvement score and better opinion about the teaching media.

As suggestions, videos can be used as one of instructional media form in listening class. For future researchers, the findings of the study can be used as valuable sources to conduct further research related to the use of videos as a medium to improve the students' ability in listening based on certain theme. Moreover, further researchers can use the findings of the study as one of the references to conduct similar research on

similar language skill, but different grades or levels of education. It is important for them to provide better activities in the implementation of videos use. Other researchers are also recommended to use this study as one of the references in conducting research with different research design. In relation to the weaknesses identified during the implementation of the videos, some steps could be undergone. The videos can be improved by providing more effects on the videos.

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Verbal English Learning in Reading, Retelling, Rehearsal and Videotaping (RRRV) Technique

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Abstract - RRRV (Reading, Retelling, Rehearsal, and Videotaping) is a verbal English learning technique which is useful to combine reading ability and retelling a story preceded by doing rehearsal and therefore students' verbal competence can be increased during this process. This research aims to test effectiveness in applying RRRV to merely RRR without V. The subjects are students at faculty of language and literature consisting of group A (RRRV) and group B (RRR) only. Pre-test of English proficiency is given to group A and group B before treatment is presented to both of them. The result of the test is used to ascertain whether the groups are homogenous in terms of their English proficiency. It shows that both groups A and B have equal ability in TOEFL test result, thus both groups are considered to be homogenous and hence different treatment are given to group A and B. After treatments, data is taken from both groups based on post-test result by retelling the content of story and including video-taping for group A and audio-taping for group B. Meanwhile, data taken from questionnaire consists of students' opinion in applying RRRV and RRR method. Data from the test is stored in SPSS version 22 and inferential statistics of independent sample t-test analysis is used to examine if there is significant difference between the use of RRRV and RRR only. The result of questionnaire is analysed using descriptive statistics. Hopefully, the result of this research is able to contribute to the body of knowledge about how to improve verbal English proficiency.

Keywords-RRRV, RRR, verbal English learning

I. INTRODUCTION

There is a growing urgency of the mastery of English, particularly in speaking skill. Educators keep on trying to condition authentic, natural learning atmosphere by providing wide open opportunity to try out and participate, accommodated by integration of two or more language skills like listening-speaking, reading-writing, and reading-speaking. A method that provides such skill integration is Task-Based Language Learning (TBLL), since it assigns students to do several tasks. Ellis (2003) cited in [1] mentions that there are three TBL stages, namely: *pre-task*, *during task*, and *post-task*. While for the task types according to Willis (1998) in [1], there are six task types of TBL: *listing*, *ordering and sorting*, *comparing*, *problem solving*, *sharing personal experience*, and the last is *creative task*. [2] states that TBLL aims to utilise natural process, by practicing activities with conscious rising language. He emphasises on form than meaning in English, similar to learning directly from the native speakers, or living in English speaking countries.

Moreover, [3] state that task-based is an activity to explore language resources at hand leading to apparent English learning outcome. Therefore, in doing so students can participate in producing meaning, synthesising, and doing experiment in language development. In accordance, [4] postulate that task-based in language teaching provides natural context in language usage for English learners so that they have abundant

opportunity in interaction while completing assignment given. Such interaction is considered as something to facilitate language attainment since by so doing students should do their best to reciprocally understand and express themselves.

Language attainment can be through 'acquisition' which occurs in subconscious, and 'learning' by way of conscious process as the result of teaching rules of the target language (TL). [5] claims that input needs to be made interesting therefore with less thinking (unconscious) eventually the language that becomes a means of communication is not mother tongue (compelling). Considering that English texts provide compelling input, learners can be encouraged to pick up language with the absence of knowing that it needs struggle to improve language being studied or not. This research has vital role since learning style by employing interesting input from stories in English texts which are read then retold, rehearsed, and finally videotaped by their peers, facilitates natural process of Second Language Acquisition (SLA). This process stimulates 'input process' in which Learning Acquisition Device (LAD) of TL is being triggered therefore language can be absorbed well subconsciously.

Some English education department students at Kanjuruhan University Malang still possess lack mastery of English speaking ability when they tell stories in English in front of their friends; therefore appropriate technique is needed to boost mastery in speaking. TBLL is introduced since it brings enjoyable English learning atmosphere (in practicing speaking), by reading pleasing English short stories through *rehearsal after reading*, *retelling after reading*, and *videotaping after reading* at the end. These RRRV (*Reading, Retelling, Rehearsal and Videotaping*) procedures are applied once in a week and continued until the end of semester.

[6] mentions that there are two fundamental factors in foreign language learning, they are vocabulary knowledge and grammar knowledge. Both bring impact to English speaking performance. Vocabulary knowledge is one of critical factors influencing speaking fluency, without this communication can become impeded. Moreover, Oya, Manalo, and Greenwood in [6] claim that better vocabulary knowledge will result in better verbal performance. In their opinion, accuracy and fluency can improve speaking to be better and this process is believed to be facilitated through doing reading.

Adequate vocabulary knowledge can build confidence during speaking performance, facilitating better story telling, demonstrating language wealth in much extensive coverage, and also exploring it more apparently. Adequate grammar knowledge is also considered as vital aspect in foreign language mastery. Grammar is essential in finding out characteristics of how the language is used which help learners utter comprehensible utterance. To understand how language works, learners should pay attention to grammar.

The most fundamental aim in studying English is to do communication both in verbal (speaking) and written (writing), both are categorized as productive skills in English. However, prior to having speaking and writing proficiency, learners are encouraged to be able to learn two distinct skills which are categorized as receptive skills (listening and reading). Both receptive skills can support and enhance speaking and writing mastery, since in these skills there are many language components including pronunciation, glossary, and grammar which all will interplay during the application of receptive skills. Language processing as such can be adopted by students during the speaking and writing practice.

Listening and speaking are not distinct ability, since one particular ability cannot stand alone and be separated with the other. This is due to the fact that at the time of speaking, one must understand what is being conveyed by the speaking partner. This is also true with reading and writing that they are inseparable

since in the process of reading, the more reading is done the more information we can attain, which eventually can be used as resources to write ideas in our mind. In general, it can be stated that listening proficiency has big impact to speaking mastery whilst reading mastery has strong influence to writing and the fact that they all are inseparable and these four skills can possibly be developed further for the progress of language components. This is supported by [7] who emphasizes on skill integration of speaking and reading to deepen learners' comprehension of reading material, this reveals students' problem in comprehending a text, and the most of all is encourages students to be able to apply information they have read into authentic speaking practice to boost speaking fluency.

Reading in RRRV in this research, builds up learning condition by integrating several skills in that while reading the text, the students need to listen to native speakers' voice explanation in the video, and during watching it students can at the same time do note-taking for important information.

The next procedure is retelling which according to [8] requires readers to organize information in a text to totally express personal opinion. As comprehension strategy, retelling encourages readers to come to the meaning of the text, strengthens story structure elements, requires readers to have capability to differentiate main and supporting ideas in details; reinforces communicating development. As assessment strategy, retelling demonstrates what students comprehend and remember about the story, expresses what is essential in the story, identifies what students know about story structure and literature; demonstrates glossary as well as verbal development.

Doing rehearsal is believed by [9] as glossary learning strategy commonly employed by both teachers and students. According to Banikowski (1999) cited in [9] that doing it helps collecting information in working memory by keep doing repetition. Moreover, he states that doing rehearsal can later transfer such information into our long term memory. He categorises rehearsal into two, the first is maintenance rehearsal merely by keep rehearsing with memory with the absence of comprehension. The second is elaborative rehearsal by accumulating the link between newly attained information and the one already at hand earlier. This kind of rehearsal will result in information to be stored in long term memory. In brief, rehearsal is a process of collecting information and keeps storing such information in both short and long term memory (Banikowski, 1999) in [9].

RRRV facilitates speaking learning and teaching to be easier, so the process can be more effective and independent. Reading can boost speaking by way of retelling and keep rehearsing prior to videotaping the best performance with own android camera phone. The last procedure in RRRV is videotaping which opens opportunity for students to do self-assessment as well as peer-assessment; it also can boost self-confidence and encourage self-assessment to gain self-improvement. This is in line with [10] who claims that videotaping is a very beneficial activity since students can replay the video which encourages them to identify own inappropriateness and mistake and in the long run they can do self-correction, improve themselves, and perform better ahead. In addition, peer-correction can be as useful material evaluation to improve certain parts that need improvement. Criticising each other may depict not only appearance during speaking performance but also English proficiency.

The advantage of RRRV is supported by [6] who claims that reading can boost speaking performance. In reading texts, students can build up not only vocabulary knowledge but also grammar knowledge, both are needed to be able to communicate better, more fluent and accurate in speaking performance. [8] mentions that retelling is beneficial to improve comprehension and verbal language production, [11] further clarify that

pronunciation mastery gets much more improvement compared to other language components like vocabulary and grammar. In due course, students are encouraged to express opinions based on the context of the story.

This research encourages students' activities which can accelerate speaking ability through post reading activities in these stages: (1) reading, (2) retelling, (3) rehearsal, and (4) videotaping. As in reading, students read text accompanied with tutorial video with native speaker voice explaining related vocabulary, in addition examples of possible word usage are shown to facilitate easier understanding. Later on, the video introduces topic coverage from general to specific one. In the last part of the video, special topic dealing with parts of speech are discussed in detail.

Next, in retelling, students try their best to retell what they have understood from the text. This is done in their own wordings, with no necessity to be exactly similar to the text, the point is that they can develop verbal English production with great confidence without fear of making mistake during speaking because they have already got adequate background knowledge based on the text being read. In Rehearsal, students are asked to read already prepared text and in reading aloud there should be no mistake in doing so both in English sound and intonation. This is done repeatedly until what have been read will not result in mistake. Later on, in videotaping, students videotape themselves with own camera mobile phone.

Research Problem

In general, the research problem of this article is the weakness of speaking skill of English department students in telling the story in front of their friends and therefore an appropriate learning technique is needed namely RRRV technique. Specifically, the problem of this research is formulated as follows:

1. Does the use of RRRV learning technique produce better English speaking ability than merely using RRR?
2. How is the students' response in employing RRRV learning technique?

Hypothesis

From what have been discussed earlier as literature reviews, it can be assumed that there is significance difference between employing RRRV technique and merely employing RRR. Therefore, the theoretical hypothesis of this research is that employing RRRV can develop English speaking ability better than employing RRR only.

Theoretical Framework

This research uses theoretical framework as portrayed in Figure 1 below which shows that English speaking development can be gained through reciprocal relationship between Reading-Retelling-Rehearsal and Videotaping meaning that the increase in speaking ability is not solely determined by reading but other variables such as retelling, rehearsal, and videotaping having similar impact as well.

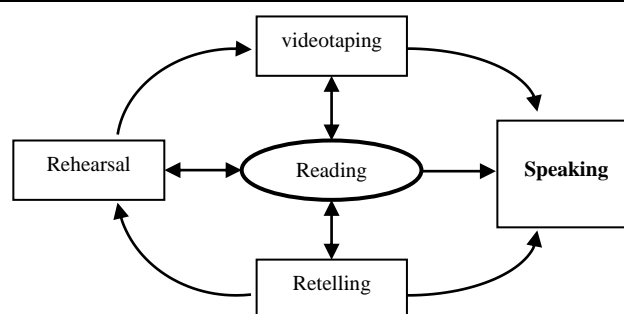


FIGURE 1. THE DEVELOPMENT OF ENGLISH SPEAKING ABILITY BY WAY OF RRRV (READING-RETELLING-REHEARSAL AND VIDEOTAPING)

II. METHOD

The method used in this research is quantitative approach with quasi-experimental research design because there are two groups taking place-one group is experimental and the other is control group aiming to examine the use of RRRV (Reading-Retelling-Rehearsal and Videotaping) learning technique which can improve English speaking ability of intermediate level students. Due to the existence of two groups and the comparison of two data in this research, this is considered as quasi-experimental research. The test result of both data are analysed using independent sample t-test because it compares two different groups.

Participants

The participants who become the subject of this study are the students of Kanjuruhan University Malang in English Education department who are in intermediate level. They were supposed to be at intermediate level based on the result of TOEFL Paper-Based. The rationale of choosing those participants because they have passed integrated course (listening, speaking reading, and writing) and language components (pronunciation, vocabulary and grammar) and the test result of their TOEFL-Paper-Based is categorized as intermediate. Therefore, the two groups were chosen as they are homogenous in terms of their English proficiency level.

Instruments

Two kinds of instruments used in this study including test and questionnaire. Test is used to answer the first research question, that is, to measure the students' ability of English speaking performance after RRRV learning technique is applied to the group in comparison to the application of RRR using audiotaping. Next, questionnaire is used to answer the second research question, that is, to find out students' perception after applying RRRV technique for group one and RRR for group two. Finally, the two instruments, test and questionnaire are used to collect quantitative and qualitative data which result are analyzed using SPSS version 22.

Data Collection and Analysis

The first data were collected from the students' speaking test and the students' performance were recorded using their android-based mobile phone. The recordings were collected and transcribed. The RRRV group records their spoken production using videotaping and the RRR group records their spoken production using audiotaping. Next, the result of the two groups transcription was scored using Harris (1969) scoring rubric which contains components of pronunciation, grammar, vocabulary, fluency, and comprehension using 1-5 band scores so that it reaches the highest score of 25 which is converted into the following formula.

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100.$$

The two group scores were stored in SPSS and analysed using independent sample t-test since it compares two different groups or between-group comparison. The two groups were ascertained to be homogenous before the treatment was given. The second data were obtained from answering questionnaire distributed to the participants after the experiment was conducted. The questionnaire consisting of 22 closed-ended statements was analysed using descriptive statistic by calculating percentage of the participants' answers.

III. RESULTS

The result of the present study is divided into three sections. The first section is the result of homogeneity between group RRRV (Experiment) and group RRR (Control) measured from the result of Paper-Based TOEFL Test scores. It was found that group RRRV and RRR are homogenous from the Levene's Test for Equality of Variances. There is no significant difference between RRRV group and RRR group because probability that is due to sampling error for equality of variances ($p=.24$) is higher than the significance level ($\alpha=.05$); ($p > \alpha; .24 > .05$) which means that the null hypothesis can not be rejected and therefore both groups are equal in terms of their English proficiency before treatment was done.

The second section is related to the result of the study after the treatment of two different group—the experimental and control group. The experimental group is a group using RRRV technique and the control group is a group using RRR technique. As it was said in the previous section of this paper regarding the measurement of speaking performance based on the scoring rubric containing the domain of pronunciation, vocabulary, grammar, and fluency become one part of speaking performance. It was found that the speaking performance of the two group was significantly different at .05 level since the probability that is due to sampling error was .037 which was lower than the significance level ($.037 < .05$) as it was seen in Table 2.

TABLE 1. MEAN DIFFERENCE IN SPEAKING PERFORMANCE AFTER THE TREATMENT

Descriptive Statistics					
	Groups	N	Mean	Std. Deviation	Std. Error Mean
Score of Post Test	RRRV	19	83.37	9.64	2.21
	RRR	21	76.38	10.65	2.32

TABLE 2. EQUALITY OF MEANS BETWEEN EXPERIMENT AND CONTROL GROUP

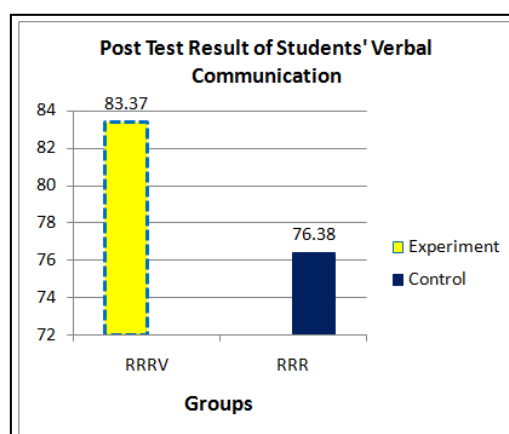
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score Post Test	Equal variances assumed	.76	.39	2.1738		.037	6.99	3.22	.46	13.51
	Equal variances not assumed			2.1838	00	.036	6.99	3.21	.49	13.48

* Significance was set at .05 level.

By looking at the mean difference from Table 2., we can say that there is significant difference between using RRRV technique and using RRR and the null hypothesis is rejected since the probability due to sampling error is .037 which is lower than the significance level which is set at .05 ($p = .037 < .05$). From descriptive statistic we can say that the use of RRRV in teaching and learning English as a Foreign Language outperforms the RRR only technique since the experimental (RRRV) group performs 6.99 better than the control (RRR) group ($83.37 - 76.38 = 6.99$). This difference can also be seen from the Chart 1.

CHART 1. MEAN DIFFERENCE OF VERBAL COMMUNICATION BETWEEN EXPERIMENT AND CONTROL GROUP



The third part of the data was based on the data collection from questionnaire distributed to the participants who had experienced learning process using RRRV (*Reading, Retelling, Rehearsal* dan *Videotaping*). The participants who were submitted the result of questionnaire are 39 out of 41.

The result of questionnaire is divided into three parts, namely (1) learners' condition before research are conducted and the influence of learning style to improve their verbal communication, (2) speaking learning habit during research activity, and (3) participants' point of view after joining the research activity.

The first part of the finding from this questionnaire is telling about participants who are adequately able to have verbal communication before participating the research activity. It shows that 85% of them state Agree that their ability are adequate to have verbal communication. Furthermore, their ability to speak is influenced by reading habit (51% Agree) and by listening while watching English videos from native speakers (59% Agree). It means that reading and listening included in RRRV learning technique have been experienced by participants before taking part in the study.

The second part is telling about participants' learning habit on verbal communication during the experiment. It focuses on watching, repetition, retelling, rehearsal, and recording through videotaping and audiotaping. Students like to repeat after native speakers' style of having verbal communication (74%, Agree), to repeat after native speakers' style and to have mutual correction with their friends (54%, Agree), and to repeat after native speakers' style as accurate as possible because the topic is interesting (62%, Agree). Next, students like to have this activity in front of mirror before retelling in front of their friends (74%, Agree). So, during retelling activity students ask one of their friends to record their performance by means of videotaping (74%, Agree), and by means of audiotaping (64%, Agree) and they like to record through videotaping better (54%, Agree), and through audiotaping better (36%, Agree). It means that students like recording their performance by making use of videotaping better than audiotaping.

The third part is telling about participants' perspective on what they feel after joining the research activity. It shows that the highest percentage of the students who state Agree (82%) that Reading, Retelling, Rehearsal, dan Videotaping (RRRV) technique can improve their English performance. So, the highest percentage of students who state Agree based on this data can be concluded that doing activity on reading, listening, rehearsal, and retelling in RRRV learning technique can improve their pronunciation (51%), vocabulary (62%), complexity (74%), accuracy (62%) and fluency (59%). Therefore, the improvement of learners' comprehension and ability in English verbal communication is better to use RRRV than merely RRR (82% > 69%). In addition, the participants' perspective on this technique state Agree (59%) and Strongly Agree (36%) that the use of RRRV learning technique is fun because only 5% state Disagree and 0% state that RRRV learning technique is fun.

IV. DISCUSSION

The purpose of this study is (1) to investigate the effectiveness of using RRRV technique to improve learners' English verbal communication in comparison with merely RRR technique to improve the same skill, and (2) to examine learners' perspective on the use of RRRV learning technique.

To answer the first research question in the present study, the researcher uses the result of students' test on English verbal communication. The students' verbal communication performance were recorded by means of videotaping for group RRRV and audiotaping for group RRR. The result of scores from the two groups shows that there is significant different performance between using RRRV and RRR at .05 significance level since the value of probability is less than the value of significance level ($p = .037 < .05$) so that the null hypothesis is rejected. The difference can be seen from Chart 1 that the experiment group (RRRV, 83.37) performs 6.99 better of English verbal communication than control group (RRR, 76.38) based on this subtraction ($83.37 - 76.38 = 6.99$). It happens because the students' ability on pronunciation, vocabulary, grammar, fluency, and comprehension improve as a result of practicing RRRV learning technique by reading, retelling, rehearsal, dan videotaping done both in the classroom and at home from the learning video files distributed to the students as their learning tasks.

The result of the present study shows that students who use RRRV learning technique have better score on English verbal communication than those who use merely RRR because of their vocabulary and grammar. These language components affect learners' speaking performance (Mart, 2012) besides the improvement of their pronunciation [11]. Next, in reading and speaking activity which is integrated in RRRV learning technique, they can improve not only students' understanding on the reading materials but their application on reading through speaking ability as well [7].

Furthermore, when students are doing rehearsal before retelling they are helped by this activity to find out information from their memory working continuously which is in line with [9] opinion. Finally, in videotaping activity, students make it as autonomous self assessment to improve their speaking performance when verbal communication takes place. This is in line with [10] opinion stating that it is useful for students in videotaping activity to evaluate themselves in order to evaluate each other and understand which part is needed to be improved. Besides, students can criticise of how to act in front of camera and the language they produce in order to perform better than the first performance.

To answer the second research question in the present study, the researcher uses the result of students' questionnaire. It shows that 85% of students state that their English verbal communication are adequate

before the study is conducted. So, it is supported by the result of their Paper-Based TOEFL scores which is categorized as Intermediate level of English proficiency and it is in accordance with the researchers' need to get participants of intermediate level.

It shows that the students' English verbal communication improve because it is influenced by several language components including pronunciation improvement which is in line with [11] stating that students try to pronounce correctly when retelling time take place in order that others people understand their English easily. However, [6] tends to be reading that makes students' improvement on speaking because vocabulary and grammar knowledge smooth their speaking performance. Though the overall knowledge says that reading can improve students' writing, even though it is not the target on this study, students still write the idea before performing. They even sometimes only read the idea they write during the speaking performance in front of the camera videotaped by their friends.

The use of RRRV learning technique can improve the students' understanding and ability in English verbal communication, according to the participants, better than the use of merely RRR because doing the activity of reading, listening, rehearsal, retelling, and videotaping as a learning technique can improve students' pronunciation, vocabulary, complexity, accuracy, and fluency as a result of videotaping which can be used to evaluate which parts need to be improved. They can criticise not only how they act out in front of the camera but how they can improve their spoken production as well [10]. So, it is in a synergy like in theoretical framework previously mentioned that reading texts while getting better comprehension from video youtube about materials containing difficult words. Students can do the retelling texts better while getting better comprehension and some of them are sometimes able to develop their ability to retell texts based on their background knowledge and their own condition in a pleasant way.

V. CONCLUSION

The application of RRRV (Reading, Retelling, Rehearsal and Videotaping) can be visible during teaching learning process to improve speaking ability that is the result of combining reading, retelling, repeating again and again before eventually do videotaping. The pronunciation, glossary, grammar ability can be enhanced as the result of applying this way of learning with this technique so that speaking ability will automatically improve along with the increased synergy between these three language components. Therefore, students speaking ability in English can be improved with the support of these language components. The result of this research can be of benefit to students who need to improve their verbal communication, to teachers who need to improve their teaching activity as supplementary material, and to those who are eager to master English as a foreign language in Indonesia.

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THE EFFICACY OF ROUND ROBIN METHOD IN TEACHING THE HISTORY OF MALAY LANGUAGE DEVELOPMENT

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Abstract--The present study explores the effectiveness of Round Robin method in teaching the history of Malay language development. A quasi-experiment with pre-test post-test design and with two groups of students containing 28 (Round Robin Method group) and 29 (conventional method group) was employed. The participants were second-year students majoring in Malay Language Education at Yala Rajabhat University. Statistical calculation (*t*-test) was used to measure the students' mastery of the subject learned. The finding shows that students taught using Round Robin method outperformed those taught using conventional method in the mastery of the history of Malay Language Development, with the scores for Round Robin method group ($M=5.4$, $SD=1.14$) and conventional method group ($M=9.4$, $SD=1.14$), $t(4)=-5.66$, $p=0.005$. This suggests that Round Robin method is effective in improving students' mastery of the history of Malay Language development. It implies that such method can be taken into account to teach students the subjects with similar nature to this study.

Keywords—*the efficacy of round robin method*

I. INTRODUCTION

History refers to the study of past events in human society changing through times and environments. Since the history particularly relates to human affairs, society changes, thoughts and beliefs that influence human behaviors, the aim of studying history is to clearly understand the previous society for a deeper understanding about the present.

Historical study helps people know more about themselves, set their limits and respect the limits of others, have a great vision and an adequate understanding about cultural heritage of mankind as well as have ability to touch on complicated issues. It is important to have the basic idea of history, especially history of language development as it is an essential tool to express ideas, feelings and needs. Using language as a key to a clear understanding of listeners, we can see the relationship between culture and language in various terms. We can either consider the use of language in different cultures or some cultures showing through the use in language. Language not only helps people develop their cultures but also helps them foster the cultures.

There is a considerable variation on the use of languages in the Southeast Asia, particularly the use of Malay language. The language has been used among most of ASEAN countries, especially people in Malaysia, Indonesia, Brunei and southern parts of Thailand in various dialects. It is also spoken by a number of people around the world and considered as a national language of many countries. However, probably because of political issues, the language is called differently. In Malaysia the language is called Bahasa Malaysia; therefore, people in different races in Malaysia like Chinese and Indian people will think that the language belongs to

the people in Malay race. Islanders in many islands who have their own language think that Malay language belongs to a tribe on Sumatra Island and the language is also considered the language of Islam. Malay language is meanwhile called Jawi and considered as Javanese language in the southern parts of Thailand. If the language is called Melayu, people who do not know local history of the Thailand's southernmost provinces will think that Melayu language belongs to the people in Malaysia. According to the National Education Act (No.2) B.E.2542 (1999), the provision of education shall be for a development of Thai people so as to be a perfect human being including body, mind, intelligence, knowledge, and virtue and to have morality and culture in living life and capable of living with other people happily. The National Education Act is in conformity with the concept of prayer in Islam because prayer develops Muslim followers to be happy in body, mind, intelligence, and virtue and to have morality and culture in living life and capable of living with other people. According to the guideline for providing education in Chapter 4, "The potential of education shall be based on the principle that all learners are capable of learning and self-developing naturally to the full potential." (National Education Act (No.2) B.E.2545 (2002)) Teachers have to encourage learners to think and do rather than memorize. Teachers have to focus on the quality teaching because it is good for learners and youths of the country. Therefore, we can evaluate teachers from the achievements of learners and youths of the country.

Learning the history of Malay language development is very important because historical information and the lessons learnt from the history can be used as a guideline for living. There are many problems in teaching history. The intensive contents of history require a number of explanations. Teaching technique is another factor affecting the understanding of content and the persistence of knowledge.

Thus collaborative teaching style and the Round Robin method are popular and effective for learners while self-examination is the heart of historical study. Using the Round Robin method, all learners have to talk about historical stories about people and events happening in different times. The teaching method helps learners understand the complicated information and extend the persistence of knowledge they share and discuss together.

II. RESEARCH OBJECTIVES

1. To compare learners' achievement between using conventional method and Round Robin method in teaching the history of Malay language development
2. To study learners' satisfaction in using Round Robin method in teaching the history of Malay language development

III. RESEARCH METHODOLOGY

• Population and Sample

Population used in this research consists of 57 second-year students majoring in Malay Language Education in semester 1 of academic year 2016.

Sample used in this research consists of 57 second-year students majoring in Malay Language Education in semester 1 of academic year 2016.

- **Tool**

Created by researcher, tools used in this research are a test in the history of Malay language development and a questionnaire about learners' satisfaction in using Round Robin method in the teaching history of Malay language development.

IV. HOW TO CREATE A RESEARCH TOOL

1. A test in the history of Malay language development

- 1.1. Draft 40 items in the test in the history of Malay language development.
- 1.2. Check levels of difficulty, discrimination and reliability of the test with first-year students majoring in Malay Language Education.
- 1.3. Choose the items with difficulty level at 0.2 - 0.8, discrimination level ≥ 0.20 and check the completeness of the test. Check the reliability level of the test in the revised version to be ≥ 0.8
- 1.4. Create the complete test to collect research data

3. A questionnaire about learners' satisfaction in using Round Robin method

- 2.1. Draft a questionnaire about learners' satisfaction in using Round Robin method
- 2.2. Draft the questionnaire with five levels of satisfaction including very satisfied, satisfied, OK, dissatisfied and very dissatisfied, and give 5, 4, 3, 2 and 1 scores for the five levels, respectively.
- 2.3. Send the questionnaire about learners' satisfaction in using Round Robin method to experts for review and make a revision.
- 2.4. Create the complete questionnaire about learners' satisfaction in using Round Robin method to collect research data.

V. RESEARCH PROCEDURE

1. Give the test to the students to take as a pretest and record the score.
2. Use the Round Robin method to teach the students.
3. Give the same test to the students to take as a post-test and record the score.
4. Use the data for further research analysis.

Statistics used in the research

Statistical analysis was performed using the SPSS program as follows:

1. The t-test was used to compare the differences of learners' achievement between using conventional method and Round Robin method in teaching history of Malay language development
2. Mean (\bar{x}) and standard deviation (S.D.) Researcher uses the data collected from the questionnaire about learners' satisfaction in using Round Robin method to find mean and standard deviation

VI. RESULTS AND DISCUSSION OF RESEARCH FINDINGS

Results

The effectiveness of Round Robin Method in teaching the prophet history among students majoring in Malay Language Education is as follows: The comparison of learners' achievement between using conventional method and Round Robin method in teaching the history of Malay language development shows that students in the conventional method group get 447 scores while students in the Round Robin method group get 618 scores. Students in the conventional method group have almost 180 scores higher than the Round Robin method group. The t-test of students in the conventional method group is higher than the Round Robin method group at the.01 level of significance.

Discussion of Research Findings

The learners' satisfaction in teaching the history of Malay language development using Round Robin method can be separated into four issues including contents, learning activities, media and materials, and measurement and evaluation.

According to mean and standard deviation, learners are very satisfied with the use of Round Robin method in teaching the history of Malay language development in all four issues including contents, learning activities, media and materials, and measurement and evaluation (mean = 4.68, S.D. = .457).

Suggestions

1. Suggestions for the use of research results

- 1.1. The research result shows that learners arrive at the understanding about the history of Malay language development because of independent study and self-practice. Teachers have to provide learners with useful teaching materials, and precise measurement and evaluation, as well as give learners a proper understanding about Round Robin method. On the other hand, all learners grasp the concept that they have to perform a role in the teaching method. Encouragement and reward are also important in increasing effectiveness of learners. The Round Robin method can also be applied in other courses such as sociolinguistics.
- 1.2. Teachers have to carefully study the Round Robin method to have a clear understanding about the teaching method and use it effectively.

2. Suggestions for the next study

- 2.1. Researcher should take attitudes of learners towards the history of Malay language development as a guideline if he wants to apply the Round Robin method in other courses.

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INDONESIAN LITERARY WRITINGS IN ENGLISH LITERARY CLASSES: IS IT ONLY A MATTER OF CHOICE?

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Abstract— Teaching English literature is always challenging since the materials for the students are in English with different codes of culture. The challenge doubles when the lecturers have to face the reality that most of the students see western culture as the standard for good conducts. This eventually will lead to the idea that local culture is inferior to the western culture. The worst consequence of this paradigm is the students' loosening grip on their local identity. One strategy to cope with the problem is the use of Indonesian literary works as parts of reading materials in literature classes. The choice over the works plays a very important role on the success of meeting the objective of the inclusion. The lecturers have to think of the criteria for the works to be able to "compete" with the western works, so that later they realize that the quality of Indonesian literary writings is as good as that of the western. This is expected to strengthen the students' pride as Indonesian, and eventually raise their awareness to preserve their cultural identity. This article is aimed at revealing this practice in Short Story Analysis class at Study Program of English of Brawijaya University. In that class, Indonesian short story with its clear depiction of *Indonesianess* is used to *re-construct* the students' perspective on the superiority of western literary writings, to create a new insight on the good quality of local writings, and finally to sustain their pride for local culture.

Keywords: *English literature, Indonesian literature, local identity.*

I. INTRODUCTION

In the era of sophisticated technology, the walling between physical boundaries is about to vanish. People feel the interconnectedness with others at around the globe and start to identify themselves more as the citizen of the world. This means that the world turns to be more global, where standards tend to conform to uniformity, and people have loosened grip on the uniqueness of their local culture. Western ideas politically play their significant roles in shaping the global standards for the world with their hegemonic term, modernism. Those who cannot fulfill the standards will go on the labels as traditional, underdeveloped, and even primitive. Unfortunately not anyone can resist against this situation. Although it is unavoidable for this nation to be infused with global values, it has to have a stronghold onto its local identity. Otherwise, its people will not understand how to behave as Indonesian, with Indonesian standards.

This is a challenge for Indonesian higher education institutions as well, where the youngsters are nurtured to prepare themselves for creating a better future for the nation. This condition had been long a concern in Study Program of English at Brawijaya University and all the members of the study program are aware on the strong influence of the global ideas on students' ways of thinking. Additionally, most of the

courses deal with foreign cultural system, in this case the Western. The biggest problem heavily relies on the responsibility to create human resources that can cope with global standards without completely losing their local identity. The possible way of meeting this goal is by inserting local cultural products into the teaching materials.

II. DISCUSSION

1. *Global versus Glocal*

Study Program of English has been through a long process in its establishment, and it has a significant role in the history of the faculty since it is the seed for the Faculty of Cultural Studies of Brawijaya University. In a long run, it finally can set academic goals that embody the whole business of the organization. The study program pursues its vision to be a program that can fulfill the international standards in its efforts to produce qualified human resources whose mastery in literature, linguistics, and cultural studies. The graduates are expected to acquire global perspective as well as local and have an entrepreneurial spirit.

The most interesting part in the vision is its insistence on preserving the local identity, instead of being fully drawn into the stream of globalization. What makes it difficult is, the study program mostly deals with Western codes for the teaching materials, so how it can manage the students to be *glocal* seems to be its highest responsibility. The term *glocalization* (Roland Robertson on *Globalization in "Glocalization: Time-Space and Homogeneity-Heterogeneity"*, 2012, para. 4) is borrowed from the Japanese business world which refers to the process of adopting and fitting foreign products to meet the needs and taste of the local market. Paradoxically, Robertson, a sociologist that firstly introduces the term globalization in a sense argues that globalization is in fact, a local phenomenon, and that the worldwide exchange and fusion of culture is always done in local terms. On the other hand, Robertson holds that what is conceived as the local is in fact, global. For these reasons, Robertson holds that global culture and local culture are not two opposing forces at odds, as the term *globalization* might suggest, but rather see them as working together, as the term *glocalization* might suggest. Since the vision is the underlying philosophy of the study program, they must be coming into practical level in all of its academic activities.

The structure of the curriculum is the first to check, whether or not the study program has implemented the vision. Beside the general courses offered by the faculty, namely *Manusia dan Kebudayaan Indonesia*, *Bahasa Indonesia*, *Pancasila*, and *Kewarganegaraan*, the study program has to have special courses where local culture can be inserted. Yet, this program only has one course, that is Literary and Oral Tradition, in which the students are encouraged to do mini researches on local culture. The biggest question is: Will that course be capable of preserving the students' local identity? Besides, that course only consists of three credits out of 144 credits as the requirement for the completion of the study. Therefore, the study program has to find ways for the students to be able to maintain their *Indonesianess* in the classes.

2. The Choice of the Work

One of the policies issued by the program is on the category of material objects for the students' undergraduate thesis. The program allows the students to use Indonesian literary works as the research material objects with some conditions, such as (1) the works must be originally written in English; and (2) if they are translation works, there must be official publications of the works.

Another alternative to cope with the problem of identity crisis is the inclusion of Indonesian writings as parts of the reading materials assigned for the students in the classes. The most possible course to carry on the

practice is Short Story Analysis. It is one of the literary courses that are offered to the students in the fourth semester with three credits. This course aims at providing the students' skills in analyzing English short stories written by various writers from different countries. They are also nurtured to grab meanings beyond texts, and in the highest level, getting a sense of appreciating fiction, as reflection of human's motifs in life. The focus of class activities is on identifying the intrinsic elements of fiction without leaving behind the discussion over its extrinsic elements. Close reading is considered to be the best method for the students to boost their ability in comprehending the stories, and further, analyze its fictional elements. From the description of the course, it can be seen that it opens a wide chance for the lecturer to include Indonesian short story as one of the reading materials that is eventually expected to sustain the students' local identity.

The lecturer has to have careful considerations on the choice of the work since its quality has to compete with other works. Additionally, it has to succeed in winning the students' interest, so that they will note down that Indonesian literature is as great as its Western counterparts are. The assigned reading materials for students in this course are: (1) R.K. Narayan's *Mother and Son*, (2) Yasunari Kawabata's *Up in the Tree*, (3) Jamaica Kincaid's *Girl*, (4) Doris Lessing's *Flight*, (5) Bakdi Soemanto's *A Tale of A Magician*, and (6) Amy Tan's *Two Kinds*. The basic concept on the choice is to emphasize the presentation of multiculturalism as the bedrock of world literature. Thus, when the list is presented to the students, the idea of "being one of the world literary works" is hopefully nurtured.

Bakdi Soemanto's *A Tale of A Magician* is taken as the best local writing because it exposes the social criticisms against social injustices happened to Indonesian society in the era of the New Order, which is considered to be important for the students to acknowledge their own country's historical account. The second reason is that it uses Javanese culture as the cultural background of the story, of which the setting of place is quite close to the students' comprehension.

3. The *Beautiful Face* of the Choice

Bakdi Soemanto's *A Tale of A Magician* is only one example of so many Indonesian writings that are qualified to be considered world literature. Beside the reasons for its inclusion to the reading materials of the course, there are some other considerations taken by the teaching team. *First*, it is one way of promoting Indonesia to the Indonesian students. This sounds cynical, but it does truly happen to the context of Indonesian students in Study Program of English Brawijaya University. According to the data (Prasetyo, 2015, para.15), there are about two hundreds Indonesian literary works are translated to English by Lontar Foundation. However, not all the students know the works, especially those considered the masterpieces. Moreover, they more fluently retell American historical occurrences instead of their own country's history, since they have American Studies as one of the optional courses. This is ironical since they do not have enough to tell about their own country. In my opinion, this is a crisis of identity since Indonesian students are overwhelmed by the product of global culture, so that they only have little knowledge on Indonesian local writings and their contexts. Therefore, the inclusion of the local writings is an urge to sustain the students' Indonesianness.

Second, the use of Indonesian literary writings in English classes of English Study Program at Brawijaya University, in the long run is promoting Indonesian literature in international level. This pragmatically also can be very beneficial for the Indonesian writers for getting more income. Despite the good face of the choice, the followings are the ugly face of the inclusion of Indonesian literary writings in English classes.

4. The Ugly Face of the Choice

The inclusion of Indonesian literary writings in English classes also brings a negative consequence. Since they are translated versions of the original ones, there must be some distortions in meaning, which is unavoidable. In 2016, I conducted a research on how translation fails to accommodate similar expressions of the original work. The material object of the research was Idrus' *Corat-Coret di Bawah Tanah* that was translated into English as *Sketches from the Underground* by Lontar Foundation. The results of the research show that most of the translated versions fail to meet similar degree of irony and cynicism of the original texts, so that they cannot deliver congruent messages. The followings are the examples of the findings:

TT1	TT2
(1) Orang-orang tidak pandai menangis lagi , mereka hanya mengeluh (p. 82).	(1) People have no tears left and all they can do now is sigh or complain about how hard it is to get by (p. 72).
(1) Bagaimana jalan setepat-tepatnya berbakti kepada pemerintah? Bagaimana setepat-tepatnya menambah hasil bumi? (p. 84).	(1) Are the government's commands being carried out to the letter? Is the harvest being reaped exactly as instructed? (p. 73).

Sources: Idrus. *Dari Ave Maria ke Jalan Lain ke Roma*, 2010; Lontar Foundation. *Oh, Oh, Oh!* 2015. Jakarta: The Modern Library of Indonesia.

As it is seen from the data, when *tidak pandai menangis lagi* is translated into (people) have no tears left, the ironical tone disappears all at once. This case also happens when Indonesian writers write the works directly in English, there will be possibilities for having difficulties in expressing their ideas. The example is in Laksmi Pamuntjak's *The Question of Red*: "Don't allow yourself to be herded like some stupid sheep right into this corrupt system. You have to learn to keep the police out of your business, to trust your own instinct" (Pamuntjak, 2013, p. 41). The underlined expression shows that the writer borrowed the English expression in using "sheep" to show people's foolishness; instead of using "buffalo", which is usually used in Indonesian expression for stupidity.

In Bakdi Soemanto's *A Tale of A Magician*, this kind of distortion happens at the ending of the story where Lancingan, the main character of the short story, is sobbing while a Javanese song is sung by the hermit: "...You lived to tell the tale this time but who knows how far you can push your luck..." (Soemanto, 2001, p. 27). In this scene the hermit is magically hovering to be as small as a dot. Like it is usually exposed in Indonesian horror movies, when the characters encounter magical/mystical situation, Javanese songs will be employed to strengthen the mystical atmosphere because the traditional music genre is labeled as exposing exoticism and mysticism of an *unknown* world. Yet, when the lyrics are in English, the nuance is very far different.

The previous explanation is to show the risks of using Indonesian literary writings that have already been translated into foreign system. There must be some missing context and distortion, which are unavoidable.

There have been the explanations on the advantages and disadvantages of the inclusion of Indonesian literary writings in the English classes in Study Program of English at Brawijaya University. Although there

will be distortion in meaning in the process of translation, but the idea of using them as a means to save the students from the negative effects of globalization must be highly considered.

III. CONCLUSION

Globalization is an unavoidable process in human civilization, in which the more powerful culture defines the system applied to all societies in the world. If fighting against the dominance seems to be impossible, the best way is to accommodate it without leaving behind all that we have. In the world literature, the dominance of the Western works turns to be hegemonic and gives great influence to how the students of literary studies see their identity. *Englishness* seems to be more conspicuous in their conducts and ways of thinking, instead of presenting their local codes. This also happens to Indonesian students, especially those majoring in English literature. The inclusion of the local writings in English classes is considered the best way to sustain the students' *Indonesianess* by taking any consequences, like language barrier for example. This is a way to maintain their pride of being Indonesian despite the strong influence of Western ideas in this globalized world.

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Triggering Students' Entrepreneurship Skills Through Business Model Canvas in Entrepreneurship Class at Faculty of Cultural Studies Brawijaya University

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Abstract—Entrepreneurship course is one of the compulsory courses offered in the faculty of Cultural studies Universitas Brawijaya. Through this course students are invited to think critically about the idea of business ideas that they can develop in their fields and other fields outside the field of cultural studies. In addition, this course also equips the students with the skill of directly applying the business ideas they have created by implementing Business model canvas as the media. Business model canvas (BMC) introduced by Alexander Osterwalder (2008) consists of nine business model blocks for start up business. BMC is chosen as one of the effective methods to grow entrepreneurial spirit of students who want to start the business. The implementation of BMC in the entrepreneurial class is proved to be able to attract young entrepreneurs who have creative ideas to implement a business idea which further can be developed into self-employed entrepreneurs.

Keywords: *entrepreneurship, Business Model Canvas, faculty of cultural studies*

I. INTRODUCTION

The Government of Indonesia always strives to improve the quality of human resources (HR) through a variety of ways, one of which is through the effort in improving human resources in the field of education. There have been many efforts done to improve human resources in the field of education and one of which is done by making various innovations in education or training programs. The efforts done to improve human resources aims at producing quality Human Resources (HR) which has a high entrepreneurial spirit. Compared to ASEAN countries, such as Malaysia and Singapore, the number of entrepreneurs in Indonesia is still lagging far behind. The number of entrepreneurs in Singapore is about 7% of the total population and Malaysia 5% of the total population. Meanwhile, in Indonesia the number of entrepreneurs is only 1.65% of the total population (Baihaqi, 2015).

One form of the readiness of the education world in overcoming the lack of human resources who have high entrepreneurial spirit is done through training provided to meet human resource needs that will be generated in accordance with the needs of the labor market. In this case, Higher Education (University) is an educational institution that has the potential to prepare human resources that can be absorbed by the world of work and open their own business as entrepreneurs. This can be done by implementing Entrepreneurship course in the curriculum.

Entrepreneurship Course (EC) is one of the subjects offered by Universitas Brawijaya as one of the subjects that is designed as one of institution's efforts to grow the entrepreneurship climate in campus life. Entrepreneurship courses (EC) becomes one of the compulsory subjects of the University which is also offered at the Faculty of Cultural studies. The Entrepreneurship Course (EC) is designed to provide students with understanding and training on the basics, functions and aspects related to the entrepreneurship world. This course aims at producing quality entrepreneurs so students will have their own business upon their graduation so they will not depend on the job opportunity. To support the objectives of EC there is a need to have a certain strategy which can trigger students' entrepreneurship skills that can support the achievement of learning objectives.

For that, future steps that must have been applied especially in the Faculty of Cultural studies and Brawijaya University is to create a certain strategy to help these students to begin their start-ups business using BMC (Business Model Canvas) as one of the alternatives in enhancing entrepreneurial climate in the faculty of Cultural Studies in particular and Brawijaya University in general.

This research produces an engineering community empowerment method through training and piloting how to start a new business to create young entrepreneurs who have innovative ideas that can develop a long-term and sustainable business whose business will not stop when entrepreneurship course has ended.

II. LITERATURE REVIEW

A. The Definition of Entrepreneurship

Jong and Wennekers (2008) state that entrepreneurship can be defined as risk-taking to run their own businesses by utilizing opportunities to create new ventures or innovative approaches so that the businesses managed can grow large and independent to face the competitive challenges. Some keywords of entrepreneurship are: taking risks, running your own business, taking advantage of opportunities, creating new ventures, having innovative approaches, and being independent (eg, not dependent on government assistance).

In the same tone, Baldacchino (2009) states that entrepreneurship is a creative and innovative ability that is used as the basis, tips, and resources to seek opportunities for success. The essence of entrepreneurship is the ability to create something new and different through creative thinking and innovative action to create opportunities. Creativity is the ability to develop new ideas and new ways of solving problems and finding opportunities. The point of creativity is to think of something new and different. While innovation is the ability to apply creativity in order to solve problems and find opportunities. The point of innovation is the ability to do something new and different.

B. Factors affecting entrepreneurship

Basically the emergence of entrepreneurial spirit is influenced by internal and external factors (Priyanto, 2008). Internal factors that come from the entrepreneur can be personal traits, attitudes, willingness and ability of individuals who can give their power on entrepreneurship. While external factors come from outside the entrepreneur that can be in the form of elements of the environment such as family environment, business environment, physical environment, socio-economic environment, and others.

In line with Priyanto, Suryana (2001) also mentions some factors that affect entrepreneurship. In his opinion, the internal include 1) the need for achievement, 2) Personal Management (Internal locus of

control), 3) The need for independence, 4) Personal Values, experience while the external factors include 1) role Model, 2) External Support, 3) Education.

C. The Integration of Entrepreneurship in Education

Purbayu Budi Santoso (2009) stated that entrepreneurship subjects now need to be given to all learners. Likewise, if it is possible entrepreneurial elements can be inserted in each subjects taught in university. However, the principles of implementation should be within the framework of: (a) Not changing the applicable education system, (b) Not changing the curriculum, but the curriculum is needed to be oriented to entrepreneurship, (c) The socio-religious ethics of the nation can be integrated into the educational process.

D. Business Model Canvas (BMC)

The Business Model Canvas is a business model consisting of 9 blocks of business activity area, which has the goal of mapping out strategies for building a strong business, winning competition and long-term success. The Canvas Model business has the distinctive features of a 9 block models which, if put together, will be a single business *entity*. *They are Customer Segment, Value Proposition, Channel, Revenue Stream, Customer Relationship, Key Activities, Key Resources, key partnership, and Cost Structure.*

III. RESEARCH METHOD

This research is a qualitative research because it is intended to describe the application of BMC in entrepreneurship subject in Faculty of Cultural Sciences Universitas Brawijaya. In this case the writer plays a role as the main researcher and also the main instrument. The researcher is assisted by other research instruments in the form of field notes and interview guides involving the students in this activity.

The subjects of this research are 2 entrepreneurship classes that is class A and B from the sixth semester students. The total number of students involved is 72 students.

The following are the steps that researcher did in this research.

- A. the researcher divided those two classes into a small group consisting of 3 members. In total there are 24 start-up business groups
- B. the researcher asked each group to identify their own potential which can be developed into a business
- C. the researchers asked the students to develop their potential was developed into a business idea
- D. the researcher asked the students to refer to Business Model Canvas (BMC) to guide them to map their business concept
- E. The researcher guided the effort that the student runs by monitoring their progress during a semester
- F. the researchers held an exhibition of entrepreneurship as a medium to accommodate the business development undertaken by these beginner young entrepreneurs
- G. the researcher evaluated the efforts undertaken based on the results of the entrepreneurial exhibition, feedback and responses provided by the exhibition visitors, both online and offline buyers and existing sales data and submit evaluation results to each group to discuss

IV. FINDING AND DISCUSSION

The following part elaborates the result of this study regarding the implementation of BMC to support students' Start-up business in entrepreneur class.

1. The description regarding students' BMC

The students are grouped into a group of three so there are 24 groups having distinctive start-up business to be further developed into a real business. The followings are the description delaing with BMC that the students have implemented.

a. Customer Segment

the first step a group must do in applying BMC strategy is identifying the customer segment to which the product they want to sel. This customer segment is very important in determining who should be served. The students determine more than one segments of customers as they are posiible. The result shows that the students are capable of determining who will they serve with regard to the business they offer. They do not have difficulty in determining their potential customers.

b. Value Proposition

The next step that the students should do after determining the customer segment they then determine the value proportion of the business they are running. It is related to the benefit that a business offers to the segment of the market being served. In this stage students describes the value they offer from the product they create. If is a new one then they will mention the reasons also why the products/services need to be created the value. On the other hand, if another existing business having the same intention has been developed so students have to describe their product potentials compared to other existing business.

c. Channels

After determining the value proportion, the students then select the channels of their business. Channels work in several stages ranging from customer awareness to after sales service. This business channels will help the business owner to spread the establishment of their business which can be done through both printed and electronic media. The business channels that students use are in the form of printed media like brochures, banners, flyers. As the online media now gain its popularity the students also make use of online media in this case social media like twiter, instagram, facebook and the like to introduce their businesses.

d. Revenue Stream

Revenue Stream is the most vital component that a business wish to gain. Generally organizations earn revenue from customers. Yet a business owner has to think of sources of his income may come from. In this, students seem aware that having more than one revenue strem is better for their business future so facts in the field revealed that all students have more than one revenue stream for their start-up business.

e. Customer Relationship

Customer Relationship is the way organizations bond with their customers. This bond can be tighten by certain strategies for example as a starting point, a new business can give a free product to test for the first ten customers or give a special discount for the early order. Meanwhile, to keep the existing customers remain loyal a company can give a special discount for the loyal ones. those ways are some that a company can do to retain their customers' loyalty.

f. Key Activities

Key Activities is the organization's main activity to create Value Proposition. this stage include all the activities that a company or a business needs to do in order to produce products or services so that they can fulfill the customers need. The activities for these 24 start up business participating in Entrepreneurship course may vary as they have different field of business so certain field of interest may need certain activities to do.

g. Key Resources

Key Resources is the organization's resources used to realize the value proposition. These key resources may in the form of human capital, technological, equipment, channel or brand which can help the business to fulfil the needs of its customers.

h. Key Partnership

Key Partnership is a resource required by an organization to realize its value proposition, but it is not owned by the organization. Utilization of Key Partnership by companies can be in the form of outsourcing, joint venture, joint operation, or strategic alliance. the students described some partners that they can collaborate to run their business as sometimes the existence of other partnership in running a business is very much needed. For example if a start up business owner wants to have a business on healthy fresh food then having a partnership with those people having fresh food plantation will be sort of a blessing as the business will not get difficulty in getting the raw material for their business.

i. Cost Structure

Cost Structure is the cost composition to operate the organization to realize the value proposition given to the customer. The cost structure of running a business may involve raw material cost, production cost, and promotion cost as well. All those three needs to be elaborated and justified so every expenses that a business spent will have clear explanation so the company can then conclude if they get a profit or suffer from loss. All in all, cost efficient structure is the key to the amount of profits earned by the organization as the organization will strive to have minimum cost production to gain maximum profit.

2. The start-up business in action

The business implementation is done after ideas put on BMC is implemented. The next step is then applying the business into a real life that is by making the business conceptualized into a real act or in other words it is the time to socialize the product through the market and market the product as well. This can be done by making use of the the channels available like distributing brochures and other various media to let public knows that a new business is emerging.

Each group soon started to let their business known by the public. The responses are quite various. There are some groups which have already reached the customers quite well and have already reached significant sale level only within 2 weeks.

One of the efforts done to let public know on the emergence of some new start-up business is by performing an entrepreneurship competition at the faculty of cultural studies. There are four classes participating in the exhibition so there are 100 groups of start-up business presented in the exhibition. The exhibition is held for one day and it is open for public. There are many visitors coming to see the exhibition and they come from many different study programs at faculty of cultural studies. At the beginning of the

exhibition, a profile of successful businessman is invited to give short speeches regarding his experiences so far in business. This is done to inspire those 100 startup business owners to maintain their business so that their business will not end up as soon as the entrepreneurship class ends. The invited successful businessman shares tips to keep survive in a business too. At the end, the guest also chose some startup business which according to him is potential and he is ready to help the chosen groups to keep survive.

The visitors visiting also ask question, need explanation, and want some justification regarding the product or service sold. Creative business that is a business which is trying to present things considered as useless to be useful and valuable get more attention. For example, one of the groups is focused on making old stuffs like unused jeans to be used as new and modern bags or skirt or other unique clothing which of course will boost one's confidence when using them. Other start up business having good responses are those which deal with handcrafting like painted shoes, painted bags, and food business like nasi having various flavor packed in a bowl. Other groups are still having a kind of socialization process as future customers are still asking about the product and its specification. This is already considered good though it has not reached the transaction yet. The exhibition is so useful as start up business owner can get constructive feedback from both the invited guest and the visitors. These feedbacks are very useful for the betterment of their business development in the future so that the business can be sustainable.

3. The evaluation regarding the start-up business implementation

At the end of the semester, an evaluation is done regarding the business implemented. Each group is asked to evaluate their business in terms of SWOT analysis to put them at ease when it comes to an explanation. The result of the evaluation is also dealing with the Business Model canvas they have made and implemented. At this session, those 24 groups present their analysis in front of the class describing the SWOT analysis they have made and the input they have got during the business trial including the exhibition. The rest of the groups give responses regarding the explanation.

V. DISCUSSION

The result of the study shows that university students are quite rich in business ideas and they are proven to be able to run a business themselves. BMC (Business Model Canvas) is a good strategy to be used in triggering students' entrepreneurship skill so that students are aware that there are lots of business ideas they can develop so that they will not become individuals who look for job opportunities later but they can change their mindset that creating a job opportunity for other is even better.

The business ideas created by students show that through this course students are very much encouraged to deeply know their passion in business then put it into a real act.

The responses gotten from the result of the evaluation show that most of the group's weaknesses is on the sustainability aspect of their business. They are afraid that the business they run may not be sustainable. For that, the researcher asks them to find out workable solution so that in the long run the business can be still manageable. One of the solutions presented is that a sustainable business needs to have good management. Students need to think about their team work once the entrepreneurship course ends. It is expected that the persons in groups handling the business will be hand in hand in handling the business. A good teamwork is needed to ensure the sustainability of a business in the future.

EC (Entrepreneurship course) is proven to be able to stimulate students' entrepreneurship skills and BMC is the right strategy which guides students in implementing their business plan.

VI. CONCLUSION

By referring to the result of the research, it can be concluded that entrepreneurship mindset needs to be embedded in every students' mind that creating a business and opening job opportunities for other people can be one of their careers once they graduate from the university. They can even start the business while they are still in college or while they are still studying at the universities. This entrepreneurial skill they have got during their stay in campus can be used as sort of business capital which can help them a lot in conducting a business.

The implementation of EC (entrepreneurship course) at faculty of cultural studies can enhance the entrepreneurship climate which can stimulate both students following this course and other students to develop their business potentials.

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Exploiting Corpus Material through Data-Driven Learning in English Grammar Class

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Abstract—The use of technology in learning English as a Foreign Language (EFL) has become an integral part of its success in the field of higher education in the world. It has accelerated a shift from teacher-centered to learner-centered approaches in language learning. A term derived from computer technology is data-driven learning (DDL), where learners are confronted and encouraged directly with language data to discover features of language use for themselves. However, the adoption of DDL in grammar classroom in Indonesia has not been widely spread despite the positive interest. In this paper thus DDL has been introduced as a learner-centered technique in which samples of authentic language are taken from a language corpus named Corpus of Contemporary American English (COCA). The design of introducing DDL activities is elaborated by using a printed expanded context of the corpus in which a few examples of paper-based DDL materials will be included. Although corpus data may not be very easy to work with in the classroom, English learners in higher education in the country should be offered opportunities to use them to find out type of grammatical information fundamental to their academic life.

Keywords—*data-driven learning, grammar classroom, corpus*

I. INTRODUCTION

Corpus has been widely used as an authentic source for learning and teaching language. Romer (2009, p.84) claims that corpus linguistics can make a difference for language learning and teaching and that it has an immense potential to improve pedagogical practice. Such thinking has been pioneered by John Sinclair (1988) and Tim Johns (1991) of which Sinclair's work was mostly dedicated to the COBUILD project the first corpus-based dictionary, while Johns advocates learners to induce patterns from corpora. In this case, the use of linguistic corpus takes the form of analysing concordance by the learners (Hunston, 2002, p.170). It is called data-driven learning (DDL) in which they are familiarized by language data through regularities encountered in the corpus, to use Johns' (1991) term.

The effectiveness of DDL has been reported by a number of scholars in English classroom setting. For more specific pedagogical purposes, teaching and materials development have been advanced with the use of corpus-based approach (Tomlinson, 2013). In DDL, learners are not only given concordance lines or incomplete sentences, but also are able to use lines of texts with expanded context to increase learning possibilities (Boulton, 2009). Hence it may be reasonable for researchers and practitioners to try to make use of the potential application of corpus through data-driven learning approach (Flowerdew, 2012).

However immense the support for DDL use is, it is still uncommon to the language classroom. Corpus-based method will not catch on to the teachers until they are aware and know how to evaluate corpora and to use them effectively (Romer, 2009). Teachers also may not use DDL due to the learners' fears

in new methods, different learning styles, computer use, or to the teachers' fears of not being able to meet the teachers' and learners' needs (McCarthy, 2008).

Regarding those laudable issues, in order for DDL to be used in language teaching and learning, this study provides a partial solution that is by using paper-based DDL whose materials are taken from prepared concordances. A paper-based approach means learners are looking at printed concordance lines on paper, not using computer. It is an initial activity for learners before they are asked to cope with manipulating software (Lamy and Mortensen, 2007). The paper-based materials may be used as reference at a later date and may reduce learners' technical and financial obstacles (Boulton, 2010).

As many studies have demonstrated the potential of corpus and DDL, this study starts as well with the belief that corpus has important contributions to language teaching and learning practice in Indonesian context. The potential has yet to be exploited in higher education in Indonesia. However, with DDL receiving attention from researchers around the world, the common concern will be "Is DDL effective as a teaching approach in Indonesian context?" Nugraha *et al.* (2017) maintain positively that DDL can be an effective learning approach to teaching and learning grammar for its incentives to encourage students in an EFL class of midwifery major. It has been shown by the positive response given by the students towards the implementation of DDL in learning specific grammar items, such as conjunction, countable and uncountable nouns, and possessive pronouns. The problem rising thus in this study is how corpus as a source material into DDL is used as another arrow in a teacher's quiver to help language learners comprehend English grammar. In this study the objects are not limited to those in Nugraha's, but to sentence structure in which any grammar items may be possibly found in the paper-based concordance.

Within this study are introductions to basic principle of the use of corpus in DDL and instructions to apply it regarding the construction of English phrase and clause. It therefore looks at ways of analysing expanded concordance lines into a set of information that will make the meaning of the expanded text clear to the learners. The results of corpus analysis then are used to prepare teaching materials. By framing paper-based DDL through grammar teaching, learners are enabled to understand how particular grammar items work in context.

II. METHODS

This study is qualitative in nature. To investigate the use of paper-based DDL, this study adopts a grammar-based syllabus of Lynch and Anderson (2013) with several modifications. By providing learners with printed concordance lines along with their expanded text, learners will be able to focus on grammatical structures based on keywords *health, love, food, culture, flora* and *fauna*. The keywords chosen are considered to be familiar to learners' life that may ease them to comprehend the context of the expanded text. Furthermore, by using specific tasks in a worksheet, they can be directed to a particular grammar pattern they find in the printed concordance. Having the teacher provide an explicit explanation which is also given in the material of the grammar pattern after learners have analyzed the concordance lines reinforces a powerful discovery aspect of learning. As such, confusing exceptions and issues of a lack of or difficulty with direct use of a computer can be removed and the data can be streamlined (Chujo & Oghigian, 2008).

The corpus chosen for this study is a monolingual corpus named Corpus of Contemporary American English (COCA) due to its user-friendly interface, easy accessibility and focus on American English. Besides, COCA is a balanced corpus in which its five registers of spoken, news, academic, fiction and magazine

(Davies, 2009). Its users thus need not fear that the examples they find are only how people write and speak, but also how and where a particular grammar item is used.

III. EXPLOITING THE TEXTUAL DATABASE

A. Using the Corpus

The way to visually show learners different aspect of English grammar is by choosing the *List* button (Figure 1). It will show the frequency of the word or phrase in the corpus as well as list example sentences.

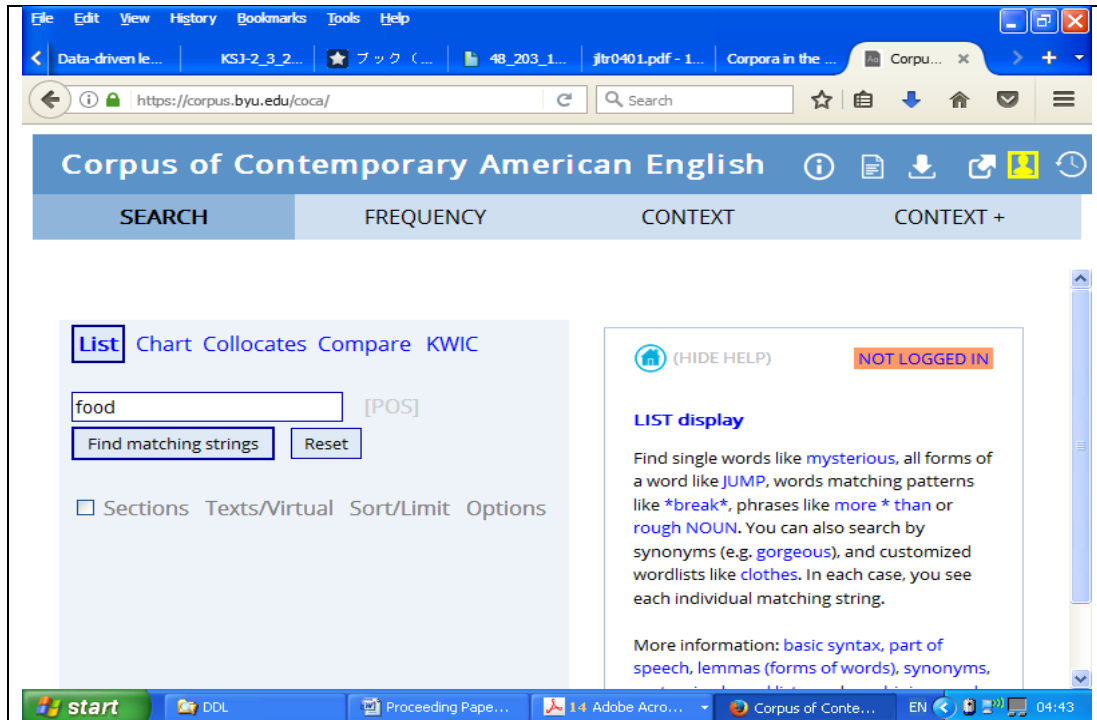


Figure 1. Search Display in COCA using keyword food

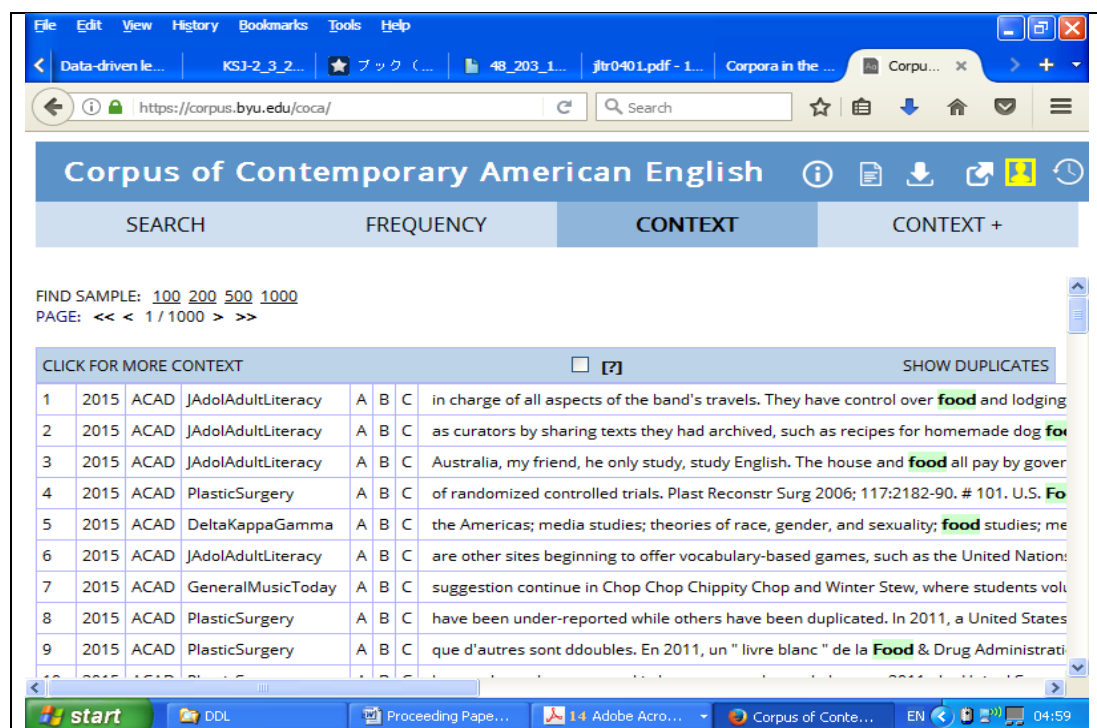


Figure 2. Context page of food

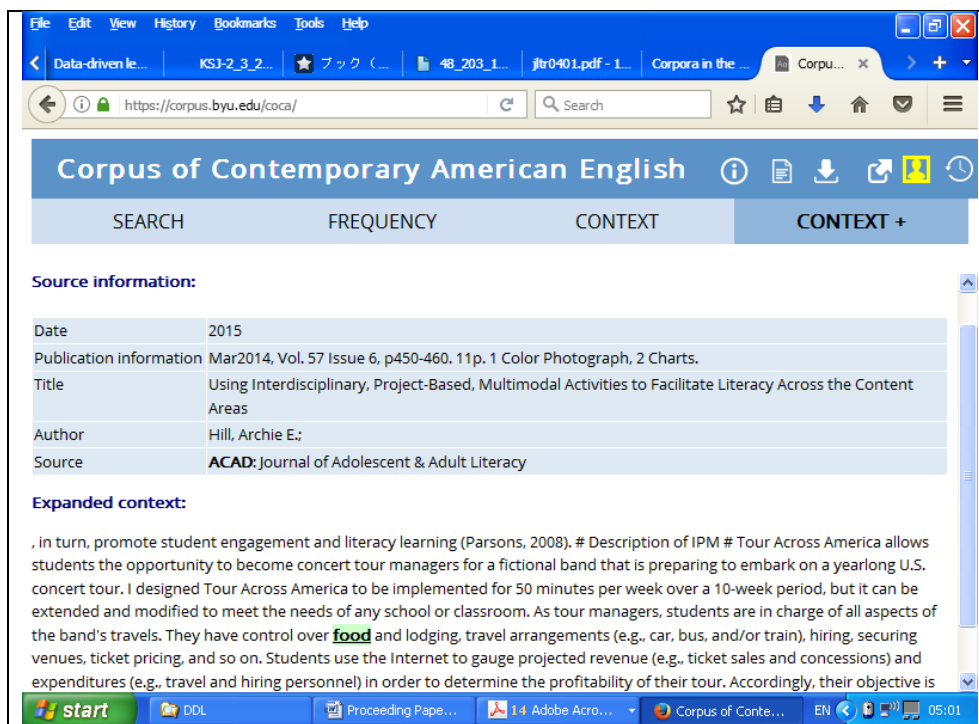


Figure 3. Expanded context of food hit 1

B. Sample Lessons

Discussing grammar requires knowledge of the principal grammatical terms. In this case, teachers can check whether learners need to brush up their knowledge of terminology by doing several fundamental tasks.

Task 1

Write down an example for each of the following grammar terms:

- Phrase
- Clause
- Transitive and intransitive verbs
- Countable and uncountable nouns

This terminology is beneficial because it enables learners to discuss the structure of sentence sequence. It also provides a way of analysing a text, namely phrases, clauses and sentences although the content is hard to understand as it includes context not occurring in Indonesia. It is illustrated in the next task.

Task 2

The expanded text below is taken from Corpus of Contemporary American English using *Love* as the keyword. Analyse it grammatically into the categories shown under the text. Tick the categories to show which of them are present.

The Paradox of our Profession

Connecting library outcomes to curriculum learning measurements by means of instructional partnerships is a continuous thread in school library standards since the early 1900s (1). The medium for instructional delivery may change, but the principle that the school librarian is a curriculum partner has not (2). # Value 3: School librarians prepare students for lifelong learning (3). # Reading is still fundamental (4).

By bringing reading alive, school librarians still teach students to love books and celebrate stories and authors (5). Students love stories and enjoy reading in spite of the fact that so many are over-scheduled with extracurricular activities and school work (6). We truly believe students who read succeed (7). School librarians know there is a book for every reader and a reader for every book (8). We never limit readers' curiosity; we do invite them to explore everything the library collection offers (9). Reading opens students' minds to different ideas and helps them walk a mile in another's shoes (10).

Aspect	Sentence									
	1	2	3	4	5	6	7	8	9	10
Main clause										
Coordinate clause										
Subordinate clause										

There are also ways of packaging information in sentences that is by using linking markers. In English there are several ways of showing relationship between ideas. The following examples are taken from COCA:

Coordination: *Insufficient interviews may lead to the loss of certain important information, but excessive interviews may also cause the waste in time and cost.*

Subordination: *The crop was irrigated at two weekly intervals whenever required in addition to the rainfall received during both years.*

Task 3

Put an appropriate marker in the text, which is about practice nurse.

Back to basics: the new patient medical

Perhaps a better measure is the one recommended by my ex trainer: An alcoholic is someone who drinks more than their doctor'. How much exercise do you get each week? For this year there is no mention of exercise in the QOF, _____ activity levels have an impact on all manner of illnesses _____ on the risks of becoming ill. The latest report on the topic from the Academy of Royal Medical Colleges suggests that exercise can bring about improvements in 13 different health conditions, from heart failure to dementia to depression. Exercise is therapeutic and also preventive. _____, it is not really clear how much exercise you have to do to get the benefits, most of the recommendations appear to be based on a 'best guess' approach. The current official recommendations are so rigorous they would put most people off completely. It is not clear how strenuous the exercise has to be: does running around after the kids count?

Task 4

Rewrite the information below as one or two sentences. You need to decide how the ideas are related and then use conjunctions (coordinating or subordinating) to reformulate the ideas into sentences.

1. Children's books have been published
2. Children's books have been marketed to youth since the 18th century
3. Growing evidence suggests
4. That books have become more socially acceptable over the last two decades
5. With such commercial phenomena as Harry Potter, twilight and The Hunger Games
6. Positioning books in the center of youth culture

7. These books movement encourage reading as social engagement
8. As a former English teacher, I wanted to explore the perceived social acceptability of books, are students receiving encouragement to read books from their friends and peer group?
9. Do students perceive book reading as an uncool pastime?

Another task can be done by analysing the use of articles since learning how to use them may be frustrating. Having to choose between different forms of article in a foreign language involves competent knowledge of their rules of use.

Task 5

Before we look in more detail at how English article system works, it is worth checking which areas of the system you can use confidently and which you are less sure about. Decide in each case whether the blank space should be filled with THE, A, AN, or ZERO (no article).

In N.J., let off steam the traditional Korean way

The spa, hot tubs and saunas are ____ Korean tradition reaching back at least 500 years, and we were getting ____ taste of the modern version, known as jjimjilbang. Carol and I are not strangers to ____ Korea, having served there in the Peace Corps many years ago. (And, as a disclaimer, despite my name, I am not Korean.) But I was determined to get ____ Korean experience on this trip, eating only ____ Korean **food** for a 24-hour period. And it really did feel like being in Korea. Hangul (the Korean alphabet) lettering appeared on almost every ____ building on Broad Avenue, ____ main commercial drag in town. Korean was heard in the streets far more often than English. For lunch soon after our arrival, we chose ____ restaurant called MukEun Ji - for ____ seafood noodles and bean paste stew. ____ portions were large and came with eight panchan items (side dishes).

IV. CONCLUDING REMARKS

This paper is an attempt to propose an innovation in teaching English grammar. Though the term used is DDL, the materials are taken from COCA as a ready-made DDL material to reach a wider practice. Besides, learners can do several activities led by the teacher as they may be not be familiar with data-driven learning using corpus.

As this study is an initial work, it may lead to a material design that needs to be validated some in the future in an empirical study. In this case, three types of evaluation can be carried out: evaluation of the attitudes (what teachers and learners think about this paper-based DDL material, practices (how learners do DDL) and efficiency (can teachers and learners gain benefit from DDL).

In further research this research can be made complete by adding other discussion for example to know word class knowledge, morphological knowledge, synonym knowledge, and collocational knowledge. This is because COCA supports all these things and it will add learners' grammar skills.

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Contrastive Rhetoric on English Text Written by Libyan Students Studying in Universitas Brawijaya

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Abstract— This study describes the causes of errors in English academic writing texts written by Libyan students in Universitas Brawijaya by using contrastive rhetoric approach which includes linguistic, educational, and cultural approach. Previous works on the writing of academic English of Libyan English learners mostly describe the types of errors or the linguistic features of the errors. This study aims to fill the gap by offering a more comprehensive view on the cause of errors made by Libyan English learners in writing English academic texts. Therefore, the study attempts to answer these following questions: (1) how is the Libyan students' writing in L2 (English) influenced by their L1 linguistically?, (2) how is Libyan students' academic writing in L2 (English) influenced by their English education/trainings they got?, (3) how is the Libyan students' academic writing in L2 (English) influenced by their L1 cultural background. To answer the questions, the study applies qualitative research design in the form of a case study by using eight Libyan students taking Master or Doctorate Programs in Universitas Brawijaya. The data collection was conducted in three ways: analyzing corpus of students' writing, questionnaire, and literature review. The students' writing was used to analyze the topic development and the linguistic features of the data. On the other hand, the questionnaire was used to investigate how the Libyan students studied English academic writing and the literature review was used to gain understanding on the cultural aspects which affect Libyan students' writing style. The findings show that Libyan students are at a disadvantage in writing academic English and consequently in their postgraduate study due to the lack of innovative teaching method of English in their home country and materials excluding the culture of the target language. Therefore EFL teaching and higher education institutions catering to non-English speaking students should pay more attention to cultural differences of English and the mother tongue of the students.

Keywords— *Contrastive Rhetoric, Academic Writing, Universities, Libyan Students in Indonesia*

I. INTRODUCTION

Writing in English academically has been acknowledged as the most challenging language skill to master. In order to be able to write well in English involves a lot of learning and practicing. Writing is not only about knowing mechanical aspects, but also the ability of composing, which means analysing ideas and linking pieces of information coherently and logically. Writing quality determined by the writer's linguistic knowledge and language proficiency. Commonly, the process of writing, especially for the non-native speaker of English, hinders by the complications of finding suitable expressions and syntactic rules (Weigle, 2002). Currently with the international students' mobilization, academic writing in English plays a crucial role.

Lately, there is rapid progression of global students' mobility especially in the Asia Pasific regions (Kell & Vogl, 2010; Santos 2000). Indonesia is one of the countries in Asia Pasific regions who is reconstructing its higher education system in order to realize internationalization of its higher educations. As such, there is an increasing number of international students enrolling to Indonesian higher education institutions. One of the higher education institutions in Indonesia which is in the process of internalization and becomes one of the international students' destination in pursuing their study is Universitas Brawijaya.

Universitas Brawijaya has been hosting international students from some countries including, but not limited to, The Netherland, Japan, Malaysia, Solomon Island, Timor Leste, Iran, and Libya. Lately, there is a trend in which the number of the students from Libya who enroll in Universitas Brawijaya is progressing quite rapidly.

In Universitas Brawijaya, all courses provided for international students are delivered using English as medium of instruction, and there has been challenges. These students are expected to be able to perform in scientific contexts, in written form, such as in fulfilling courses written assignment, writing conference papers, and producing articles to be published in untarnational journals. All of those require these students to have a good command in writing in English, especially for scientific purposes. One of the challenges is that, it has been noticable that the students coming from Libya are generally lacking English language profeciency, especially in terms of academic writing. There have been concerns from the faculy members that are errors in these students writing which happens in significant proportion. Noticeably, it is due to the different features of Arabic as their First Language (L1) and English as their Foreingn Language (L2) (Carrió-Pastor & Mestre-Mestre, 2013). Hyland (2003) asserts that errors usually come from the difficulties of L2 writers in acquiring the new language and the writing features at the same time.

Despite the growing concern in the Indonesian context about the errors made by Libyan students in writing, to the best of the writers' knowledge, there has not been much studies that explore about the errors, possible underlying causes, and strategies to overcome the problems in writing in English by Libyan students studying in higher educations in Indonesian context. Therefore, this study is proposed to fill in this gap. The findings from this study will be useful to to find a way to improve the Libyan students' writing skills (Carrió-Pastor & Mestre-Mestre, 2013).

Consirdering that contrastive rhetoric generally related to three aspects, namely linguistic, cultural, and educational (Matsuda, 1997), the folowing research questions are made by putting into account those three aspects:

- 1) How is the Libyan students' writing in L2 (English) influenced by their L1 linguistically?
 - A. What are the rhetorical features of Libyan English writing?
 - a. Is the purpose of the writer (topic sentence) stated clearly?
 - b. Are the sentences well connected?
 - c. Is the unity of ideas observed?
 - d. Are transitional signals used properly?
 - e. Does the text flow smoothly from the first sentence to the last?

B. Are there any cross-linguistic factors that cause problems?

- 2) How is the Libyan students' academic writing in L2 (English) influenced by their English education/trainings they got?
- 3) How is the Libyan students' academic writing in L2 (English) influenced by their L1 cultural background?

II. REVIEW OF LITERATURE

This section discusses contrastive analysis and error analysis, contrastive rhetoric and previous research.

A. *Contrastive Analysis and Error Analysis*

Problems in second language writing can be analyzed using contrastive analysis and error analysis. Contrastive analysis investigates the differences between pairs (or small sets) of languages against the background of similarities and with the purpose of providing input to applied disciplines such as foreign language teaching and translation studies. Contrastive analysis includes contrastive linguistics which provides an interface between theory and application because it uses theoretical findings and models of language description but is driven by the objective of applicability (Gast, forthcoming). Moreover, contrastive analysis points at the specific features of the L1 and L2 linguistic systems which comprises among others phonology, morphology, lexicology, syntax and text analysis. This is due to the possible interference from L1 to L2.

Based on a contrastive analysis of the subsystems of two languages, L1 and L2, one can predict that similarities between L1 and L2 will lead to ease of learning, whereas differences will lead to greater difficulty (Schachter, J, 1974)

On the other hand, error analysis observes patterns in the use of L2 to build list of systematic problems related to it. Error analysis assumes that errors indicate learning difficulties and that the frequency of a particular error is evidence of the difficulty learners have in learning the particular form (Schachter, J, 1974).

B. *Contrastive Rhetoric*

Kaplan (1966) proposes contrastive rhetoric which claims that cultural thought patterns influence writer's paragraph organization. The contrastive rhetoric has contributed on the understanding of discourse-level structures in different languages (Grabe & Kaplan, 1989). Some contrastive rhetoric researchers have contributed to the teaching of ESL writing by identifying the possible sources of the apparent lack of coherence in ESL texts. The explanations that they have generated can be classified roughly into three types: linguistic, cultural, and educational explanations (Matsuda, 1997). Linguistically, a writer's L1 will greatly influence their L2 organizational structure. Culturally, organizational structures are influenced by the cultural background of the writer. Matsuda (1997) claims that organizational structure of written discourse is a cultural phenomenon. The educational explanation considers how writers acquire the patterns they use in their writing in the first place, and explains the structures of ESL texts in terms of educational backgrounds.

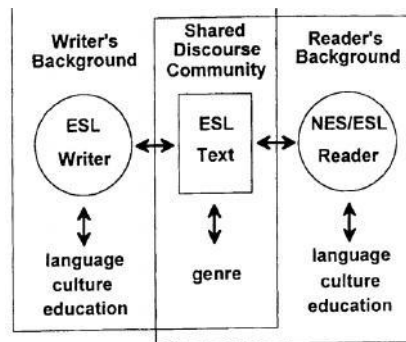


Figure 2. A Dynamic Model of L2 Writing

Matsuda (1997) proposes a dynamic model of L2 writing which include (a) the writer's and the reader's backgrounds, (b) shared discourse community, and (c) the interaction of the elements of L2 writing within the dynamic context. In this model, the backgrounds of the writer and the reader include more than just language, culture, and education in a broad sense. The writer's decisions may also be influenced by, for example, variations within his or her native language (i.e., dialect) and culture (i.e., socioeconomic class), his or her knowledge of the subject matter, past interactions with the reader, and the writer's membership to various L1 and L2 discourse communities. As example, when a Japanese student writes, her background as a writer can include growing up in Japanese culture, speaking the Japanese language, or being educated in Japanese school system. However, her decisions as a writer can also be influenced by her experience as an editor of a high-school newspaper in Japan or her religious view. Her religious view and experience may also affect how she reacts to the particular issue.

III. RESEARCH METHODS

This section discusses research design, participants, instruments, data collection, and data analysis.

A. Research Design

A case study is appropriate for this study because the purpose of case study is to understand the details of what is happening in complex social phenomena (Thomas, 2011; Yin, 2003a). Yin (2009) asserts that with case study, researchers are finding out *how* and *why* some social phenomenon works or might have occurred. Stake (2006) states that in deciding the case to be studied in a case study researchers need to select a phenomenon that can provide a prospect to learn more. In this study, we decide to choose Libyan students who are taking Master or Doctorate Programs in Universitas Brawijaya and who are in the process of their thesis writing as the participants of this case study. The reason of choosing students in Master and Doctoral Programs was because mostly Libyan who are studying in Universitas Brawijaya are taking Master and Doctorate levels.

B. Participants

As explained previously, the participants of this study were Libyan students who are taking Master or Doctoral Programs in Universitas Brawijaya and who are in the process of their thesis writing. The researchers gathered information about Libyan students from the International Office Universitas Brawijaya (UB). During the data collection of this research, there were 35 Libyan students studying in UB who were studying in the following programs: 1 student was registered in undergraduate program, 22 students were registered in various Master Programs, and 12 students were registered in various Doctoral Programs. We then contacted the Master and Doctoral students through the International Office and inform them about our research. We

also stated that we would like to ask for their participation as respondents in this research. We got respond from 8 Libyan students who were willing to participate.

C. Data Collection Instrument and Procedure

Referring back to the research questions, the data collection were conducted in three ways: analyzing corpus of students' writing, questionnaire, and literature review. The corpus of students' writing were analyzed in order to gain data to answer the first research question: *How is the Libyan students' academic writing in L2 (English) influenced by their L1 linguistically?* The questionnaire were meant to obtain data to answer the second research question: *How is the Libyan students' academic writing in L2 (English) influenced by their English education/trainings they got?* Literature review was conducted in order to obtain data from previous studies to answer research question three: *How is the Libyan students' academic writing in L2 (English) influenced by their L1 cultural background?*

Instruments

There were two instruments employed in data collection process of the research, namely writing prompt and questionnaire. Each of which is elaborated in this sub-section.

1. Writing Prompt

The corpus of students' writing were generated from an 'on the spot' writing assignment given to the students. The researchers decided to use 'on the spot' writing in order to get the real writing ability of the Libyan students. Using other kinds of writing that the Libyan students' produced prior to the research has a potential of not getting their real academic writing ability because there are possibilities that they have asked help from other people to edit or review their writing. For this purpose, a writing prompt were provided to the students. The writing prompt was as follows.

Writing Instruction

Please write a paragraph of 200 - 300 words in English about the following topic:
'My Reflection/Opinion on Studying in Universitas Brawijaya'

You have 60 minutes to write your composition.

The topic was chosen with the consideration of the familiarity of the students with the topic. The students were informed beforehand that they were asked to write a short composition, but the topic was not informed. They see the topic on the day they get the writing assignment.

2. Questionnaire

The questionnaire employed in this study was adapted from Kubota (1992). The questionnaire consisted of seventeen questions which were categorized into three sub-categories: personal identificataion, previous experience with English and English writing, and previous experience with Arabic writing instructions in Libya. The questionnaire was written in English.

Procedures

After the researcher got responses from the 8 Libyan students who were willing to participate in the study, the researchers invited the Libyan students to meet. There were 5 meetings conducted with the Libyan students during the data collection process. The meetings were conducted for the purpose of:

1. introduction and getting to know each other,
2. explaining research purpose and getting the students' consent,
3. administering the questionnaire,
4. confirmation of the questionnaire findings, and administering 'on the spot' writing

D. Data Analysis

Corpus Analysis

First, all the information related to the authors were eliminated from the corpus and only the texts were used as data in this research. Then, the errors identification process were conducted. The coding process was conducted by tagging the different errors. After the errors were identified, they were classified according to the different categories employed in this study.

In examining the students' written text, the present study applied the criteria of assessing topic development in an English paragraph employed by Qaddumi (1995). These criteria can be seen in Appendix 4.

Questionnaire Data Analysis

After the administration of the questionnaire, the data were recorded and tabulated according to the category that corresponds to the research questions.

IV. FINDINGS AND DISCUSSIONS

This section describes the findings of this present study. The findings are presented in accordance with the order of the research questions.

A. The Rhetorical and Linguistic Features of Libyan Students' Writing in English

1. Rhetorical Features

This section presents and discusses the collected data from participants' writing corpus. In examining the writing of the Libyan students, the researchers paid attention to the matters as mentioned in the sub-questions of the first research question as follows: Is the purpose of the writer (topic sentence) stated clearly?; Are the sentences well connected?; Is the unity of ideas observed?; Are transitional signals used properly? Does the text flow smoothly from the first sentence to the last?

In order to know how well the rhetorical features in the Libyan students' written text are, the present study applied the criteria of assessing topic development in an English paragraph employed by Qaddumi (1995). These criteria can be seen in Appendix 4. Qaddumi's (1995) criteria covers all the rhetorical features that are asked in the sub-questions of the first research question. The criteria provide the scoring of the writing. From this scoring, we can see the participants English writing skill level. The range of scores is 1 – 10.

Eventhough the writing prompt instruct the respondents to write one paragraph, the respondents write in the form of several paragraphs. The scores that the Libyan students get in this study were ranging from 26 to 75. The complete score of all respondents is displayed in Table 1. In this sub-section, we discuss point per sub-question.

Table 1. Respondents' writing score

Respondent Number	Score
1	73,5
2	72,7
3	23
4	72,7
5	73,8
6	75,2
7	73,1
8	74,9

Is the purpose of the writer (topic sentence) stated clearly? From all the corpus of the writing of Libyan students, only the highest achiever (respondent no 6) has clear statements that can be considered topic sentences. Table 2 shows the writing of the high achiever.

Table 2. The writing of high achiever which show topic sentences (underlined)

Hello!
 My name is
My journey of higher education in Indonesia started from July 2013. I came to see my new faculty and also to apply in it. It was new experience to speak by new language also, new society, culture and belief. I thought, it will be different to live and communicate with the new people but it was very easy and fast to make friendship.
 I remember also, the first time when entered the faculty looking for Accounting master department, to meet Dr. Ali Aldijamhury. He was The head of master degree in accounting, it was Two meetings to get my schedule of The courses with my Libyan friends.
 My master have been done with four semester with high scores to get scholarship from same faculty to continue my doctoral degree in accounting also.
I still memorize the challenges faced me when started writing my research of the master (Theses). To write by non-native language and academically is very difficult-even I took full courses for writings and speaking. It was knotty for me. Actually, The English writing still huge challenge for me right now.
 Thank you for given me your attention.

- The sentential topic is connected to the textual topic; it can be seen in the underlined sentence. He stated the topic sentence at the first sentence of the paragraph, which is talking about his journey studying in Indonesia (UB).
- The writer's purpose; it can be seen in the underlined sentence. He still gave information about his journey by stating the first sentence of second paragraph.
- The topic is extended and developed; it can be seen in the underlined sentence. The second paragraph, he talked about the first experience about his master program in Universitas Brawijaya. The next paragraph, he also stated about his achievement in his master degree (getting high score).

Are the sentences well connected?

In general, almost all the writing text produced by the respondents did not show the well-connected sentences (see Appendix 5). Only the high achiever (Respondent 6) showed that in the paragraphs that he/she wrote the sentences are connected as can be seen in Table 2.

Is the unity of ideas observed?

In line with the findings for previous sub-question, in which the writings did not show the well-connected sentences, as well there is no unity in the Libyan Students' writing as can be seen in Table 3. The respondent wrote five paragraphs. He/she wrote sentences that do not contain the same idea in each paragraph.

Table 3. The writing of respondent that does not show unity (underlined)

<p>My reflection about studying in Brawijaya University</p> <p>Befor I was came to Brawijaya university, I dont have any idea about it, but now I can say this university is very good. For reasons such as discipline in the time lectures, as well as lectures are encongregated to improve our / caring and benefit from their experiences. <u>Also the administration system is consider as advance as register and results use in modern technology (online).</u> Through Professors and lecturers who teach me, I learned that science hasn't limits and <u>can take advantage of all things that are around us.</u></p> <p><u>After I got the master from this university and now study a Ph D,</u> I learned that in the masters study it is an in depth study of the doctorate, but <u>this university needs to provide some laboratory materials and advanced equipment so that the research can complete his research,</u> <u>These defsciecies, if available benefit the researcher and the university especialy sine the experts are available at the university.</u></p> <p>My impression is the fact that international students in <u>this university have very big problem is (visa).</u> <u>The immigration office is complex and difficult system and student needs to pay a lot of money until he gets visa.</u></p> <p><u>Also my impression</u> on the university after this period is that local students love to offer cooperation and help foreign students and contribute to the development of scientific projects of the university through their studies. They do this collectively, not individually, especially in the laboratory and writing research.</p> <p>In general, my impression on the university is very good and I am considered one of the lucky ones who studied at this university where lecturers and students are all wonderful with me, and I say thank you Brawijaya University.</p>
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Are transitional signals used properly?

The respondent did not use the transitional signals properly. It can be seen in the underlined word, "Firstly" (Table 4). He/she uses the transitional signals "Firstly" without giving any thesis statement. Furthermore, he/she only uses "Firstly" when he/she should use "Secondly", "Thirdly, and so on.

Table 4. The writing of low achiever which show the the transitional signals

<p><u>Firstly</u>, in Libyan may be gonna. be diferent of Indonesian becuase. each Country has different system at education. In the writing at forigner language. These are difference at for</p> <p>How can the Libyan students learn to write.</p> <p>actually at Libyan students have problems for that why?..... o.k.</p> <p>because. the mother language is very. different withe the second language is. (English) e.g. Arabic start writing from the right into left and English is opposite. also the letters is very different the roles. The meaning. so the.</p> <p>Comfortabell.</p>

Does the text flow smoothly from the first sentence to the last?

Many the respondents did not specifically use “the reflection of studying in Universitas Brawijaya” as the topic. They wrote sentences that are off topic. This can be seen in repondents’ writing in Appendix 5.

2. *Linguistics features*

There are cross-linguistic factors that cause the problem of writing, especially morphological errors and syntactical errors in Libyan students’ English writing. The Morphological errors that were commonly found includes:

- Spelling (and typos)
- The inappropriate use of tenses
- The inappropriate use of punctuations (,) or (.)
- The inappropriate use of verbs : Long sentences (which includes many verbs)
- The inappropriate use of dictions
- omission of article

Table 5 shows the examples of a text written by one of the respondent that contain those errors.

Table 5. Sample of respondent’s writing with morphological and syntactical errors

My Opinion about UB

Considred University of Brawijaya the most important Universities in Indonesia, where thousands of students are studying there. So, there are many of reasons, makes students go to study there, including academic advantages, which include the scientific enviroment, for example Educational staff in faculties, the central Library, Services of electronic journals and much of conferences and workshops.

According to some of researches and scientists that University of Brawijaya, among the major human development centers in Indonesia, where it follow the modern ways of education and depends of many scientific and research methods, that mean thousands of graduates every year. Therefore it helping to create jobs and increase economic and social development.

In the same time, University of Brawijaya has the necessary infrastructure for educational process, for example, new building, large halls, include with modern technology, also green spaces, restaurants and cafeteries.

University of Brawijaya helps its students to publish and journals and organizes sports and social competitions between Universities in Indonesia.

One of important things in UB policies that the foreign students can study there. Because it teach with English language.

Generally, UB makes a goood steps in the global standards.

1. The word “Considred”, he actually missed “e”. It should be “Considered” (mistype/misspell)
2. The participants missed using *to be* like in the first sentence, “*Considred University of Brawijaya the most important universities in Indonesia, where thousands of students are studying there.*” It should be “*Considred University of Brawijaya is the most important universities in Indonesia, where thousands of students are studying there.*”
3. The unnecessary use of preposition can be seen in the sentence: “*so, there are many of reasons makes students go to study there, including academic advantages, which include the scientific environment, for*

example educational staff in faculties, the central library, services of electronic journals and much of conferences and workshops.” The “Of” should be omitted. Then the sentence should be “*so, there are many reasons makes students go to study there, including academic advantages, which include the scientific environment, for example educational staff in faculties, the central library, services of electronic journals and much conferences and workshops.*”

4. The use of punctuation, it is also occurred in this sentence, “*so, there are many of reasons makes students go to study there, including academic advantages, (it should be (,) before “which” which include the scientific environment, (it should be (,) for example (,) it should be (,) educational staff in faculties, the central library, services of electronic journals and much of conferences and workshops.*”
5. The unsuitable use of the word form can be seen in this sentence, “*so, there are many of reasons makes students go to (it is not necessary to use “go to”) study there, including academic advantages, which include the scientific environment, for example educational staff in faculties, the central library, services of electronic journals **and** (it should not use the word “and” before end) **much** (it had better use the word “many”) of conferences and workshops.*”

B. The English Training Experienced by Libyan Students

This section presents and discusses the collected data from participants’ responds to the questionnaire. The results and analysis of participants’ responses will be grouped under the questionnaire’s three main headings: identification, previous experience with English and English writing, and previous experience with academic writing in Arabics.

1. Identification

The age range of the 8 participants was from 30 – 47 years old. In terms of education in UB, 3 of the participants were taking Master Programs and the other 5 participants were undergoing Doctoral Programs. All of them were in the process of working on their thesis/dissertation. Table 7.1 shows the level of education of the respondents in UB.

Table 7.1 Respondents’ Level of Education in UB

	Level of Education in UB	Number of respondents
1.	Master degree (1st semester)	–
	(2nd semester)	–
	(3rd semester)	1
	(4th semester)	2
2.	Doctoral Degree (1st semester)	–
	(2nd semester)	–
	(3rd semester)	-
	(4th semester)	2
	(5th semester)	-
	(6th semester)	2
	(7th semester)	1
	(8th semester)	–
Total		8

2. Previous experience with English and English writing

The second section of the questionnaire discusses about respondents' previous experience with English training. The data shows that 3 of the respondents (37.5%) attended a school in foreign country before came to Indonesia. The countries where they studied were Malaysia and Ireland.

In terms of the start of learning English, 3 of respondents (50%) start learning English in junior high school (they call secondary school), 1 respondent (12.5%) in senior high school, 2 respondents (25%) other (at 2012 and 2015).

In terms of the start of writing in English, 4 of respondents (50%) have learned "English Writing" in high school. The kinds of English Writing they got are described in the following chart.

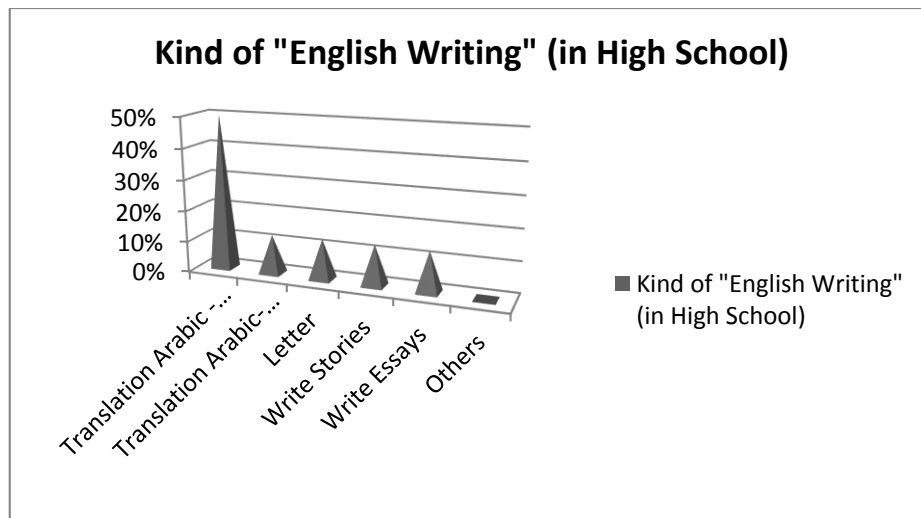


Chart 1. Kinds of English Writing participants got during high school

Some of the respondents mentioned that they also had English in undergraduate degree. 5 of respondents (62.5%) have learned "English Writing" at undergraduate degree and 2 of respondents (25%) have learned 'academic writing' at undergraduate degree. The kinds of English Writing they got during undergraduate degree are described in Chart 1.

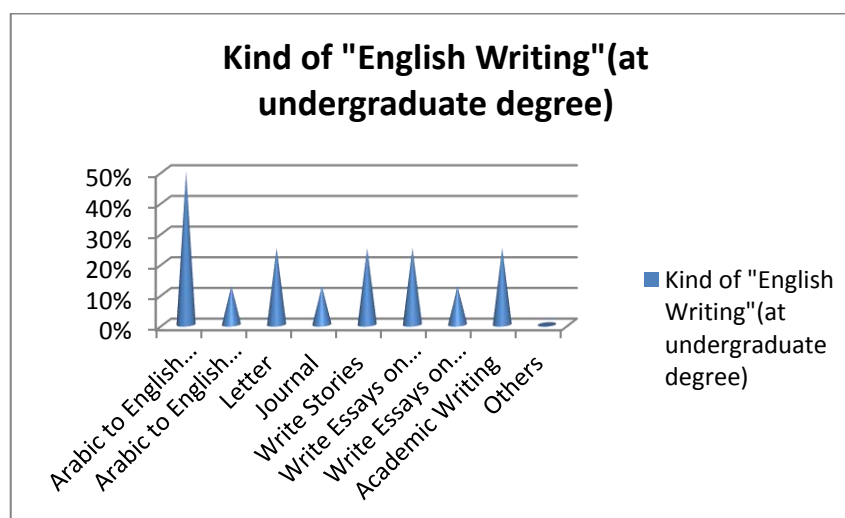


Chart 2. Kinds of English Writing respondents got during undergraduate degree

Concerning English lessons they had outside the formal education, 6 of respondents (75%) stated that they have taken English course outside of university, but only 33.3% of which has been trained with academic writing in English.

3. previous experience with academic writing in Arabics

The respondents mentioned that they had experienced in writing in Arabic at school and university. 7 of respondents (87.5 %) often write composition in Arabic when they were in school levels. 8 of respondents (100%) have received formal instruction in writing for academic purposes in university and 5 of which (62.5%) have got it since they were high school. The kinds of Arabic Writing they got after high school are described in the following chart.

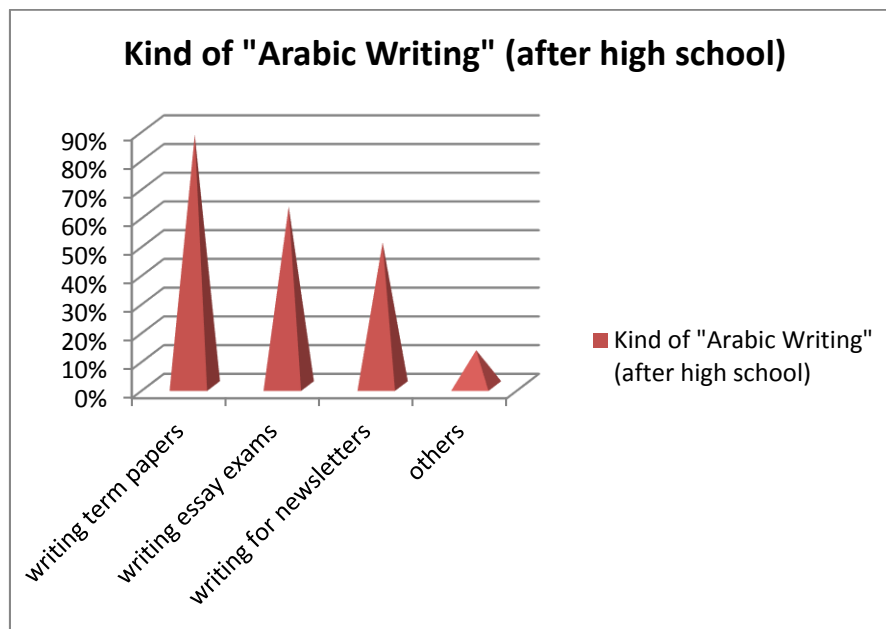


Chart 3. Kinds of Arabic writing respondents got after high school

The findings from the questionnaire shows that 50% of respondents started to learn English in high school with most learn Arabic to English translation of sentence, then arabic to english translation of short paragraphs, letters, and write stories, and write essays. then 62.5% of respondents have studied English at universities in Libya (before they continue their education in Indonesia) with the types of english writing they learned in this level of education ranging from the most are Arabic to English translation of sentences, Arabic to English translation of short paragraphs, letters, journals, write stories, write essays on given topics, write essays on the topic of your choice, and academic writing.

Eventhough the respondents have got lessons in English writing since high school, they do not show a good ability in writing in English with unity and coherence.

C. *Libyan Students' Cultural Features Influencing Their English Writing*

The data findings presented in this section were generated from reviewing the literature on Libyan students' cultural featuresinfluencing their Englishwriting. The cultural constraints on Libyans learning English largely can be traced back on Libyan teachers of English. Elabbar (2011) explains that the practices of Libyan teachers teaching English are socially constructed by their cultural background, views on learning and teaching and the kind of education that they received. Gadour in Elabbar (2011) adds that Libyan teachers of English had been accustomed to using old methodologies and to materials which were solely built on Libyan culture.

Firstly, Libyan English teachers often use Arabic in their teaching. Saaid in Emhamed and Khrishnan (2010) mentions that the teachers teach directly from the textbook by explaining the grammar focus using Arabic and then asking the students to translate English sentences in Arabic. Saaid, (in Emhamed and

Khrishnan, 2010), claims that this teaching method hinders the students to interact in English in the class and to learn the culture of English speaking people.

Second, Libyan English teachers lack of teacher training (Elabbar, 2011). She further explains that this is due partly to the change in curriculum in Libya in the 1986. English was a compulsory subject in Libyan schools and universities during 1970s until the mid-1980s. However, English was taken from all educational institutions in 1986 and many English teachers in Libya were forced to teach unrelated subjects such as history and geography. A few years later, it became obvious that many students failed in their study in the university because they were unable to use materials in English. English was reinstated at schools and universities. Nevertheless the damage had been done since many previous English teachers had been comfortable teaching other subjects or simply lost their skills in teaching English Elabbar (2011) also underlines that Libyan English teachers lack of professional interaction or collaboration among teachers because of the cultural influences that limit their relationships. As a result, the teachers cannot fully develop their professional knowledge.

Thirdly, Libyan English teachers are reluctant to apply technology in their classes (Emhamed and Khrishnan, 2010). Libyan Ministry of Education has encouraged English teachers to use technology in their classes. However, the call is mostly ignored by the teachers since they do not have sufficient training to use computers, software, and the internet. As a result, English classes become uninteresting since they consist mostly of reading, translating and memorizing rules and vocabularies. Students also concentrate more on studying for exams than enhancing their English proficiency.

Fourthly, the management of English teaching in Libya still uses a top-down approach. As an example, Libyan English teachers are given materials or syllabuses by the head of their departments and the materials are usually chosen randomly according to the preference of the heads and not to an established system or curriculum. Consequently, teachers are not free to develop their teaching and materials creatively.

D. Discussion

The findings show that students often commit omission of articles as in: one of important things (respondent 1 - should be one of the important things) and I am Libyan student (respondent 2 - should be I am a Libyan student). The findings in this research echo the studies performed by El-Sayed (1982), Crompton (2011), Bataineh (2005), and Al-maloul (2011) which show that errors in the use of articles are the most frequent linguistic errors made by Arab learners of English. The findings are also in line with Al-haysony (2012) who discovers that Arab learners of English tend to make more omission errors than substitution errors. The findings also strenghten Elwerfalli (2013)'s findings that there are nine types of errors made by Libyan learners as follows:

- (1) omission of the indefinite article,
- (2) omission of the definite article, unnecessary insertion errors (overgeneralization):
- (3) using the indefinite article (a/an) with unmarked plural,
- (4) using the indefinite article (a/an) with marked plural,
- (5) using the indefinite article (a/an) with uncountable nouns,
- (6) using the indefinite article(a/an) with adjectives
- (7) substituting the indefinite article (a/an) for the definite article,

- (8) substituting the definite article (the) for the indefinite article,
- (9) substituting *a* for *an*

The findings also show that the majority of the respondents (50%) learnt English writing in the form of translating Arabic sentences into English. This is in line with the findings of Saa'id in Emhamed and Khrishnan (2010) which state that Libyan English teachers use translation as a method of teaching English. However, Saa'id in Emhamed and Khrishnan (2010) observed that Libyan English teachers often ask students to translate English sentences in Arabic and not vice versa.

It can also be concluded from the findings that all respondents have received formal instruction in writing for academic purposes in university or in high school. However, It can be observed from the data that the text translation method is detrimental toward the development of writing skills of the Libyan students since most of them have difficulties in composing a good academic text in English as can be seen by their numerous errors in the corpus.

It is not surprising that Libyan students exhibit low proficiency in English writing despite their previous training in English. Gadour in Elabbar (2011) explains that Libyan teachers of English used old methodologies and materials built on Libyan culture. This materials lack of regards to the English culture and the students find the materials unattractive (Saa'id in Emhamed and Khrishnan, 2010).

V. CONCLUSION AND SUGGESTIONS

Conclusion

The findings of the study show that Libyan students in Universitas Brawijaya bring their educational and cultural experiences to their academic writing in English. The lack of innovative teaching method of English and materials excluding the culture of the target language have put Libyan students at a disadvantage. This hinders the students to develop their full potentials when they pursue their postgraduate degree overseas with English as the language of instruction as in Universitas Brawijaya.

Furthermore, it can be concluded that EL teaching may not be successful if the underlying culture in L1 is not addressed, or if contrasts between L1 and FL writing structures are not made sufficiently explicit. Contrastive rhetoric has brought new insights to L2/FL acquisition and thus L2/FL writing and has highlighted the fact that there are some native cultural features related to writing. These features may be transferred to L2/ FL writing and sometimes create difficulties.

Suggestions

Research claims that these writing patterns related to culture are beneficial to L2/ FL learners if taught at schools, and insists that teachers should be aware of their learners' prior experience, i.e., the differences of their instructional backgrounds, in order to use appropriate teaching approaches. Therefore, it is high time to exploit contrastive rhetoric findings in the FL composition classroom to help our students overcome cultural barriers in writing as pedagogy needs to change to meet the demands of the growing multiculturalism of this era.

As many higher education institutions such as Universitas Brawijaya use English as their medium of instruction and attract foreign students from non-English speaking countries, it is evident the institutions should pay more attention to the cultural experiences of the students to ensure their success in their postgraduate study.

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THE CHANGE OF STATUS AND ROLES OF COURTESAN IN CHINESE SOCIETY IN THE NOVEL *THE VALLEY OF AMAZEMENT* BY AMY TAN

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Abstract— This study is aimed at exploring the lives of courtesans during the end of Qing dynasty and the beginning of republican era in Shanghai, China depicted in Amy Tan's novel *The Valley of Amazement*. By using document analysis on the novel supported by relevant references on China's history during the said era and Sorokin's theory of social change, the study investigated how the political changes have affected the status and roles of courtesans in Shanghai society. The research findings show that the courtesans have different status and roles in those two different political eras in China. During the Qing dynasty, the courtesans have the status of an elite group as high-class entertainers. However, as the nation enter the republican era, the courtesans' status change to prostitute-like workers. Their artistic skills have become less important since their role is simplified into giving sexual services to the customers. The study findings suggest that the republican form of government has brought political, social and economic effects that change the status and role of the courtesans in the society. In addition, Shanghai has transformed into a modern society, and with the traditional performances they offer, the courtesans are deemed unfit for the modern lifestyle.

Keywords— history, courtesan, China, social change, *The Valley of Amazement*

I. BACKGROUND OF THE STUDY

Society consists of many different groups, which have different traits or characteristics. People can be categorized into certain groups of society based on traits differences that belong to those people. By sharing the membership of society groups, they are forming a status for each members. The status will later determine the social behavior of the group's member, known as role. Roles are socially assigned to individual with status. This status-role relationship put groups of society in regular order to create stable society condition.

According to Linton (1936, cited in Coser & Rosenberg, 1982), status represents the relation between individual and the society. Every individual occupies some statuses as the result of their participation in several patterns. Linton also further explains that status is a collection of rights and duties occupies by the individuals; these rights and duties will later determine the social behavior or role of the group members. Roles are socially assigned to individual according to their status. This status-role relationships put groups of society in regular order to create stable society condition.

However, there are possibilities of changes in social system in society. Social change is an unavoidable phenomena, as long as the society continue its activities. Social changes do not solely become problems in

society, but they also become an interesting issue in literary works. The example of literary work that include social changes issue as its background is a novel by Amy Tan entitled *The Valley of Amazement*. This analysis focuses on the courtesan's social status and roles during Qing dynasty and the changes when the country changes to a republic.

II. REVIEW OF RELATED LITERATURE AND RESEARCH METHOD

Sorokin (1957) defines social change as phenomena that will constantly occur, without any exception. People, groups, and sociocultural phenomena will constantly change under certain circumstances. The first theory that Sorokin proposed is the *externalistic theory of change*. This theory infers that there are many reasons or factors of social change that lie outside the society itself. Second, Sorokin stated that the reason of the change is within the society itself, known as the *immanent theory of social change*. Based on this theory, researchers attempt to find out the reasons of the change from internal properties of the society. This is the *intermediary or integral theory*, which suggests that the reason of social change is from both internal and external forces. It assumes that both forces are equally influence the change of society, without one being dominant over the other.

The research was carried out in several steps: selecting the object of study and formulating research problem, data collection on the descriptions of status and roles of Chinese courtesans in the novel, data analysis, and generating the study findings. Selected references of the history of China before and after the *1911 Revolution* were taken into accounts to support the analysis.

III. FINDINGS AND DISCUSSION

Courtesans were a part of Chinese culture since ancient period of China. They served entertainers and were also included in prostitution business. Their status and reputation as high-class entertainers developed between the Ming and Qing dynasty, especially in Qing dynasty. During the Qing period, courtesan obtained their status as high-class entertainer. *The Valley of Amazement* depicts the life of Shanghai courtesan and their social status during the end of of this dynasty.

In the novel, the courtesans are described as living in a courtesan house called '*Hidden Jade Path*', run by American madam named Lucia Minturn or Madam Lulu Mimi. The madam's background as an American helps establish *Hidden Jade Path*'s first-class status and reputation, as she tries to showcase the reputation in any possible manners. First, she showcases the status with decorations and furnitures of the house. Bold furnitures are impressively present Hidden Jade Path, setting it apart from other courtesan houses. Furthermore, to affirm the reputation of her house, Madam Lulu sets certain standards for customers who wants to host a party there or use the courtesans' services. Her customers come from the elite groups, the most "educated, the wealthy, and the powerful men of the city" (Tan, 2013, p.43).

The most important part of the madam's business is the courtesans. They are the women who provide the entertainment for customers. The courtesans working in Hidden Jade Path are among the most beautiful and most talented girls, who are "elegant, seductively coy, tantalizingly elusive, and skilled in singing or recitations of poem" (Tan, 2013, p.11). This excerpt portrays courtesans as women who have artistic talent for entertainment, who also have charm that win men's heart. However, men who come to the courtesan house do not expect immediate sexual pleasure but rather seek entertainment in the form or art performances. The customers are fully aware that "they could speak to one, smile with admiration, although they learned quite empathically that they were not allowed to touch" (Tan, 2013, p.11).

According to Hershatter (1999), widely known as entertainers for elite and powerful customers, the courtesans entertained their customers in various occasions, especially in banquets. During a banquet, the courtesans would entertain the guests by singing, playing musical instrument, reciting song-poem, and even story-telling. Their roles also extended to accompanying the customers in other party activities such as drinking, gambling, and taking parts in their conversations. Eventhough courtesan was considered as a part of prostitution business, sexual services were not necessarily become their main attractions. As they proclaimed themselves as entertainers, they limit sexual services for customers. *The Valley of Amazement* portrays that a courtesan should have prominent art skill to fulfill the customers' expectation toward the entertainment. The courtesans must be able to deliver the genuine feeling of their artistic performance they perform, with "lots of expression – sadness, wonder, surprise, genuine regret, and so forth. You pause here, look there, and move your eyes sideways to increase anticipation" (Tan, 2013, p.142). This explains that the courtesans have to master their art to the extent that they use facial expressions that enhance the performance. Another skill the courtesans must have is the ability to choose the song in order to make the performance more enchanting. The song-poem choice will determine the whole mood of the banquet, which also determine the mood of the customers. Song-poem with spring theme is chosen because it portrays the blooming flower after the cold winter. However, the courtesans should avoid the song-poem with winter theme as it portrays the coldness of the winter. The good and satisfactory performance will give customer good impression, and they will give handsome gifts for the house and the courtesans.

Besides entertaining customers with their singing or playing musical instruments, courtesans' role in a banquet is to accompany the customers in their conversation. As a place where the elites meet, sometimes important discussions and agreements take place in the banquet. Therefore, it is preferable that courtesans can understand the topics that the customers discuss. The courtesans' participation in customers conversations infer that courtesans have at least some degree of understanding on the matter. This skill will cement the courtesan's high status.

While holding such prominent status and roles in the society, the courtesans cannot avoid the changes. As the imperial period ended and China revolved to a republic, in the so-called *The 1911 Revolution* or *Xinhai Revolution*, the society had to restructure themselves.

According to Henriot (1996), when the revolution happened, Shanghai changed from being a social status-dominated society to money-dominated. These changes finally gives impact to the courtesan groups, forced them to change, as their social status sharply degrade. From highly praised and admired women who entertain the elites to become no more than market commodity who also provides sexual services.

The political change after the fall of Qing dynasty has a severe impact on the courtesans in *The Valley of Amazement*. This novel vividly portrays this in the life of one of the characters, Violet, a daughter of a famous first-class courtesan who is forced to be a courtesan herself.

When I stepped down from the carriage, I saw the gate of a large house and a plaque with Chinese characters spelling "Hall of Tranquility." I looked up and down the street for a building with the American flag. "This is not the right place," I said to Fairweather.....Two smiling women came forward. One of them said to me, "It's too cold for you to stand outside, little sister. Come in quickly and you'll soon be warm." Before I could think, they grasped me at the elbows, and pushed me forward..... In the main hall, I saw red banners hung on the walls. "Welcome Little Sister Mimi." (Tan, 2013, p. 93-94).

The excerpt shows that Violet has been abducted and made to become a courtesan. After the Revolution, kidnapping is a common practice to recruit girls for prostitution business, which now includes the courtesans. This situation clearly shows that courtesans' social status has degraded from being artists and performers to commercial sex workers. Artistic talent does not matter anymore, so it is not necessary to choose the most talented and beautiful girl to be a courtesan, unlike during the imperial era. Every girl from the street can become a courtesan as long as they could bring profits for the house. They become nothing more than an object who can be sold for money. After being abducted, they also experience the mistreatment from the perpetrator or the madam herself.

During the Republican era the standard of the courtesan's house changes. Violet works at *The Hall of Tranquility*, but this house's condition does not suit the name at all. The furnitures are shabby, outdated, and broken.

The courtesans' degraded conditions also show the changes in their roles. Although the story then tells that Violet is finally able to work in a better house that was more similar to hers back in the late Qing era, she does not receive many guests. She is a well-trained courtesan, but the lack of guests and banquet requests threaten means she does not earn enough money or pay the expenses for the madam. This situation leaves Violet with no other choice than offering sexual services at work (Tan, 2013). This situation suggests the change of customers' behaviour toward the courtesans. The customers now do not simply look for courtesan's entertainment, but they want immediate and easy sexual services provided in nice establishments like courtesan houses. The courtesans who still hold their principles as artists will be left out without customers, which can lead them to bankruptcy and eventually send them to cheap brothels. In other words, courtesans in the Republican era have no choice but becoming a (cheap) prostitute in order to survive.

The novel suggests that the change of status and roles of the courtesan is triggered by several factors. These factors include the changes in the politics and lifestyle in of the Chinese. When the Qing dynasty became the Republic of China between 1911 and 1912, chaos ensued. The end of Chinese imperial marked the start of new civilization in China, especially in Shanghai. This region went through rapid changes in many aspects, including in the economy (Henriot, 1994). The society now put more value to money more than to anything else. This also triggers the society to change their lifestyle, including their entertainment preference.

During the Qing dynasty, the novel describes the elite group held significant influence in society, including how they enjoy entertainment. They enjoyed high-end artistic performance provides by courtesans who called themselves high-class entertainers. The elites who have high education background understand that the courtesans only provide artistic entertainment. They do not expect other services like sex. However, during early Republican era a new group of courtesan's customers emerges. The difference on education or the fact that they come from another region makes this new group of customers do not understand high status and roles of courtesan as entertainer and instead they only expect for sexual services. With the economic growth in Shanghai, the customers develop a mindset that they can do anything to the courtesans as they please as long as they can pay them. Also, during the new Republican era, the number of women who seek work as courtesans increases because the new customers need more courtesans. There are more courtesan houses of various types that serves different types of customers. The houses are more simple than the traditional courtesan houses to keep them economical and thus to give more profits to the owners. While the range of choices is exceptional, the courtesans' role is now limited to provide sexual services. Business forces senior courtesans follow the steps of the newcomers' and focus on giving sexual services to their customers,

just like what the customers not expect from them. The change of courtesans' status and roles is part of their effort to survive the rapid growth of Shanghai society.

IV. CONCLUSION

During the late Qing dynasty era, courtesans obtain prominent social status as high-class entertainer. They gain this status with their physical beauty and talents. Their high status is shown as they enjoy living luxuriously. In line with their high social status, their roles are to entertain their guests with arts, to accompany customer during important banquets, and to be fashion trendsetters. They draw attention and admiration from both men and women. Meanwhile, during the Republican era, their status is degraded sexual workers. They lose their privileges and luxurious lifestyles and even receive exploitation from the madam and the customers. This novel observe that as social changes require the people to adapt, the new political era has led to economic and social development, which hurt some of the people, who, in this case, are the courtesans.

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ICT-BASED TEACHING FOR THE STUDENTS' AUTOMATICITY IN ENGLISH TENSES COMPREHENSION

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Abstract- Teaching and learning process at higher education should be able to create a good academic atmosphere where students can acquire knowledge sincerely, without denying them to access mobilephone during the class- while it now becomes their primary tool for every thing. Although lecturers had already noticed and warned them not to operate mobilephone in class, students tended to use it for certain reasons and importance. Often, this condition makes misunderstanding between lecturers and students. At one side, lecturers might feel that the students did not pay attention to the lesson and just focused on playing game, chatting, etc on the phone. On the other side, students might need to confirm the explanation given by the lecturers directly through accessing some opinion or statements on Google using their phone. This experience does not support lecturers nor students in terms of building a good rapport between lecturers and students, and achieving the learning goals. Therefore, the lecturer of Grammar 3 has implemented ICT-Based Teaching and tried to help students to achieve targeted goals of learning. The implementation of ICT-Based Teaching has been proved able to make a close-interdependence of the lecturer and the students. ICT-Based Teaching has allowed, moreover, and required students to operate their mobilephone for wiser usage. In addition, ICT-Based Teaching has reinforced the students' automaticity in English Tenses comprehension. In short, a study on ICT-Based Teaching in Grammar 3 classes needs to be conducted; considering its working impacts to support the learning achievements. This study is designed as a descriptive research which employs documentation, observation, interview, and an open-questionnaire as the instruments. All data will be analyzed in details, including the preparation of ICT-Based Teaching, the problems occurred during the implementation and the solution, the strengths and weaknesses, and the students' opinion toward the implementation. Finally, this study will result in a comprehensive description of teaching grammar using online application (ICT-Based) which enables students to reinforce their automatic understanding on English Tenses and to gain targeted achievement in learning.

Keywords: *ICT-Based Teaching, Automatic Comprehension, English Tenses*

I. INTRODUCTION

Cohen *et al* (2004) state that the rise of information and communication technology (ICT) in schools and especially in higher education settings is unstoppable. Indeed, today's life style demands people to concern on their mobile phone as a product of information and communication technology (ICT). In the transition phase, the rapport between lecturers and students was getting worse because of the existence of mobile phone. Lecturers tend to require students to focus more on the lecture and materials given rather than appreciating their new way of learning, using mobile phone. In contrast, students seem more encouraged to learn in class

with relaxing situation and motivating condition. As they grow in information and communication technology (ICT) era, students are belonged as networked society, with dialogue, communication, and judgement as hallmarks thus they look more interested in learning using mobile phone (Cohen *et al*, 2004).

Automaticity in English Tenses Comprehension is the product of the students' literal knowledge of formulating sentences based on various tenses, intaken with a process of critical thinking, developed through visualisation, experimentation, prediction, manipulation, memorisation, and logical thinking (Hokanson and Hoper, 2007). Automaticity in English Tenses Comprehension shows the students' understanding in a high speed and best quality. In practical, ideally, the students of Grammar 3 or Sentence Structure Grammar who learn English Tenses should be able to state the name, the formula, the translation, and the analysis both in the form and the function of English tenses automatically.

There are many claimed advantages of using ICT in terms of building the students' automaticity. According to Noam (1995), using ICT in learning can lead the students toward rote learning. In addition, it improves the speed and the quality of learning and performnace. Next, it stimulates and develops motivation and curiosity. Last, it enables students to experience success and a sense of achievement. In the case of fostering the students' automaticity in English Tenses Comprehension, teaching and learning using ICT can be considered as attractive to support the learning outcomes achievement.

In order to adjust with the students' preference and new culture of learning, the lecturer of Grammar 3 or Sentence Structure Grammar in STKIP PGRI Pasuruan started ICT-based teaching for the students' automaticity in English Tenses comprehension. ICT-based teaching worked well in promoting the students' automaticity in English Tenses comprehension. It was proven by the scores gained by the student and alive atmosphere created by ICT-based teaching. Yet, innovation, ICT-based teaching, may not be welcomed. The task is to work smarter, but not necessarily more. Therefore, the lecturer planned some preparation and tried to replan many times after each implementation in order to formulate best strategies of teaching grammar (English Tenses) using ICT-based teaching.

Problems occured during the implementation of ICT-based teaching also need to be explained here along with the solution. This will contribute on how to handle potential problems in implementing ICT-based teaching. In addition, it could show the lecturer the strengths and weaknesses of ICT-based teaching. Thus, the description of it is urgent to give factual consideration of planning ICT-based teaching in relevance with the other learning environment. Last, the students' opinion and expectation are also significant to make ICT-based teaching more adaptable and appropriate for Grammar course.

The whole process of ICT-based teaching above is described in details and purposively, later elaborated in the design of descriptive research. The researcher used documentation, observation, interview, and a close-questionnaire to gain data. The researcher analyzed data using supporting literature and last produced comprehensive description of teaching grammar using online application (ICT-Based) which enables students to reinforce automatic understanding on English Tenses and to gain targeted achievement in learning.

II. METHODS

This present research is descriptive. According to Prastowo (2011), descriptive research is a method for searching facts, interpretation, problems, and customs followed by a group of people which then reflects relations, activities, attitudes, views, and influences. Here, the facts intended are condition and situation during the implementation of ICT-based teaching. The interpretation might be revealed are on discovering

strengths and weaknesses of ICT-based teaching. The problems here relates to the challenges faced by the students during the implementation of ICT-based teaching. And customs mean any idea and assumption from the students in positioning themselves for the joyful learning, considering ICT-based teaching implementation.

As mentioned before, a descriptive research reflects relations, activities, attitudes, views, and influences. Indeed, this research will emerge how to build good relations between lecturers and students in ICT class. Learning activities which interdependently relate to the students' attitudes and views will also be elaborated. Influences of using ICT-based teaching are also points to describe teaching grammar using online application (ICT-Based teaching).

This descriptive research employed documentation, observation, interview, and a close-questionnaire as the instruments. In details, documentation contained course outline (see appendix 1). This was collected from the lecturer of Grammar 3 or Sentence Structure Grammar. The observation was done for gathering data of implementing ICT-based teaching. The observation was done in four meetings. The interview was done with asking questions to the students and the lecturer informally (without interview guide). The questions for the lecturer were about problems, and solution in implementing ICT-based teaching and hence the strength, and the weaknesses. While the questions for the students were about problems, opinion, and expectation in learning grammar using ICT. The lecturer also confirmed the strength and the weaknesses of to continue or stop teaching using ICT for the sake of the students' interest. The confirmation was gained using an open questionnaire that was only distributed to the students. This covers seven questions which can be accessed in appendix 2.

III. TEACHING GRAMMAR 3 BASED ON ICT

Preparation and the Implementation

Teaching using ICT is not as simple as pushing ON button then everything runs interconnectedly. Like conventional teaching, ICT-based teaching requires a good preparation on operational techniques and content knowledge. The lecturer claimed that it needed a month for evaluating applications which are appropriate to be used for teaching. There were eight downloaded application, but after doing content and technical analysis the lecturer decided to use 12 tenses application for teaching Grammar 3. There are advantages of this application. Firstly, the application attaches mostly correct contents than the other application. Secondly, the application is easier to access. All online application require internet connection, and 12 tenses application loads faster than the other applications. Thirdly, 12 tenses application is displayed simply but interestingly with green color. Fourthly, 12 tenses application states functions of each tense and gives examples. Fifthly, 12 tenses application contains time-based practices and exercises (both for a certain tense and for all tenses at once) with valuable feedbacks. Last, 12 tenses application provides self-progress report which can be reviewed comprehensively.

In this research, the lecturer started meeting of teaching by informing students that the approach used for the course is based on ICT. In addition, the lecturer and the students made agreements due to the course including percentage of scoring and assessment. In the second meeting, the lecturer had prepared songs which was presented in order to stimulate students for recognizing the sentence form with various tenses easily. The lecturer provided the grammar songs containing both verbal and nominal sentence forms of sixteen tenses as the following.

Table 1. Full Tenses- Verbal Song

VERBAL
I sing a song I am singing a song I have sung a song I have been singing a song
I sang a song I wa singing a song I had sung a song I had been singing a song
Reff: I will sing a song I will be singing a song I will have sung a song I will have been singing a song
I would sing a song I would be singing a song I would have sung a song I would have been singing a song

Table 2. Full Tenses- Nominal Song

NOMINAL
He is my friend He is being my friend He has been my friend He has been being my friend
He was my friend He was being my friend He had been my friend He had been being my friend
Reff: He will be my friend He will be being my friend He will have been my friend He will have been being my friend
He would be my friend He would be being my friend He would have been my friend He would have been being my friend

The lecturer did not only perform the class with singing, but the lecturer also invited students to guess and propose their sentence using various tenses in order to drill the students' automaticity. At that day, the researcher could see that the students were motivated because the lecturer also assigned them to arrange their own songs with sixteen forms of sentence. But, they were not allowed to use word sing, sang, sung, song,

friend, and pronouns "I", "He, and "My". The students seemed very enthusiastic, moreover, they performed their songs in front of the class happily.

In the third meeting, the lecturer started teaching using 12 tenses application. The lecturer stated that on that meeting the students would discuss three simple tense; past simple, present simple, and future simple. The lecturer made the students to discuss and work in pairs. The lecturer led the students to mention the definition of past simple, present simple, and future simple based on the application. The students then were required to access the functions and examples on the application. While the students were observing it, the lecturer gave brief explanation and open question-answer session regarding the functions and examples on the application. The class run smoothly and interactively. Moreover, the researcher herself could see that the implementation of ICT-Based teaching here was to support conventional teaching techniques, presentation and practice.

After this session, the lecturer asked the students to start doing practice on each tense. The practice was time-limited. The students looked eager to finish the practice because afterward they must deal with the time-based multiple-choice exercise which records their gained scores. Based on the scoring sheet, 71,5% or 10 pairs could make 18-20 correct answers from 20. The rest 28, 5% or 4 pairs made 13-16 correct answers from 20. No pair who made wrong answers more than the correct answers. The students looked satisfied and happy. Before closing the class, the lecturer assigned the students to retake the time-based arranging-sentence exercise at home and the result should be shown in the following meeting and assessed as individual achievement.

In the fourth meeting, the topic of discussion was Present Perfect. Firstly, the students were given explanation about four functions of using Present Perfect. The next stage is grouping the students in 5. Then, they must try to compare and contrast the use of past simple, present simple and present perfect in terms of the meaning, the context, and the effect. The group discussion run enthusiastically. Each group then must report their opinion orally. And, in last stage, the lecturer gave clarification of the group-discussion result and assigned the students to work for both multiple-choice and arranging-sentence exercise while the lecturer was still controlling around. It is necessary to make sure that the students finish the exercises independently.

According to Cohen *et al* (2004), it appears that the promise of ICT, and the very many claimed benefits of ICT sometimes remain unfulfilled or unrealised. More significantly, many studies report that it is only under the right conditions that the claimed benefits can be realised. In relevance to the result of observation in 4 days as described above, it can be proved that actually teaching ICT is not merely allowing students to operate ICT application to foster their learning but it actually cannot stand without integration of some conventional techniques such as drilling, presentation, and grouping. This under the right condition showed that although ICT application here was used as the source of material and also the teaching medium, but the researcher could believe that the role of lecturer as facilitator and motivator seem dominantly important.

The Problems and Solution in ICT-Based Teaching

The use of 12 Tenses application, the practical technique of implementing ICT-Based Teaching here, experienced problems. Based on the result in interviewing the lecturer and the students, the researcher can classify problems into two; content and technical. Although the lecturer has reviewed and judged 12 Tenses as a better application, in fact, the lecturer and the students reported that they had found some mistakes of the materials. For example, in present simple, the lecturer found the adding 's' for present verb which was

preceded by an auxiliary 'does not'. The application stated example "He does not sits on the chair". Thus, the lecturer explanation on the logic and reasons of mistakes was required. Students also found mistakes in the multiple-choice exercise for future simple. They answered Mark will visit grandma's house, but the application system claimed it wrong and showed the recommended answer should be Mark will visits grandma's house. Surely, the lecturer here must take a role. And, the solution of the content problem was giving explanation and clarification by the lecturer.

The other problem was technical problem, it related to the students' readiness of internet connection for operating the application. Since the use of 12 Tenses required stable connection, so the students must prepare for it. When the students did not provide enough quota, they would lose complete content because of its loading. As the result, they would give incorrect answer on the exercises because it was loading slowly while they must work fastly due to the limit of time for the exercises. So, the lecturer gave solution that the students were recommended to connect to internet through the college Wi-Fi network connection which provided stronger connection.

The Strengths and Weaknesses of ICT-Based Teaching

Based on the result of informal interview and the open questionnaire, the researcher can list the strengths and weaknesses of ICT-Based Teaching as in the following table.

Table 3. The Strengths and Weaknesses of ICT-Based Teaching

No	The Strengths	The Weaknesses
1	It develops creativity	It costs more than the conventional teaching
2	It develops higher order thinking	It requires content-validation/ review
3	It promotes collaborative learning, group work, and team work	It needs extra efforts
4	It improves motivation and curiosity	
5	It makes the learning enjoyable	
6	It varies teaching and learning style, strategies, and practices	
7	It raises the students' self-esteem, confidence, and experience of achievement and success	

In relevance with the strengths and weaknesses of ICT based-teaching in the present research, Castro (1999) claims that using ICT in classrooms has great potential to develop the students' acquisition. Therefore, the strengths of ICT here are counted more than the weaknesses.

The Students' Opinion and Expectation toward ICT-Based Teaching

Based on the present research findings, the researcher can believe that the use of ICT application to support learning was valuable. This is in the same opinion and expectations of the major students. Some of the students stated the conventional learning made them more enthusiastic, thus they did not expect to continue learning using ICT application. The researcher confirmed these students and got a plausible reason of why they tended not to use ICT for learning. One of them said that he can't deal with understanding the content on application while the lecturer was also explaining. He unconsciously tended to the display of application and cannot catch the lecturer's explanation in the same time. The rest two students claimed that they could not run on limited-time for exercises, thus they got lowest score many times. But indeed, upon these two opinions and expectations, the major students were curious, motivated, and challenged to use ICT application for learning. Moreover, they suggested the lecturer find other supporting applications to make learning more interesting.

IV. CONCLUSION

ICT-based teaching was an approach implemented by the lecturer of Grammar 3 to support the learning achievement. ICT-based teaching was applied in integration with several conventional technique such as drilling, presentation, and group work. Problems in ICT-based teaching were content and technical but both were solved appropriately. Some advantages of using ICT-based teaching were it develops creativity and higher order thinking, promotes collaborative learning, group work, and team work, improves motivation and curiosity, makes the learning enjoyable, varies teaching and learning style, strategies, and practices, and raises the students' self-esteem, confidence, and experience of achievement and success. While, in the other hand, it costs expensive, requires content-validation/ review, and surely need extra efforts. Although ICT-based teaching was expensive and extra-efforts, students need to use it for upgrading their achievement both in terms of the quality and the rate speed.

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APPENDIX 1

COURSE OUTLINE SENTENCE STRUCTURE ANALYSIS (IGKB010) ENGLISH EDUCATION STUDY PROGRAM – STKIP PGRI PASURUAN

Stratum	: Bachelor Degree (S-1)	Semester/ year	: III/ 2016
Prerequisite	: Grammar II [IGKB009]	Instructor	: Nur Hari Gedhe, M.Pd
Credit/Hour	: 2/ 2	Mobile Phone	: 085749587333
Class	: A & B		081335896995
Schedule	: A-Wednesday, round 2-3 B- Wednesday, round 4-5	Email Info Post	: Facebook Group Acc LOCKER BING – STKIP PGRI PASURUAN
Room	: 05		

COURSE DESCRIPTION

This course is designed in order to make the students capable in arranging and analyzing English sentences with various tenses. The students are also expected to be able to construct English sentences both in active and passive voice. Subjunctives are also hoped to master by the students.

ACTIVITIES

This course is performed through several activities, i.e. brief lecturing, **playing online grammar** application, workshop, discussion, exercises, and final test.

EVALUATION

The students' proficiency is judged by using ongoing and formal assessments; for the students' attendance (10%), participation (10%), exercises (ten times* 5.5%= 55%), and final test (25%).

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- 3) "12 Tenses" application (other grammar books/ sources)

APPROACH: **ICT-BASED LEARNING** **"12 TENSES" APPLICATION**

MEETING SCHEDULE

MEETING	TOPIC	ACTIVITIES
1	The urgency of the course and agreements	Class interaction
2	12 Tenses	✚ Lecturing
3		✚ Playing "12 Tenses" application
4		✚ Discussion
5		✚ Doing Exercises on "12 Tenses" application (Part 1
6		Multiple Choice, Part 2 Arranging Sentences)
7		1. Basic Tenses [Present, Past, and Future Simple]
8		2. Present Perfect
9		3. Past Perfect
		4. Future Perfect
		5. Continuous Tenses [Present, Past, and Future Continuous]
		6. Past Perfect Continuous
		7. Present Perfect Continuous
		8. Future Perfect Continuous

MEETING	TOPIC	ACTIVITIES
10	Subjunctive Using the Four Tenses (Conditional Sentences)	Lecturing, Lecturer-made exercise (9)
11	Subjunctive	Lecturing, Lecturer-made exercise (10)
12	Active & Passive Voice	Pair Workshop and Review
13	Final Test	

APPENDIX 2-OPEN QUESTIONNAIRE

1. How have you thought ICT develops creativity?
2. How have you thought ICT develops higher order thinking?
3. How have you thought ICT promotes collaborative learning, group work, and team work?
4. How have you thought ICT improves motivation and curiosity?
5. How have you thought ICT makes the learning enjoyable?
6. How have you thought ICT varies teaching and learning style, strategies, and practices?
7. How have you thought ICT raises your self-esteem, confidence, and experience of achievement and success?

Theoretical Review on Continuing Professional Development for EFL Teachers

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Abstract—Teacher's quality and student's achievement are undeniably correlated. Teacher's professional development is believed to hold an important role in achieving effective teaching. Therefore, teacher's professional development is crucial in the era of competitiveness nowadays. This review presents the theory of continuing professional development for EFL teachers. It discusses the traditional view and the proposed-view of professional development, the individual and institutional perspectives, teacher's collaborative development and self-directed learning. The review examines how teacher can develop themselves based on their preferences and how the supervisor/administrator can provide the possible opportunities of development to take place. It also includes the framework of teacher's career which consists of 6 stages (*starting, newly-qualified, developing, proficient, advanced, or specialist English language teacher*). In addition, the paper explores the strategies of continuing professional development so that EFL teacher can enrich his/her knowledge about the strategies and prefer the suitable strategies for them. In conclusion, the paper is intended to inform teachers and supervisors about implementing continuing professional development which is one way to support their institutions to be able to compete globally with other institutions in terms of qualifying the human resources.

Keywords—professional development, institutional professional development, self-directed development, collaborative development

I. INTRODUCTION

Commonly a “professional” is a word to define a trained and qualified specialist who has a high competence in a particular field. “Professionalism” refers to a practitioner's skill, knowledge, and conduct. Regarding to increased number of learners of other languages in today's era, it is believed that language teachers must update their knowledge and skills and be a lifelong learner in order to achieve effective language teaching.

Much literature discusses about teachers professional development, either as a pre-service or in-service stage. Diaz-Maggioli (2004) ^[1] argues that pre-service teacher training is different from professional development. Teachers in pre-service trainings tend to be recipients in a process of knowledge transfer from the experts and it excludes classroom-teaching context, while professional development helps teachers grow in their profession as a constructivist perspective. Richards and Farrel (2005) ^[2] thinks that training is aimed at short-term and immediate goal and teachers development is for a longer-term of goals. Training is usually seen as preparation stage for teachers, involving basic concepts and principles of teaching, trying out new strategies for the classroom and being supervised by expert. On the other hand, teacher development focuses on how teachers grow by reflective review on examining their own teaching beliefs, values, and practices.

Professional growth is a lifelong process. Day (1999)^[3] defines Continuing Professional Development as follows:

"Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives." (Day, 1999, p.4)

In addition, Harding (2009)^[4] suggests four characteristics of Continuing Professional Development (CPD), i.e.: (1) it is continuous, (2) it is the individual's responsibility to identify his or her own needs and how to meet the needs, (3) the activity is evaluative rather than descriptive for the teacher to understand the impact of conducting CPD, (4) it is an essential activity of professional life, not an extra activity.

II. TRADITIONAL PRACTICES AND THE PROPOSED-VIEW OF PROFESSIONAL DEVELOPMENT

A. *The Traditional View*

According to Diaz-Maggioli (2004)^[1], the practices of teacher professional development nowadays has several common application:

- a) *Top-down decision making.* Conventionally, professional development arrangements are designed by institution, not the teachers. By doing this, finding solution to classroom problems might fail.
- b) *The wrong concept that teachers need to be "fixed."* It deals with the common idea that if students fail at learning, it means the teachers don't know how to teach.
- c) *Lack of ownership of the professional development process and its results.* Excluding teachers' voices during professional development might cause teachers question their investment in the programs that were built behind their backs.
- d) *The technocratic nature of professional development content.* Commonly, professional development programs are designed to teach teachers techniques which are expected to replicate in the classroom. These methods are effective; however, the methods serve the needs of teachers and learners in specific contexts. In order to transfer these practices into their classrooms, teachers need to invest more effort than the professional development planners anticipated.
- e) *Universal application of classroom practices.* Conducting the same professional development programs for all grade levels (regardless of subject, student age, or level of cognitive development) is proven ineffective although it is economical.
- f) *Unvaried delivery modes of professional development.* Usually, professional development programs are conducted in the cheapest format like: a lecture, workshop, or seminar. More differentiated instructions for teachers are needed.
- g) *Inaccessibility of professional development opportunities.* Professional development opportunities seldom reach teachers when they are really needed. Teachers need to be involved in planning professional development programs in order to meet their needs.
- h) *Lack of support in transferring professional development ideas to the classroom.* Support systems to help in service teachers are needed to bridge the gap between theory and practice.

- i) *Standardized approaches to professional development that disregard the varied needs and experiences of teachers.* The nature of traditional professional development programs assumes that all teachers should perform at the same level, regardless of their particular experience and needs.
- j) *Lack of systematic evaluation of professional development.*
- k) *Lack of or no consideration on the learning characteristics of teachers as adult learners among professional development planners.*

B. *The Proposed View*

In contrast to the traditional practices mentioned previously, Diaz-Maggioli (2004)^[1] proposed his view regarding to teacher's professional development as follows:

- I. *Collaborative decision-making.* Collaboration between administrators or institution and teachers when planning and arranging professional development plans will result better and meet the classroom needs.
- II. *A growth-driven approach.* We need to have faith to the classroom teachers and listen to their stories—stories of passion and commitment, strife and success, dedication and love— in order to find the appropriate fixing that the teachers need.
- III. *Collective construction on planning programs.* Professional development programs might aim at changing the way teachers do things in the classroom. Thus, involving teachers in the construction of the program is necessary so that the teachers are open to changes.
- IV. *Inquiry-based ideas.* Relating to the teaching techniques taught in professional development programs, planners and administrators need to find information on how teachers think on transferring the teaching techniques in the classroom. The viewpoint of the teachers who knows the context is somehow important.
- V. *Tailor-made techniques.* The arrangement of professional development programs must consider the needs of the teachers and learners, regarding the level of the teacher (novice or experienced?), students age, or level of cognitive development.
- VI. *Varied and timely delivery methods.* Employ professional development programs in varied formats and deliver the programs using differentiated approaches based on the teachers needs and in the appropriate time.
- VII. *Adequate support systems.* Provide support not only for pre-service teachers but also in-service teacher when transferring new ideas into the classrooms.
- VIII. *Context-specific programs.* Davidson, Dunlop, Soriano, Kennedy, Phillips (2012)^[5] states that there are certain developmental stages for teachers as they progress in their careers, each of which has different needs and crises that they must address. Therefore, design the programs to meet the varied needs and experiences of the teachers.
- IX. *Proactive assessment.* Conduct systematic evaluation of professional development program and communicate the result to the immediate community and other communities.
- X. *Andragogical (adult-centered) instruction.* Every teacher possesses unique learning characteristics. Do not ignore them and pay attention to adults' learners' characteristics.

III. INDIVIDUAL AND INSTITUTIONAL PERSPECTIVES

Specifically, Richards & Farrel (2005:20)^[2] see professional development for language teachers into two perspectives, i.e. : individual and institutional perspectives. However, school can mix both of them for the best result.

A. *Individual Perspective*

In individual dimension, the areas of professional development may include: 1) *Subject-matter knowledge* (the basic of disciplinary knowledge such as language grammar, discourse analysis, phonology, testing, second language acquisition, curriculum development, research methodology, and the other areas that related to the professional knowledge base of language teaching), 2) *Pedagogical expertise* (which covers the areas of teaching, the teacher's teaching specializations, the ability to teach different skill, the ability to teach learners with different ages and backgrounds, etc.), 3) *Self-awareness* (which deals with individual's knowledge as a teacher, with individual's knowledge of principles and values, and individual's strengths and weaknesses), 4) *Understanding of learners*. It requires teacher to deepen understanding of learners, learning styles, learners' problems and difficulties, how to make content more accessible to learner), 5) *Understanding of curriculum and materials*. Teacher deepens his/her understanding of curriculum and curriculum alternatives, curriculum use, and how to develop instructional materials. 6) *Career advancement*. Teacher has the knowledge and expertise necessary for personal advancement and promotion, including supervisory and mentoring skills.

B. *Institutional Perspective*

In institutional perspective, the development is aimed at directly or indirectly improves the performance of the institution as a whole, as well as to contribute incidentally to the teacher's individual development. Hence it has the following goals: 1) *Institutional development*. It focuses on the improvement of the school performance such as to make it more successful, attract more students, and achieve better learning outcomes. 2) *Career development*. It facilitates the professional advancement of teachers to more senior positions (e.g., senior teacher, coordinator) by providing them with the necessary knowledge and skills. It is believed that job satisfaction will cause better teacher performance and better teacher retention. 3) *Enhanced levels of student learning*. The aim is to increase students' levels of achievement in the institution, a goal that is not only important for the students' sake but that also adds to the reputation of the institution and its teachers.

IV. SELF-DIRECTED AND COLLABORATIVE DEVELOPMENT

Teacher development basically can be conducted in two directions: from "inside" and "outside." Ideally, teachers initiate development from their own initiatives which is known as self-directed approach. Self-directed development encourages teachers to explore their own contexts and constructs their own knowledge and understanding of what occurs in their classrooms. This way, teachers are responsible for setting goals for self-development and for managing and controlling their own learning so that the results of their professional development can be optimal.

The principles of self-directed learning are listed as the following (Richards & Farrel, 2005:14)^[2]:

- a) *Inquiry*. Questioning about individual's own teaching practices and finding out the information needed to answer these questions.

- b) *Self-appraisal*. Assessing individual's teaching and development on the basis of evidence from the practices and critically reflecting and having desire to analyze oneself to determine one's strengths and weaknesses.
- c) *Experience*. Personal experience becomes the basis and stimulus for learning.
- d) *Personal construction*. Meaning is personally constructed by the learner.
- e) *Contextualized learning*. Learning takes place in a particular context and social setting as needed and is socially constructed.
- f) *Planning and managing*. Learners are able to set short and long-term goals and to select strategies for their achievement.

Self-directed development can be in the forms of self-monitoring, journal writing, writing CPD log, critical incidents, teaching portfolios, action research, and participation in seminar or workshop.

Although teacher development can occur through a teacher's personal initiative, collaboration with others needs to be done not only to enhance individual learning but also to serve the collective goals of an organization. Successful organizations depend on its members working effectively together in teams. Collegial forms of professional development aims at encouraging greater interaction between teachers, peer-based learning through mentoring, and sharing experience, skills, and solutions to common problems.

Schools or organizations function as a learning community. The learning community is a place to do collaborative professional development projects which allow tasks and responsibilities to be shared. "Collaboration" can span from one-on-one or small group collaboration to school wide collaboration, or to collaboration with other professionals beyond the school (Hammond, Hyler, and Gardner: 2017)^[6]. Collegiality creates new roles for teachers, such as team leader, teacher trainer, or critical friend. However, successful collaborative learning cannot be taken for granted. It must be carefully planned and monitored in order to achieve its goals. There are wide varieties of methods of collaborative learning, i.e.: peer coaching, peer observation, critical friendships, action research, critical incidents, team teaching, case studies, journal writing, teacher support groups, and workshops. To summarize, the possible forms of activities are shown at Table 1.

TABLE 1. Activities for Teacher Development

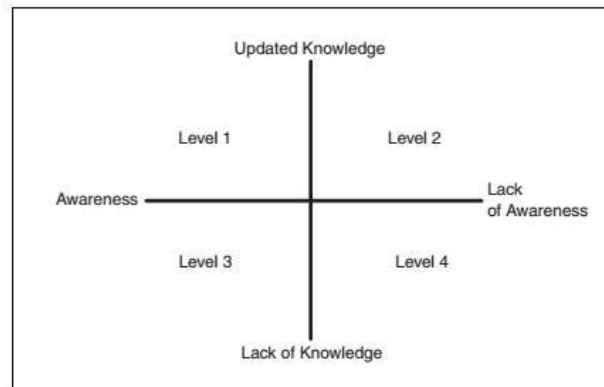
Forms	Activities
Individual	<ul style="list-style-type: none"> ● self-monitoring ● journal writing ● writing CPD log ● critical incidents ● teaching portfolios ● action research ● participation in seminar or workshop
One-to-One	<ul style="list-style-type: none"> ● Peer coaching ● Peer observation ● Critical friendships ● Action research ● Critical incidents ● Team teaching
Group-based	<ul style="list-style-type: none"> ● Case studies ● Action research ● Journal writing ● Teacher support groups
Institutional	<ul style="list-style-type: none"> ● Workshops ● Action research ● Teacher support group

V. IMPLEMENTING PROFESSIONAL DEVELOPMENT

A. *Know The Teacher's Career Stage and Needs*

An important aspect before doing continuous professional development is having a recognized framework of stages and pathways through which the teacher can progress. Diaz-Maggioli (2004:15) ^[1] presents an organizational framework, *The Teacher's Choice Framework*, based on the unique characteristics and contributions of teachers. *Teacher's Choice Framework* can help teachers make individual and collaborative decisions by reflecting on their performances (Figure 1).

FIGURE 1. *Teacher's Choice Framework*



The framework consists of four types of awareness needs that can be addressed through professional development:

- Technical awareness.* Reflection on the classroom procedures or teaching methods.
- Personal awareness.* Reflection on how classroom activity relates to life outside of work.
- Problematic awareness.* Reflection on how to solve professional problems.
- Critical awareness.* Reflection on thoughts, feelings, or actions.

In addition, the framework covers three kinds of knowledge that teacher should have:

- *Content knowledge.* An interest in the subject matter.
- *General pedagogical knowledge.* An interest in pedagogy.
- *Contextual knowledge.* An interest in students and their communities.

The descriptions of level categories that most teachers have are as the following:

- Level 1.

Teachers are aware that they have up-to-date knowledge and can help other teachers by conducting mentoring, providing on-site teacher training workshops, and expert coaching with colleagues in other levels. They can also write field notes—narratives of classroom success stories and share them with other teachers for feedback and development.

- Level 2.

Teachers have updated knowledge, but are not aware of it. Teachers in this category can do mirroring and collaborative coaching by having colleagues come into their classrooms and observe them in order to pinpoint areas of strength. Field notes can be an option for these teachers as well as a tool of reflection.

- Level 3.

Teachers are aware of their development needs in specific knowledge areas. Relevant techniques for this level include action research, establishing critical development teams, and develop dialogue journals.

- Level 4

Teachers are unaware of their need to expand their knowledge in certain areas. Teachers in this level could do mandated in-house training workshops, mentoring, and expert coaching.

In order to function effectively, learning communities should be established to promote collaborative reflection on student learning data, which should be gathered and shared across grades and disciplines. Then, teachers and stakeholders should work together in planning a professional development program that addresses the needs of all participants. As soon as everyone's needs are clear, it is easier to select the suitable activities for the teachers.

Another Continuing Professional Development framework is offered by Davidson, Dunlop, Soriano, Kennedy, and Phillips (2012).^[4] It is believed that using the framework is part of a cycle of reflective practice. The framework can identify a teacher's career stage, progress, and knowledge. Therefore, the areas of development needed to focus on would be easily detected. The framework describes 6 stages of teacher's career as shown in the following:

- STAGE 1 - Starting-teacher

- *The characteristics.* At this stage, teacher is studying for an initial teaching qualification and intend to become a teacher of English as a foreign language. However, he/she still has limited teaching experience.
- *Teacher's current developmental progress:*
 - learning the principles of effective teaching for English and its techniques.
 - seeking guidance and input from others to improve your performance
 - finding extra sources to support your learning
 - learning the principles of the following areas: lesson/course planning, understanding learners, managing lesson, evaluation, managing professional development.
- *Areas for future development.* Teacher needs to learn from experienced teachers or other successful learners and study about available resources. Discussing teaching issues or problems with other colleagues might be helpful.

- STAGE 2 - Newly-qualified teacher

- *The characteristics.* At this stage, teacher already has a TEFL/TESOL Certificate and probably with 0–2 years experience, some of it full-time. When teacher teach, he/she is consolidating skills from the initial qualification.
- *Teacher's current developmental progress:*
 - teaching by consolidating the skills learnt at Certificate/Undergraduate level, and by learning the skills and building the resources required for everyday teaching.

- progressing to master the knowledge, competencies and skills learned in his/her TEFL course.
- learning how to teach in a real context, regarding lesson planning, time management, accepting and giving feedback, self-reflection based on practice, etc.
- learning the outside class skills, such as: working in the school system, contributing to the team, record keeping, IT skills.
- *Areas for future development.* Teacher needs to learn from more experienced teachers.
- STAGE 3: Developing-teacher
 - *The characteristics.* At this stage, teacher has a TEFL-I certificate in TEFL/TESOL with more than two years' experience. The teacher has taught a variety of learners, levels and materials. Now, he/she has general experience of the EFL environment or even has taught overseas.
 - *Teacher's current developmental progress:*
 - considering of sustaining teacher's own development
 - considering to start a TEFL-Q course or TEFL Masters.
 - developing the following areas: planning regular involvement in CPD, ability to reflect and self-analyze, organization of skills, resource development, time management, relationship/people management.
 - *Areas for future development.* Teacher tries out new teaching ideas, techniques, and materials. Teacher observes TEFL-Q qualified teachers and develop his/her own strengths and interests. Teacher also can choose specialisation in ELT.
- STAGE 4 - Proficient teacher
 - *The characteristics.* At this stage, teacher has a TEFL-Q diploma qualification in ELT/TEFL and teaches with high confidence, competence, versatility and independence. He/she is willing to have more responsibilities and already has solid experience in ELT. Teacher masters teaching principles and pedagogical practice. He/she is always looking for ways to go further by joining relevant training.
 - *Teacher's current developmental progress:* Teacher develops skills of self-awareness and reflection, interpersonal skills, observation skills, mentoring skills, administrative skills, conducting CPD sessions, having CELTA training skills and management skills.
 - *Areas for future development.* Teacher is able to work with less-experienced teachers, therefore, he/she needs to develop mentoring and coaching skills. Besides, teacher might expand his/her expertise and specialization and keep up with new developments across ELT.
- STAGE 5: Advanced teacher
 - *The characteristics.* At this stage, teacher has a senior role with a high experience and demonstrates advanced knowledge and skills in particular areas. He/she probably has TEFL-Q diploma qualification in ELT/TEFL or even a Masters. As a competent, confident, and creative teacher, he/she is ready for new challenges, roles and responsibilities and able to support other teachers as well. Maintaining professional development through a range of activities, and by keeping up-to-date

with new developments, through publications, websites, and teacher networks are necessary for him/her.

- *Teacher's current developmental progress:* Teacher develops ELT skills in the following areas: teacher training skills, delivering workshops, mentoring skills, syllabus writing skills, research skills. Teacher may also expand to develop other skills like computer skills, managerial skills, public speaking, time management, customer service skills, people and team management skills, financial skills, HR training, business understanding, and so on.
- *Areas for future development.* Teacher identifies his/her goals and planning CPD towards those goals, takes more leading roles as a professional, explores the classroom through research and other means.
- STAGE 6: Specialist teacher
 - *The characteristics.* At the top stage, teacher is fully-qualified ELT teacher, possibly with a Masters. He/she works full time and roles as an ELT manager, teacher trainer, materials developer, test writer, academic/researcher, ELT writer, or ELT inspector. It is possible to experience multiple roles.
 - *Teacher's current developmental progress:* In order to progress, teacher needs to always update change in the industry to be aware of developments in ELT. Using reflective practice will help him/her develop in his/her current role. Expand to learn more about other roles and making contacts help to gain experience in new areas.
 - *Areas for future development.* For CPD, teacher need to develop reflective practice in his/her current role, build personal learning network, shares and collaborates with peers, and set clear targets for his/her development and working towards them.

B. *Teacher's Strategies*

As previously stated, teacher can initiate a self-directed professional development which is differentiated based on the teacher's needs and interest. Here are the guidelines for implementing self-directed development:

- 1) Set your target regarding what you want to learn about teaching and your field. Plan your ongoing professional by setting your short-term and long-goals.
- 2) Identify suitable strategies for you to explore the topics of your interest. To begin with, select simple activities like self-monitoring or peer-observation to find out the best techniques for you. Later, you can try expand the topics of your interest with other activities, such as peer coaching or action research.
- 3) Talk to people who experienced professional development activities. Meet and talk to teachers or join teachers online forum and discuss about professional development activities that you want to experience. Seek about the details, how to do it, the result, and their recommendations.
- 4) Prepare the support you will need. You probably do peer observation, peer teaching, and team coaching in the institutional basis. You can discuss with your colleagues and negotiate the support you wish to get from them in advance.
- 5) Select a colleague or colleagues. Find colleagues you can trust to work with. They might be involved in critical friendship, team teaching, peer coaching, or a teacher support group activities.
- 6) Set realistic goals and the time frame. As you've determined no 1 to 5 above, set the time frame. How much time you need to do those and put commitment in it.

- 7) Evaluate what you learn and share with others. After doing an activity, take your time and analyze what you have learned. Share them with your colleagues or others.
- 8) Keep track your activities and develop a CPD log. Here is an idea of CPD log adapted from the British Council handout ^[5]. Feel free to modify it to suit your needs. (See appendix 1)

C. *Institution Strategies*

Institution also plays an important role to develop its teachers' professional development. Here are the guidelines for implementing self-directed development:

- 1) *Determine the needs of institution and its teachers.* Careful need analysis should be conducted to determine the needs of institution and its teachers. The professional development programs are expected to accommodate both needs.
- 2) *Set the goals of professional development.* Before arranging the programs, set short-term and long-term goals of the development.
- 3) *Select the participants.* Select the participants and group them based on their interest of the activities. Some participants might have expertise on particular professional development activities.
- 4) *Mind the important considerations.* Apply the principles of adult learning. Reflect the following principles, km in the activities (Richards & Farrel: 2005):
 - Direct involvement in the activities to try out new practice and be self-directed in the learning process.
 - Careful and continuous guided reflection and discussion about proposed changes, and time to analyze individual's experience, because experience is the richest source of adult learning.
 - Personal support for participants during the change process.
 - Anticipate participants' differences in style, time, and pace of learning.
- 5) *Provides support.* The forms of support could be in the following example:
 - Providing information about articles or reports that make available examples and guidelines for carrying out different kinds of activities.
 - Arranging an access to a teacher forum as a medium to review their progress.
 - Arranging visits to other schools, if necessary, to find out how activities were conducted and supported there.
 - Providing time for ongoing review and feedback about how well activities are working
- 6) *Evaluating what has been learned.* Kirkpatrick (1988)^[7] suggests that there are four levels that need to be assessed in the evaluation of an organization's training. First is the reaction. How people feel during and immediately after the experience. Second is the learning. How much they learned in terms of knowledge, skills, and attitudes. Third is the performance. What they are doing now as a result of the learning experience. Fourth is the organizational result, whether there are additional benefits for the organization.
- 7) *Share the results.* The collaborative benefits of professional development activities needs to be emphasized therefore the results of the activities required to be shared with others, especially among participating

teachers and colleagues in the institution. There are many options available for disseminating the results, such as: a brief written report of the project which is available to anyone interested, a brief presentation to colleagues, an account of the project in a newsletter or e-mail forum, a presentation at a conference, publication of the activity in a professional magazine or journal, or even a workshop exploring issues in conducting development activities.

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USING ROLE PLAYING SIMULATION IN TEACHING BUSINESS ENGLISH

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Abstract -The ability to speak of students are very low. It needs an interesting and practical teaching method that can make them interested to follow the process of learning English. One of the teaching alternatives is role playing method. The aim of This study is trying to find out if the role playing method can improve students' skill in speaking and also can motivate them in studying Business English. This study was conducted to the students of Teknik Industri Agro program at Class A who studied Business English on the second semester that consists of 30 students. The research was conducted in two months for seven meetings. The instruments for collecting data used data from speaking and writing tes. Speaking and writing test covered students' score in grammar, vocabulary, fluency and comprehension. Diary notes, observation sheet and interview sheet were also used to cover about their point of view in using this method. It can be concluded that role playing method give positif impact for students' development in speaking ability and it also motivated them in studying business english.

Key Words: *Role Playing, Speaking, Writing, Business English.*

I. INTRODUCTION

A. Introduction

One of the problems in learning English is overemphasized lesson on grammar and not on the conversation. Students are rarely given direction on how and what the function of the elements of grammar they learn it. Students master the patterns of English grammar (eg, the structure of the simple present tense, and others), but the students do not know when these structures should be used and how its application in everyday life. Whereas it would be helpful if English can be used and applied although grammatically students are not too hang. It does not mean that learning grammar is not important, but these theories need to be linked with everyday life. It also matches the expression Lie (2008): Teaching English should be implemented Also in communication side, It also supported with the Curriculum 1984 and 1994 the which aspire to build students' ability to communicate in English Actively.

In an effort to improve the ability of students' speaking, the faculty is closely related to creativity in the selection of appropriate methods for learning. Hammer (2005) describes "A variety of teaching strategies, a knowledge of student levels, and an implementation of the which strategies are best for particular students can help teachers to know the which teaching methods will be most effective for the students." With regard to the selection method, he also stated that "In the learning process, educators in choosing teaching methods should pay attention to things like the purpose of education, the ability of educators, learners' needs, and content or learning materials".

As a lecturer, she / he must see the existence of the students either in learning or outside of learning. Similarly, when the teaching-learning process begins, the teacher must be able to develop a powerful learning strategy to achieve the learning objectives that have been planned. A teacher should not go into the classroom and teach soberly without any preparation at all. Because each learning materials need a strategy that is elaborated through the learning model so that the learning target can be achieved maximally. According to Djumungin (In Khudriyah, 2010), the learning model is a systematic conceptual framework for organizing learning. Models can be interpreted as a plan or pattern device used by teachers to design learning materials. The model can also be defined as a plan or pattern device used by the teacher to design the learning materials. He added that none of the models had a higher position than any other model. Neither is there the single most powerful model for all situations.

Hammer (2005) also stated that in modern teaching techniques the simulation and role play have much to do, so that students can participate as individuals or as what students desired. Many students derive great benefit form simulation and role play. Students 'Semulate' a real life encounter (such as business meeting, in a aeroplane cabin or an interview test). Simulation is the behavior of a person to act as the person intended with the aim that people can learn more about how people feel and do something. Simulations have varying forms of implementation are: peer-teaching, sociodramas, psychodrama, simulation games and role playing.

Furthermore Ambat Harun (2010) in her research for the third class elementary students in Bandung explained that sometimes a lot of psychological or social events which are difficult if described with mere words. It is necessary dramatized, or students participated to play a role in the social events. Therefore both are almost the same technique. Teachers use both of these techniques in the learning process has a purpose for students to understand the feelings of others and tolerance. She concluded that learning speaking through role play method will give students the opportunity to develop themselves and their creavity in expressing themselves through the characters that they play.

Aprilia (2013) through her research to the elementary students stated that role playing simulation have given significant effect to the students achievement in communicating and develop their self confidence. They were easy to understand the lesson. Students are able to put themselves in the situation of others who desired the teacher. Students can learn the character of others, how to get along with others, how to approach and relate to others, in that situation they should be able to solve the problem. And then the students can understand and accept the opinions of others.

B. Research Questions

The problems can be formulated as follows:

1. Could the role playing simulation improve students' skill in speaking English?
2. Could the role playing simulation motivate students in learning Business English?

C. Research Objectives

This research is aimed to find out if:

1. To find out if Role Playing method could improve students' skill in speaking English.
2. To find out if this method could motivate students in learning Business English.

D. Research Purposes

The purpose of this research in general is to find out the advantages of the methods of role playing simulation in improving students' skills in speaking and to find out whether this method can motivate the students to study Business English.

II. REVIEW OF RELATED LITERATURE

A. The Concept of Teaching Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney in Kayi,2006). Fisher and Fery stated that Speaking is the uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral language (Fisher&Frey, 2007:16). However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Based on the concept of teaching speaking, students are determined well in speaking if they can express their feeling, idea or emotion through verbal sense effectively. Teacher has a position as the guidance and has a responsibility to help students in improving their speaking skill by making some corrections regarding to the problem in the teaching learning progress.

B. The Concept of Role Playing Method

Role Playing Method is the method that give students a chance to master of materials through the development of imagination and appreciation of students. This method should be done for several students. (Aprilia,2013). Dajamarah and Zain (In Aprilia, 2013) also explained that this method, Role playing is the stimulation of the behavior of people who played, train students to face the actual role, spoken language training intensively and provides the opportunity for students to develop the ability to communicate. Joyce and Weil (in Ambat Harun, 2010) stated role playing method teach students to appreciate themselves and consider someone's feeling, learn how to behave in such a good manner to solve problem and find solution. This technique can be used in the teaching of reading , writing , listening , or speaking. This technique combines all basics activities of reading , writing , listening and speaking. In this technique , the teacher noticed schemata or background of the student experience and help students activate these schemata that learning materials become more meaningful. Students feel more motivated to learn. In addition , students work with fellow students in an atmosphere of mutual cooperation and have a lot of opportunities to process information and improve their communication skills.

III. METHODOLOGY

A. Place and Time of Research

The subject of this research was the students of Politeknik ATI Makassar. It is located at Jalan sunu No. 220, Makassar. The subject of the research was the student of Teknik Industri Agro,which consisted of 30 students, consits of 13 male students and 17 female students. The reason for choosing this class is that the writer thinks that most students have big problem in speaking, less self confidence in discussing in a group and less motivation in studying Business English. This research has ben done in six meetings, from April to May 2017. It was done in language Laboratory at Politeknik ATI Makassar as the place of this research.

B. Type of Research

This research is a quasi experimental study. The Data of this research is qualitative and quantitative data. Data source have been taken from documents of observation sheet, interview and written test. All the data were analysed in qualitative used Microsof Excell.

IV. RESULT AND DISSCUSION

These lessons were divided into six meetings and have six different materials to be discuss and perform, such as **business introduction (social gathering in business meeting), getting direction , products and services, making presentation, on the phone, placing and order and Job interview test**. During the activity process,the lecturer observed, guided and also direct the students, motivated them to be more active and place the cleverest students into group to help the weak students and also gave assesment through observation sheet. All materials have prepared and given to them before the class began to make them easy and undertand the materials and help them also to adapth with their role and prepared themselves.

At the first and the second meetings, for **business introduction and getting direction**. Students were placed as if they were at business gathering, they met with some important clients and they made acquaintances to many people. They were ased to make name card and they used the cards as their indentity. They would asked about their new collegas' office location and try to identified the location. It was the first time for them to have role play therefore i found that some students were not too serious, little bit passive, still shy and still difficult to play as the role they have been choosen. Perhaps they were still new with this simulation. They still read the text. They were also still confused and not expressive in playing their role. The clever students were still dominating but they also helped and forced the weak students to speak and enjoy the situation. This part were asessed by giving note to their cooperation in group, their expression and their pronounciation. The lecturer tried to find the solutation to problems above after interviewing them about their topics. They just need time and oppurtunity to be better.

At the third and the fourth meetings, about **products and services and making presentation**. Students were asked to read the material about how to have good presentation and brought some brochures of products. They were asked to become a senior marketing and would give presentation in front of some businessman. These topics were interesting for them, perphaps because they learnt about marketing, therefore students became more active, eventhough there were two or three students still passive. Students also started serious, enjoyed their roles as senior marketing and as the audience in the company's presentation. Here, i found that Some students could develop themselves well and improve their performance. They also learnt by doing, how to be good listener and speaker, respect to others opinion and not dominating the discussion session.

At the fifth and the sixth meetings, about **on the phone, placing and order and Job interview test**. Students were asked to read the material about how to have good conversation on telephone, they were also asked to prepare some brochures of products of food and hotels services. They were asked to become waiters and waitresses in restaurants and also as hotel staff. They gave information about the food and the hotel information to their customers. These topics were interesting for them, perphaps because they also learnt about communication therefore students became more active and enjoyed the role playing. Students also started serious, and tried to be proffesional by answering questions about their restaurants' and the hotels

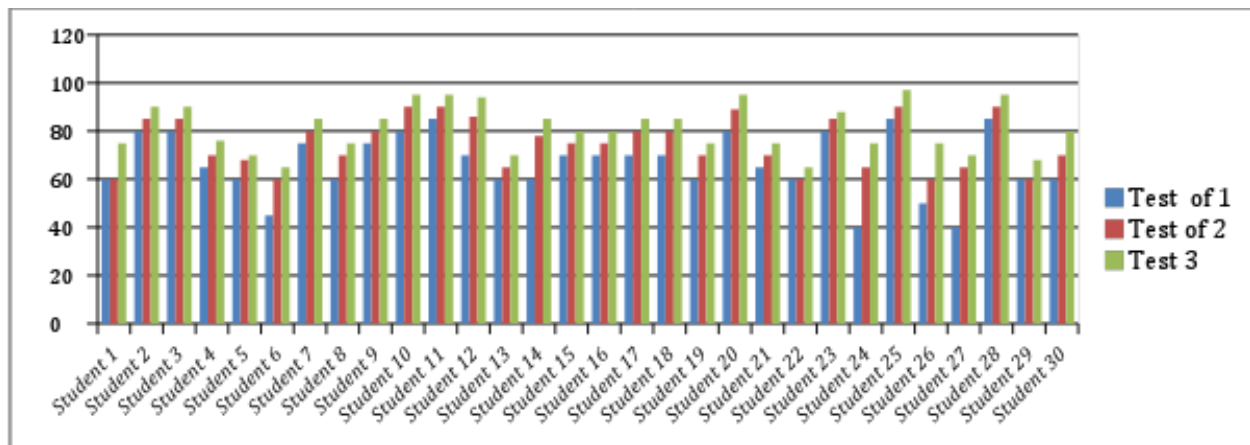
products and facilities. Some students could develop their self confidence and improve their performance. They also learnt how to give good information to customer by practicing it.

The use of Role Playing simulation in this research shows a positive trend. It can be seen from the outcome of students' improvement from the three tests. They displayed difference in every test, even though it is still not too high. This method is successful enough in this research because this method allows students to be more confidence in their ability to use language and in their ability to understand English by helping each other in the role playing simulation.

Table 1. The Result of the three tests

No	Nama	Test of 1	Test of 2	Test 3
1	Student 1	60	60	75
2	Student 2	80	85	90
3	Student 3	80	85	90
4	Student 4	65	70	76
5	Student 5	60	68	70
6	Student 6	45	60	65
7	Student 7	75	80	85
8	Student 8	60	70	75
9	Student 9	75	80	85
10	Student 10	80	90	95
11	Student 11	85	90	95
12	Student 12	70	86	94
13	Student 13	60	65	70
14	Student 14	60	78	85
15	Student 15	70	75	80
16	Student 16	70	75	80
17	Student 17	70	80	85
18	Student 18	70	80	85
19	Student 19	60	70	75
20	Student 20	80	89	95
21	Student 21	65	70	75
22	Student 22	60	60	65
23	Student 23	80	85	88
24	Student 24	40	65	75
25	Student 25	85	90	97
26	Student 26	50	60	75
27	Student 27	40	65	70
28	Student 28	85	90	95
29	Student 29	60	60	68
30	Student 30	60	70	80
	Total	2000	2251	2438
	Average	66,67	75,03	81,27

Table-1 shows above, there is an improvement of the students' speaking achievement. They can increase their total mark from 66.67, 75.03 and 81,2. The result of this research has a good and positive progress. The students' achievement have increased significantly again to 81,27 in the final test. From the table 1 above, there is a significant influence of the students' speaking achievement. We can also see the improvement of every student clearly from the graph 1 below.



The Graph 1. The Progress of Students' Speaking Competence.

The graph-1 above shows the visualization of the students' improvement competence progress after applying the role play simulation. This alternative teaching method that the writer offered, has shown a significant change in every test. It can be seen from the result of Oral test which increased significantly. There were eight students who got 90 and more than 90 at the final test and two students who showed the difference significantly, at test 1, they got 40 and at the test 2 and test 3, they got score 65 and 75.

It happened because the simulation that students used in speaking are more likely to fit their existing mental structures. Students are more actively involved in the learning process. They thought that they were the part of the Class Itself. Role Playing method help them to decrease the feeling of unconfident and being afraid to make mistake when they want to express their feeling and opinion. It is very important in order to build up their motivation in studying English. The subject that was neglected by most of them. The students who got an improvement score were active in the classroom. After the treatment, they felt more confident in practicing their English. The result of the questionnaires also proved that role playing simulation was preferred by the students of because they can be more active in using the target of language.

V. CONCLUSIONS AND SUGGESTIONS

Based on the result of the study, it was found that there was an improvement in students' speaking achievement from test-1, test-2 test and test-3. The interview sheets and the observation sheet also showed the improvement that the students were more interested and motivated in speaking English. It means that there was an improvement on students' speaking achievement through role playing not only the score, but also motivating the students to dare to speak English. Overall, They also got some knowledge that are not new anymore but become new things for students because they know the things but they never practice such as how to be a good listener and speaker, how students could develop their self confidence and improve their performance. They learnt by doing. This fact is suitable with the wise words which are made by Chinese famous philosophy, Confusius (In Zaini et al, 2002:13), he stated that: "What I hear, I forget. What I see, I remember. What I do, I understand".

The lecturer, in this approach, serves more as a guide than as a formal lecturer. The teacher watches and guides the students in the right direction. Thus, the students take a more active role in the learning process and more independent role as well. After doing this research, the research believes that role playing is one of effective method in teaching Business English. It will work best because it will force the students to think critically and use their knowledge of the language. Students became more independent to use this method because they take a part of every activity, they think, they act and they feel it.

Role playing is the stimulation of the behavior of people who played, train students to face the actual role, spoken language training intensively and provides the opportunity for students to develop the ability to communicate. So, it is suggested that English teacher can apply role playing technique in order to overcome the problem in speaking and improve students' speaking achievement and motivation.

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Enhancing Quality Assurance System using PDCA Cycle in the Teaching and Learning Process

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Abstract - Quality has become a need in the teaching and learning process. It is strengthened by The Indonesian Ministry of Research and Technology Rule No. 62 in 2016 emphasizing on the Quality Assurance System in Higher Education. Regarding the need, there are still many study programs do not really understand the implementation of this rule in the teaching and learning process. As a result, all the activities in the teaching and learning process are not documented well resulting in the rush and chaotic condition in preparing the accreditation from the unit of national accreditation. This paper aims at describing the process of teaching and learning using the Quality Assurance System by adapting the Planning, Doing, Checking and Acting (PDCA) cycle in the teaching and learning process. Planning involves the process of preparing from lesson plan, materials to assessment, doing is the process of fourteen meetings for the teaching and learning, Checking is supervising and controlling the class from pre-teaching, whilst-teaching to post-teaching activities as well as getting the feedback from the students to gain information regarding the success or the failure of running the process. Finally, Acting is related to the improvement of the teaching and learning process in the classroom. This improvement takes the biggest role in making the teaching and learning process better since it is a kind of solution of the problems faced during the teaching and learning process. After this PDCA cycle is implemented, it should be documented to provide empirical evidence for study program accreditation process.

Keywords: Quality Assurance System, Teaching and Learning Process, PDCA cycle

INTRODUCTION

Quality Assurance System in higher education is a system that monitors and evaluates a service or product of a business unit in higher education to make sure whether the system is on the right track. According to the Indonesian Ministry of Research and Technology in Higher Education (2017) Quality Assurance is any systematic process of checking to see whether a product or service being developed is meeting specified requirements. This statement is stated in Indonesian Ministry of Research and Technology Rule No. 62 in 2016. According to Junaidi (2017), Quality Assurance system in Higher Education should fulfill the PDCA cycle that is the cycle in Quality Assurance beginning with Planning (P), Doing (D), Checking (C) and Acting (A). Planning is preparing all activities by outlining the preparation needed to do before doing a particular activity. After planning, doing is the process of implementing the program. Checking is what is stated previously that is assessing whether the service or product is already satisfactorily managed. If not then, in acting phase, the service or product needs improvement.

In Universitas Brawijaya (UB), Quality Assurance system has been particularly implemented since 2003, the year when UB has to report Benefit Monitoring System (BMS) due to some grants received by UB. From then on, this BMS was developed into Quality Assurance system which was conducted initially in 2007. In 2007, UB has started to implement PDCA cycle, to monitor and evaluate the service and product in all of business units in UB. Business Units in UB is divided into two namely Academic Unit and Academic Support Unit. Academic unit consists of business unit in the faculty including study programs and laboratories. According to the new UB organizational structure, supporting units are divided into four for earlier faculties (faculties that have already been founded more than ten years old) and two for some recent faculties (faculties that have been established less than ten years). The four academic support units in earlier faculties are academic support, student support, staff support and other supports. In some recent faculties, there are only two business units namely academic and student supports as well as personnel and other supports. This different number of business units will certainly influence the system of monitoring and evaluating.

Academic unit in UB is divided into 168 study programs. These study programs have already been audited for 16 times. The standard of auditing is using three primary standards namely, standard from the Ministry of Research and Technology, standard from National Standard of Higher Education and standard from ISO 9001. These three standards are formulated in the form prepared for internal audit for all the faculties and study programs in UB. This audit system has become a culture in UB, however in some other universities, this rule has not been well developed. The universities admit that they have not started to conduct internal audit system. As a result, there are still many universities having C accreditation from Accreditation Unit on Higher Education. Due to this reason, UB is one of the universities in Indonesia selected to be *PT Asuh*, a university that is given a right to bring about *PT Asuhan*, the universities that need tutorial in Quality Assurance System.

Knowing to the fact that Quality Assurance (QA) has not been cultivated well in some universities in Indonesia, this paper aims at introducing the Quality Management System (QMS) adopted from ISO 9001 using PDCA cycle. PDCA stands for Planning, Doing, Checking and Acting, a cycle that is rooted from action research approach. The plan-do-check-act cycle (Figure 1) is a four-step model for carrying out change. Just as a circle has no end, the PDCA cycle should be repeated again and again for continuous improvement.



(Source: [Hopkins, 2008](#))

Figure 1: Plan-do-check-act cycle

QUALITY MANAGEMENT SYSTEM IN THE TEACHING AND LEARNING PROCESS

Quality Management System (QMS) is a document which is available from the national standards organization in each country. It is intended for use in any organization regardless of size, type of product or service. It provides many requirements which an organization needs to fulfil to achieve customer satisfaction

through consistently providing products and services which meet customer requirements and any applicable statutory and regulatory requirements for the product. In educational context; e.g. school name regulations.

There are seven requirements needed to fulfil by an organization to work properly based on the QMS adopted from ISO 9001. The first is Customer Focus. The primary focus of QMS is to meet customer requirements and to strive to exceed customer expectation. At school or university levels, the customers are the civitas academic consisting of students/college students, the teachers/lecturers and the school/university administrative staff so the schools should manage the satisfaction of all of the civitas academic. The second is Leadership. Leaders at all levels establish unity of purpose and direction and create conditions in which people are engaged in achieving the quality objectives of the organization. Therefore, the role of leaders at schools/universities is very important. The third is engagement of people. It is essentials for the organization that all people are competent, empowered, and engaged in delivering value. To manage an organization effectively and efficiently, it is important to involve all people at all levels and to respect them as individuals. Thus, there should be a harmonious communication and coordination among the civitas academic. The fourth is process approach. It focuses on how the consistent and predictable results could be achieved more effectively and efficiently when activities are understood and managed as interrelated processes that function as a coherent system. So, there should be a coherent system in the teaching and learning process. The fifth is improvement. Successful organizations have an ongoing focus on improvement. A healthy teaching and learning process is the one which always focuses on continuous improvement. The sixth is evidence-based decision making. Decisions based on analysis and evaluation of data and information are more likely to produce desired results. Facts, evidence and data analysis lead to greater objectivity and confidence in decisions made. It means that decision making the teaching and learning context should be based on empirical evidence. The last one is relationship management. For sustained success, organizations manage their relationships with interested parties, such as suppliers. In the teaching and learning process, the relationship between the civitas academic and society including parents, stakeholders and government are very crucial for sustainability and existence of the schools/universities.

PLANNING

Planning actions based on QMS is identifying and addressing potential mistakes before they happen. This planning is intended to address risks and opportunities. The risks in the teaching and learning process could be for example low motivated students, less competent students, insufficient facilities and still many others. Based on QMS, before such risks occur in the teaching and learning process, there should be a good plan to prevent the risks happen. The planning can be in the form of a good lesson plan and schedule, well established materials, and discipline lecturers and students. When there is a good plan before executing the teaching and learning process, those potential risks could be minimized to occur.

DOING

Doing is the process in QMS that covers all the operational processes needed to produce the product or service. This process should meet with the planning made. Besides, it should be controlled to make sure that all the processes are implemented as planned. In educational setting, this part covers the teaching and learning process conducted in the classroom involving the interaction between student and teacher as well as between student to student.

CHECKING

Checking covers the performance evaluation section which specifies requirements for monitoring, measuring, and auditing products and processes. Importantly this section includes the need for organizations to find out about their customers' perceptions and levels of satisfaction. The 'checks' that an organization performs should enable the achievement of the overall policy and objectives to be assessed and any gaps identified. In the teaching and learning process, the implementation of checking is asking the students' feedback at the end of the semester program.

ACTING

Data gathered from the above sources is analyzed in order that decisions and actions can be determined and opportunities for improvements identified. Action plans are developed to address potential risk areas, and to ensure that problems experienced do not reoccur. In the teaching and learning process, action plans are developed to make necessary improvement before, during and after the teaching and learning process.

The PDCA cycle is closed by feeding the analyzed data into the management review process as a part of performance evaluation. The top manager, head of study program, head of department, vice dean and the dean in the faculty level will review the data and make decisions about the organization's objectives and plans, including objectives for improvements they wish to make, and how they will enhance the satisfaction of their customers.

CONCLUSION

Implementing PDCA cycle in the teaching and learning process is a compulsory process in pedagogical setting. This PDCA cycle include Planning before the class, doing during the class, checking after the class and acting or improving for the next class. This PDCA cycle should be implemented consistently in order to have good internal audit result and to prepare for the external audit.

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