

The Asian EFL Journal

June 2019

Volume 24, Issue 4.1



Senior Editors:

Paul Robertson



Published by the English Language Education Publishing

Asian EFL Journal
A Division of TESOL Asia Group
Part of SITE Ltd Australia

<http://www.asian-efl-journal.com>

©Asian EFL Journal 2019

This book is in copyright. Subject to statutory exception no reproduction of any part may take place without the written permission of the Asian EFL Journal Press.

No unauthorized photocopying

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying or otherwise, without the prior written permission of the Asian EFL Journal.

editor@asian-efl-journal.com

Publisher: Dr. Paul Robertson

Chief Editor: Dr. Paul Robertson

Associate Production Editor: Ramon Medriano Jr.

Assistant Copy Editor: Eva Guzman

ISSN 1738-1460



Table of Contents

Yentri Anggeraini, Abdurrachman Faridi, Januarius Mujiyanto and Dwi Anggani Linggar Bharati	5
<i>The Teachers' Perceptions on Digital Literacy Competences in EFL Classroom</i>	
Allan O. de la Cruz	13
<i>Surface Structure Taxonomy – Based Analysis of Errors in Written English Sentences of ESL Learners</i>	
Muhammad Ahkam Arifin, Muh Syihab As`ad	38
<i>Student Engagement, Collaborative Learning, and Flipped Classroom as a Basis for a Blended Language Learning Environment</i>	
Elfiondri	45
<i>Inter-lingual Errors of Indonesian-English in Relation to English Composition: The Case of Bung Hatta University EFL Students, Indonesia</i>	
Muhaemin	61
<i>Massive Open Online Course: Opportunities and Challenges in State Islamic Higher Education in Indonesia</i>	
Laureana M. Ligan	72
<i>Impact of Extramural Competitive Instrumented Learning (ITL) on Students of English</i>	
Arjulayana and Cut Novita Srikandi	78
<i>Early Semester Student Needs in English Mastery to Support Teaching and Learning Process in English Department</i>	
Yuni Astuti, Fadhilaturrahmi and Rini Parmila Yanti	98
<i>Motivating Primary School Students With Collaborative Games To Produce Good Character Building</i>	
Ikhfi Imaniah	111
<i>Microteaching as a Learning Effective Teaching</i>	
Ikhfi Imaniah, Ilza Mayuni and Ninuk Lustyantie	118
<i>The Student's Academic Writing Skill in Terms of Academic Procrastination, Self Esteem and Reading Habit at Muhammadiyah University of Tangerang</i>	
Badaruddin, Nurdin Noni and Baso Jabu	128
<i>The Potential of ICT in Blended Learning Model toward Education 4.0 Need Analysis-Based Learning Design for ELT</i>	
Ericson O. Alieto, Aprillette C. Devanadera and Junette B. Buslon	143
<i>Women of K-12: Exploring teachers' cognition in language policy implementation</i>	
Caren Casama Orlanda-Ventayen	163
<i>Impact of English Language Courses and English Proficiency on Academic Performance of Junior Business Administrators</i>	

Ammang Latifa, Rafi’ah Nur and Amaluddin	176
<i>Utilizing Google Classroom Application to Teach Speaking to Indonesian EFL Learner</i>	
Josephine C. Cristobal	194
<i>Reading Levels of ESL Elementary Pupils: Basis for the Implementation of Extension Program</i>	
Aprilette C. Devanadera and Ericson O. Alieto	207
<i>Lexical Bias among Tagalog-speaking Filipino Pre-school Children</i>	
Assim Sulaiman Alrajhi	226
<i>Promoting Peer Assessment of Oral Presentation Through Learners’ Involvement in The Design of Assessment Criteria</i>	
Narcitas B. Ouano and Melba B. Rosales	249
<i>The Level of Integrative Vocabulary of DOST Scholars as Assessed by the C-Test</i>	
Magda L. Frutas	267
<i>Reading Comprehension and Mathematics Problem Solving Proficiency of Filipino ESL Learners: An Imperative for Bridging the Gap</i>	
Loraine S. Tattao	281
<i>Workplace Wellbeing and Performance Level of Faculty Members in Higher Education Institution</i>	
Dina Abdel Salam El-Dakhs, Maruf Rahman, Musinah Muhammad and Fouzia Amroun	295
<i>The Saudi EFL Learners’ Complaint Behavior: A Study on Interlanguage Pragmatics</i>	



The Teachers` Perceptions on Digital Literacy Competences in EFL Classroom

Yentri Anggeraini,

Universitas Negeri Semarang

Abdurrachman Faridi

Universitas Negeri Semarang

Januarius Mujiyanto

Universitas Negeri Semarang

Dwi Anggani Linggar Bharati

Universitas Negeri Semarang

Correspondence email : anggeraini.yentri@yahoo.com

Bio-Profile:

Yentri Anggeraini is a lecturer at English education study program, Baturaja University. She finished her master degree from Sriwijaya University. She is doctoral program student at Universitas Negeri Semarang, Indonesia

Abstract

Providing digital tools such computer, internet connection, online teaching media in the EFL classroom is not something new. It becomes a need that should be fulfilled to support the teaching and learning process in this digital era. Digital literacy in school practice is the ability to apply digital technology effectively to support digital teaching. The focus of the digital teaching age is not only on the learning facilities, internet access, and online resources, but also on the readiness of the teachers to be literate in digital technology becomes the most important thing in order to face the digital teaching. This paper aims at exploring the teachers` perceptions on their digital literacy in EFL classroom. The findings showed that English the teachers provided digital tools and online teaching, used social media,

and evaluated the downloaded materials and online resources. It can be concluded that the most of the teacher have average category in basic digital literacy competence and intermediate digital literacy competence in which 54% of them have very low ability to guide others in operating a new application dealing with teaching media, 77% teachers have very low ability to create application dealing with teaching, and 84% teachers have high ability to use social media (facebook, whatsapp, twitter, etc) in teaching .

Keywords: Teachers` Perceptions, Digital Literacy, Digital Literacy Competences

Introduction

Digital tools have gone hand –in hand with the growth of English and are changing the way in which we communicate. Language learning also appears to influence the development of technology update. The update digital usage and its changes come and give positive effects to us including the teaching and learning process in school practices. The use of digital tools in teaching enjoys, motivates, and supports, facilitates both the teachers and students in English classroom. Dealing with digital tools usage, there are most of teachers reveal common ways in integrating technology in teaching. First, presentation, using wide-screen, overhead projectors, and interactive whiteboards, were found to be the most popular technology-supplemented activities by teachers in their instruction delivery. The next, Text-based and audio-visual materials are used to present or recycle target language content to learners (Fitzpatrick & Davies, 2003) and the last, technology is used in oral skills (listening and speaking) more than others (reading and writing) (Rahimi & Yadollahi, 2011).

Becoming literate in digital tools in order to face the digital teaching is very important because digital tools are fundamentally altering the nature of knowledge in the sense that they enable a more creative, active, collective, and personal way of constructing and communicating knowledge through digital media technologies (Payton & Hague, 2010; Sharpe, 2011; Nguyen, 2014). Meanwhile, Olsson and Edman-Stålbrant (2008) stated that a teacher trainer should have the ability to: 1) decide what kind of digital tools are appropriate for their course content and be able to present their course on line, 2) determine what kind of digital tools and work methods which support, develop or increase the quality of their course, 3) realize the affordances with different digital examinations so they can choose the best form of examination according to the aims and guideline, and 4) clarify and highlight teaching and learning issues on the basis of digital tools and methods. Bachlin and Wild (2015) proposed three framework which are addressing the past, developing in the present, and broadening perspectives in

the future that aimed at helping teacher trainees in developing the appropriate skills to apply technology in the classroom in an ever-changing digital environment.

Digital literacy is described as the ability to reflect on this process using digital tools effectively and efficiently. Further, Digital literacy requires multiple literacy skills (Shariman, Razak, & Noor, 2012). Eshet-Alkalai (2004) concludes that digital literacy is large variety of complex cognitive, motor, sociological, and emotional skills that may be used as a measure of the quality of the students` work in digital environment that includes three strands: technical-procedural, cognitive, and emotional-social skills (Aviram& Eshet-Alkalai, 2006). From this context, the teacher`s digital literacy is the ability to operate and use digital tools efficiently in teaching and learning process. Mutula and Wamukoya (2007) : Siddike (2010) proposed that the digital competences which are foundation digital literacy competences, basic digital competences, intermediate digital literacy competence, advanced digital literacy competence, technical digital competences, and digital literacy proficiency. This study investigated how the teachers` perceptions on digital literacy in EFL classroom because of some reasons. The first, technology usage is growing fast so that the English teachers should be aware of the technology changes and literate in the digital tools. The next, digital literacy are needed so that the technologies put in place can be maintained or adapted to be used effectively in EFL teaching. The last, it is essential thing for the English teachers to provide the new digital tools in teaching and learning processes.

By evaluating the English teachers` digital literacy competences in teaching and learning process, it can give some significances. The first, theoretically, the teachers need to know their digital literacy competences in order to support the teaching English in digital era. By knowing the digital literacy competences they should apply it to support teaching and learning process. The second, practically, the digital literacy is needed for English teacher in order to make them easier to understand and apply the digital tools in the classroom. The last, pedagogically, digital literacy competences can helps the English teacher to be more digitally literate in the digital teaching era. Besides that, the institution can support the teachers to join the professional trainings in order to develop the teacher digital literacy competences in digital teaching era.

Research Methodology

This kind of research was concurrent mixed methods (Creswell, 2014). We converged or merged quantitative and qualitative data in order to provide a comprehensive analysis of the research problem about the teachers` perspectives on digital literacy competences . In this design, the investigator collects both forms of data at the same time and then integrates the information in the

interpretation of the overall results.. The subject was all of the lecturers whom taught in English education study program, Baturaja University. In order to maintain the research validity of the study, we considered triangulation in the terms of data collecting manners which were questionnaire, interview, and document review. Besides, member checking is also conducted in form of clarifying the informant responses for maintaining the validity. The content validity was be used in order to check the validity of the questionnaire and interview questions, it was checked by expert judgements. The result was seventeen items of the questionnaire that cover about the digital literacy abilities dealing with classroom practices were used to gather the data.

Result and Discussion

The Questionnaire Result of Teacher Digital Literacy Competences

Table 1. Basic digital literacy competences

Digital Literacy Abilities dealing with classroom practices	Very Low	Low	Average	High	Very High
Ability to use Microsoft Office (MS-Word, Excel, PowerPoint, etc)	0%	0%	77%	23%	0%
Ability to operate the LCD projector, sound system, etc	0%	8%	84%	8%	0%
Ability to know basic knowledge about computer as well as digital literacy	0%	8%	38%	46%	8%
Ability to use the internet access (wireless connection)	0%	0%	31%	54%	15%

The table 1 above showed that 77% of participants have average ability to use Microsoft Office (MS-Word, Excel, PowerPoint, etc), 84 % of participants have average ability to operate the LCD projector, sound system, etc , 46 % of participants have high ability to know basic knowledge about computer as well as digital literacy, and 54 % of participants have ability to use the internet access (wireless connection).

Table 2. Intermediate digital literacy competences

Digital Literacy Abilities dealing with classroom practices	Very Low	Low	Average	High	Very High
Ability to use online references	0%	8%	46%	31%	15%
Ability to use online browse	0%	0%	69%	31%	0%
Ability to provide online learning	0%	39%	46%	15%	0%
Ability to use social media (facebook, whatsapp, twitter, etc)	0%	0%	23%	69%	8%
Ability to use email	0%	0%	8%	84%	8%
Ability to use blogging	0%	39%	46%	15%	0%
Ability to use HTML	23%	31%	46%	0%	0%
Ability to use web page design	54%	46%	0%	0%	0%

Table 2 indicated that 46% of participants have average ability to use online references, 69% of participants have average ability to use online browse, 46% of participants have average ability to provide online learning, 69% of participants have high ability to use social media (facebook, whatsapp, twitter, etc), 84% of participants have high ability to use email, 46% of participants have average ability to use blogging, 46% of participants have average ability to use HTML, and 46% of participants have low ability to use web page design.

Table 3. Advanced digital literacy competences

Digital Literacy Abilities dealing with classroom practices	Very Low	Low	Average	High	Very High
Ability to know well about computer parts and their functions	15%	54%	31%	0%	0%
Ability to evaluate the downloaded materials and online recourses	0%	23%	46%	31%	0%
Ability to create digital storytelling and others such as <i>iMovies</i> , <i>moviemaker</i> , <i>powtoon</i> , animated video etc as the teaching media	31%	38%	23%	8%	0%
Ability to guide others in operating a new application dealing with teaching media	54%	23%	23%	0%	0%

Ability to create application dealing with English teaching	77%	15%	8%	0%	0%
---	-----	-----	----	----	----

Table 3 indicated that 54% of participants have low ability to well about computer parts and their functions, 46% of participants have average ability to evaluate the downloaded materials and online recourses, 38% of participants have low ability to create digital storytelling and others such as *iMovies, moviemaker, powtoon* , animated video etc as the teaching media, 54% of participants have very low ability to guide others in operating a new application dealing with teaching media, and 77% participants have very low ability to create application dealing with English teaching.

The Interview Results

Digital Tools in the Classroom

The participants' general digital technology using were laptop, computer, speaker, MS PowerPoint, mobile phone, and the website. The results look different from the results of previous research done by Solano *et al.* (2017) explored the use of educational technology for teaching English as a foreign language (EFL) at 10 state schools in the South of Ecuador. The results indicated that technology is rarely used in state schools of the south region of Ecuador or, if used, it is not adequately applied. As a consequence, they use traditional methods that do not have such great impact on students' performance. Teachers have poor knowledge of other types of technological tools and little enthusiasm to make their English classes more attractive for students. In fact, they just provided textbook as the main materials.

As Participant 2 explained;

"I used social media such as Facebook and whats up to communicate with my students. We discuss the current issues"

Participant 6

" I used the downloaded material from you tube as my teaching material and sometimes I asked my students to make a video in group and then they uploaded in the social media and discussed it in the classroom"

Participant 3

" I just provide the mobile phone and prove the download materials from you tube, did you use other digital tool in the classroom (researcher)
P3 : When I teach in Language laboratory, I provide online learning"

Rencana Pembelajaran Semester Review

From the *RPS*, the participants provide laptop, ms. power point, email, LCD projector as the teaching media and downloaded materials as the sources of teaching and learning materials. Zhao, Kynaslahti, and Sintonen (2016) investigated eight Chinese arts teachers' digital concepts and utilities in their teaching, explores digital literacy in arts teaching in China. The result showed that Most of the teachers use media or other digital tools in classes to support their teaching, and the common tools are Microsoft PowerPoint, audio-players or video-players. Just one teacher uses instant messaging to communicate and guide their students after classes, and advises their students to use some apps to practice composing. To sum up, the educational practice has already provided the digital technology both in the classroom practice and also the library.

Conclusion

It can be concluded that the most of the teacher have average category in basic digital literacy competence and intermediate digital literacy competence. They need further professional development on the digital technology to support teaching and learning process and to support career in this digital era. The result of this study recommended the English teachers to join some training in order to develop the digital literacy competences and for the universities holders to make a seminar or workshop on the digital technology operation / usage. The English teacher should survive in order to face the digital teaching era to support the teaching and learning process efficiently and effectively.

Acknowledgement: The paper is sponsored by Indonesian Education Scholarship (LPDP- BUDI-DN)

References

- Aviram, A., & Eshet-Alkalai, Y. (2006). Towards a theory of digital literacy: Three scenarios for the next steps. *European Journal of Open, Distance and E-learning*. Retrieved from <http://www.eurodl.org/?p=archives&year=2006&halfyear=1&article=223>
- Bachlin, K., & Wild, C. (2015). Expanding the vision: A study of teacher trainees beliefs about using technology in the English language classroom in Malaysia. *The Asian EFL Journal*,17(4), 37-67.
- Eshet-Alkalai. (2004). Digital literacy: A conceptual framework for survival skills in the digital era. *Journal of Educational Multimedia and Hypermedia*, 13(1), 93–106.
- Fitzpatrick, A., & Davies, G. (2003). The impact of information and communications technologies on the teaching of foreign languages and on the role of teachers of foreign languages. Germany: International Certificate Conference.

- Nguyen, X.T. (2014). Switching on To Digital Literacy? A Case Study of English Language Teachers at a Vietnamese University (Master`s Thesis). Retrieved from <http://unitec.researchbank.ac.nz/bitstream/handle/10652/2531/Xuan%20Nguyen-ID%201395189-Final%20Submission.pdf?sequence=1&isAllowed=y>
- Payton, S., & Hague, C. (2010). Digital literacy in practice: Case studies of primary and secondary classrooms Retrieved from http://www.futurelab.org.uk/sites/default/files/Digital_Literacy_case_studies.pdf
- Rahimi, M., & Yadollahi, S. (2011). ICT use in EFL classes: A focus on EFL teachers' characteristics. *World Journal of English Language, 1*(2), 17-29. doi: 10.5430/wjel.v1n2p17
- Solano, L. *et al.* (2017) 'Exploring the use of educational technology in EFL teaching: A case study of primary education in the south region of ecuador', *Teaching English with Technology, 17*(2), pp. 77–86. Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1140683&site=ehost-live>.
- Shariman, T.P.N.T., Razak, N.A., & Noor, N.F.M. (2012). Digital literacy competence for academic needs: An analysis of Malaysian students in three universities. *Social and Behavioral Sciences, 69*, 1489-1496.
- Sharpe, R. (2011). *Who are your learners?* Paper presented at the JISC Digital Literacy Workshop. London. http://jiscdesignstudio.pbworks.com/w/file/48152569/DL_slides_2.pdf
- Siddike, A.K. (2010). Exploring digital literacy competences among the library and information professionals of Bangladesh: Problem and recommendation. ILA National Conference on Library and Information Science in the Digital Era.
- Zhao, P, Kynashlahti, H, Sintenon, S. (2016). A qualitative analysis of the digital literacy arts education teachers in Chinese junior high and high schools. *Journal of Librarianship and Information Science, 1-11*. DOI: 10.1177/0961000616658341



Surface Structure Taxonomy – Based Analysis of Errors in Written English Sentences of ESL Learners

Allan O. de la Cruz, Ph.D.

Cagayan State University – Sanchez Mira Campus

aodlc2010@hotmail.com

Bioprofile

Allan O. de la Cruz is an Assistant Professor IV of the Cagayan State University-Sanchez Mira campus. He holds a Doctor of Philosophy in Education major in English Language Education at Cagayan State University-Andrews Campus, Tuguegarao City, Cagayan, Philippines. He is the current Campus Academic Affairs Coordinator, and he teaches English Language and Literature subjects and Language Research in the undergraduate and in the graduate programs of the Cagayan State University-Sanchez Mira, Cagayan Philippines.

Abstract

This study attempts to provide an overview of grammatical errors made by Filipino ESL students in their written English sentences. Error Analysis (EA) provides both the teacher and the learner on the grammatical errors made despite the explicit grammar instruction in English classrooms. The participants of the study were the first graduates of the Senior High School who enrolled secondary teacher education for their college degree. Students' descriptive, expository, argumentative and narrative paragraphs were collected and analyzed using Dulay, Burt and Krashen's (1982) surface-strategy taxonomy. Findings revealed that the respondents' greatest number of errors were in expository paragraph, followed by narrative, argumentative and descriptive paragraphs. The most common errors in these paragraphs were on misformation and omission. It is hoped that the result could help English language teachers enhance curriculum, develop materials and employ strategies to address errors in ESL learners' writings.

Keywords: error analysis, surface strategy taxonomy, English majors, teacher education, ESL learners

Introduction

Students in Higher Educational Institutions (HEIs) tend to make grammatical errors in their writing despite explicit grammar instruction (Singh, 2017). These errors both in spoken and written expressions are inevitable in the process of language acquisition and learning. Nunan & Lamb (1996) as cited in Mustafa, Kirana and Bahri (2017) and Boroomand & Abusaeedi (2013) maintain that producing errors is a normal part of learning anything particularly of something as complex as a second or a foreign language. It is not considered as negative aspect of language learning but a natural process in the development of language skills (Kafipour & Khojasteh, 2012). This drove researchers to work on error analysis in different landscapes because it contributes to the development of language teaching and learning. As Alhaysony (2012) claims, error analysis is beneficial for both the language teacher and ESL learner. For learners, it gives them a view of a language that is difficult for them. On the part of the teachers, it provides them with information about the students' errors. This, in turn, aids the teachers in developing their teaching methods, correcting their students' errors in sentence construction, and focusing on those grammar areas that need reinforcement. James (2013) adds that administering a systematic analysis of learners' errors could help indicate their needs for learning the language, so teaching can respond in a better way and learning occurs at a faster pace.

An error as defined by Norrish (1983) is a systematic deviation that occurs when a student of a language has not learned something, and constantly gets it incorrectly. He points out that normally, second or foreign language learners make systematic errors because they have not learned the correct form. In other words, an error in grammar is a flaw in which the speaker or writer violates the rules of a particular language (Naif & Saad, 2017). Therefore, the flaw in the speaking or writing that occurs regularly which could be due to the learner's lack of knowledge on the nature and rules that govern a particular language is called errors.

Error Analysis (EA) according to Dessouky (1990) as cited in Boroomand & Rostami Abusaeedi (2013) is a continual area of research. This remains so because as long as there are learners to participate in language learning process, they will commit errors (Mahmoud, 2011). Errors can be analyzed based on different taxonomies. The current study analyzes errors using surface strategy taxonomy. This taxonomy classifies errors according to some observed surface features of the error itself without reference to its underlying cause or source or they call it descriptive taxonomy. These errors are the result of interim principles to produce a new language (Dulay, Burt and Krashen, 1982).

True enough, as Rimbar (2017) noted that learning a second language always involves a number of challenges, especially in the introductory stages of learning, where ESL learners make linguistic errors at different levels. The learners' errors, as mentioned by Brown (2007), negatively affect the

quality of language among students. In the same manner, Al-Busaidi and Al-Saqqaf (2015) maintained that the students' errors often affect their intelligibility both in writing and in speaking.

Writing, which is the focus of this research work, is one of the macro skills of language usage. Writing apart from the other macro skills is an essential skill in student's academic study in all colleges and universities, as it is needed for writing researches, writing essays, making reports, making letters, taking notes and the like (Ulijn & Strother, 1995). It is the leading cause of success in academic achievement (Al Ghabra and Najim, 2019).

Hence, the need to shed light on the common errors that second language learners make in their writing to find the appropriate intervention for them. Accordingly, in this paper the author investigates the common writing errors made by the ESL learners particularly the Bachelor of Secondary Education freshmen of Cagayan State University. The study is focused on classifying such errors using the surface strategy taxonomy to identify the most prevalent type of error and point out possible intervention activities that language teachers could employ in class to minimize if not eradicate errors of ESL learners.

Research Objectives

Generally, this study analyzed the sentence errors in written descriptive, expository, argumentative and narrative paragraphs of the Filipino ESL learners of Cagayan State University-Sanchez Mira particularly the Bachelor of Secondary Education first year students major in English.

Specifically, the current study identified the types of errors found in the writings of the students of the university using the surface strategy taxonomy. Also, it determined the type of errors which are most prevalent in the descriptive, argumentative and expository paragraphs of the ESL learners. It likewise proposed possible remedies and interventions that language teachers could employ to address students' grammatical errors in writing.

Methodology

Research Design

This study made use of the descriptive analytical approach using a number of procedures wherein according to Corder (1974) cited in Zheng & Park (2013), EA research includes five steps: collection of a sample of learner's language errors, identification, description, explanation and evaluation of learner's errors. This was the research procedure that was followed in the current research work with slight modification to suit the needs of the study.

- 1) Collection of erroneous written sentences in the descriptive, argumentative, expository and narrative compositions of the ESL learners.
- 2) Identification of the common writing errors of the students by analyzing the students' writing samples in the four compositions.
- 3) Classification on the types of errors using surface strategy taxonomy.
- 4) Computation on the frequency of such errors.
- 5) Analysis on the data/ gathered and errors classified
- 6) Suggestion on the possible remedies or intervention for the treatment of writing errors

Participants

All the 36 regular first year students enrolled in the Bachelor of Secondary Education major in English were included in the study. These students were the first batch of the K-12 senior high school graduates who entered college in 2018, and these were the students who passed the College Admission Test of the university and who hurdled the interview and cut off score set by the College of Teacher Education. These students were chosen in as much as they are the future English language teachers; hence, the need to evaluate their weaknesses in grammar to properly attend to and address these needs.

Data Collection Procedure

The researcher sought the approval of the Campus Executive Officer and the college dean for the conduct of the said undertaking. The consent of the participants was also taken. After informing the students on the rationale of the research undertaking, the researcher personally administered the writing test. The participants were given 30 minutes each in 4 separate meetings to write a one-paragraph composition in a minimum of 5 sentences and a maximum of 7 sentences based from the given topic. In as much as these students were enrolled in the subject Principles and Theories of Language Acquisition and Learning with the researcher as the subject teacher, they were given topics to write related to the subject. For the descriptive paragraph, they described the language and the people who speak that particular language. For the argumentative paragraph, they were tasked to write their ideas whether language is innate or acquired. Then, they have to take a side and defend their stand. For the expository paragraph, they were to contrast first (L1), second (L2) and foreign language (FL). For the part on narrative paragraph, they were requested to narrate how they were able to acquire another language other than their first language.

Data Analysis

The analysis of the written compositions was based on Corder's method of error analysis. The method consists of these steps in order: (1) collection of sample errors (2) identification of errors (3) description of such errors (4) explanation of learner's errors and (5) evaluation of the errors. The error classification system was derived from Dulay, Burt and Krashen's (1982) surface strategy taxonomy. The four classifications include: Omission, the non inclusion of necessary part of words, morphemes or auxiliaries; Addition, the inclusion of unnecessary or redundant parts of words; Misformation, also known as Selection by Corder (1991) is choosing wrong word form; and Misordering, the incorrect positioning of words in a sentence. After the classification on the types of errors using the taxonomy, the researcher computed the frequency of each error type and their percentages of the total as well as explaining these errors. There were three English language teachers who are doctorate degree holders were tapped to help the researcher identify all errors in the students' one-paragraph composition of four different types.

Results and Discussion

Grammatical Errors found in the Written English Sentences of the ESL Learners

Frequency of Grammatical Errors

Table 1 shows the frequency or the total number of errors committed on the descriptive, argumentative, expository and narrative paragraphs made the First Year Bachelor of Secondary Education major in English students. It can be seen from the table that the students' composition on Expository paragraph was accounted to have the greatest number of errors with a total error of 51. This is followed by the narrative compositions of the learners with 44 errors. In the Argumentative composition, they made a total number of 39 errors, and the least is the descriptive composition with 37 total number of errors.

One possible reason why the ESL learners registered the biggest number of errors in Expository is that most of the students had reflected the maximum number of sentence in their expository paragraph compared to the other three paragraphs developed by the ESL learners. Of course, the more sentences you write, the greater the possibility of committing errors. It is noted that the respondents were requested to limit their one-paragraph composition in 5 to 7 sentences only. All the excess sentences were no longer included for analysis. It was observed that for the compositions on Argumentative, Descriptive, and Narrative, most of the respondents did not meet the maximum number of sentences in a paragraph which is seven.

Students' linguistic errors in written composition is a challenge (Rimbar, 2017). The findings of the study is in conformity to the study conducted by Patoc and Lasaten (2019) on the errors reflected in the narrative compositions of the 200 Grade 7 students wherein they were able to locate 2,270 different types of errors. Also, Singh et. al (2017) in their study found out that in the entrance examination written essays submitted by the tertiary students, of the 144 written essays analyzed, they came up with 744 errors.

In another study conducted by Choironi (2017) using descriptive text written by the second grade students, he found out the 32 students who have written in 10-20 sentences of the given topic committed 795 errors. In the research work of Sabtan and Elsayed (2019) on the common errors among EFL students in their written English essays, of the 93 student-essays, a total of 306 errors was committed. Wulandari (2014) studied errors of in abstracts of 36 scholastic journals in Indonesia. The results revealed that there were 172 items of grammatical errors. Zheng and Park (2013) studied errors on essays of Chinese and Korean English learners, and they found out that there were 1,393 errors found. Patoc and Lasaten (2019) found that among the narrative compositions of Filipino high school students, they found 2,270 errors of the different categories of errors.

All these researches would tell us that errors in writing is commonplace among learners of different ages all over the globe. However, Bartholomae (1984) as cited in Kafipour and Khojasteh (2012) claims that errors are the natural accompaniment of learning a new skill or the inevitable slips of the pen. Dulay, Burt and Krashen (1982) added that people cannot learn a language without first systematically committing errors.

Table 1. Frequency of Errors

Composition	Categories of Error				Total
	Addition	Misformation	Misordering	Omission	Sentence Errors
Descriptive	7	14	4	12	37
Argumentative	10	15	3	11	39
Expository	9	20	4	18	51
Narrative	8	15	3	18	44

Percentage of Grammatical Errors

Table 2 presents the percentage distribution of the errors committed by the respondents along the four categories of error. It was found out that the error of misformation with 64 or 37.439% topped the list. This is followed by error of omission comprising 34.50% of the total percentage of errors. Errors of addition came next with 19.88% of the total error, and the least is error of misordering with 8.19% of the total percentage of errors.

The result of the study supports the findings of Hariati's study (2005) and Agustina (2006) cited in Wulandari (2014)) when the former classified errors using surface taxonomy theory, and he found out that error of misformation as the highest error with 39%; omission error is 35%; error of addition is 20%; , and error of misordering is 6%. In the research conducted by the latter who classified errors using the same taxonomy theory, he found that the percentage error of misformation occurred 57.28%; omission occurred 21.35%; addition occurred 20%; and misordering occurred 2%.

The findings of Ahaur and Mukundan (2012) revealed that among the Malaysian college learners, grammatical errors on categories of the verb and noun phrases were the most common resulting in misformation. Suhono (n.d) also found that of the almost 50% of the 268 errors committed by learners in his study were on omission.

Jalali and Shojaei (2012) conducted error analysis among the Iranian EFL learners, and they found out that in their study on prepositional errors, substitution errors or choosing the wrong form was the most frequent errors and addition errors were the least errors of this type. Also, Abbasi and Karimnia (2011) conducted a study on error analysis and they found out that wrong form of verb, prepositions articles were the most frequent errors respectively.

In United Arab Emirates, Hourani (2008) investigated the common grammatical errors in the English writings of Emirati secondary level male students. Findings revealed that the most common grammatical errors included verb tense and form, and subject-verb agreement.

In the Philippines, De la Pena (2009), and Adriano and Rosuelo (2017) identified and analyzed the errors of the college students in their essays, it was found out that the most frequent errors were on grammar forms (verb errors, determiners, and missing or wrong preposition), punctuation (comma misuse, misuse of semicolon, quotation and other marks), and style (wordiness).

All these results would support the findings of the current study showing that the error of misformation posts the greatest number of errors. The writer assumes that all these errors are caused by intralingual error and context of learning and interligual errors. The errors occur because there are faulty or partial learning of the target language (L2), "false concepts"

in context of learning and the language transfer which is caused by the learner's native language. The users of the target language do not have deep knowledge about the language itself.

Other researches on sentence errors had different findings. Indriani (2004) cited in Wulandari (2014) who classified the errors into four types found out that the percentage of grammatical errors is 1.) Omission (43.397%), 2.) addition (29.560%), 3.) misformation (20.754%), and 4.) ordering (6.290%). In another study, omission was also found to have the greatest error in Wulandari's (2014) analysis on grammatical errors on articles' abstracts. On the articles analyzed, it came out that errors of omission (41,9%) was the greatest; error of misformation (33.1%); error of addition (15.7%) and the error of misordering (9.3%).

Alhaysony (2012) who made an analysis on Saudi learners' errors concerning the article system found that omission errors were the most frequent while substitution errors were the least frequent error of this type. Furthermore, Younes and Albalawi (2015) investigated the types of common errors among students of Tabuk University. The findings of the study indicated that most language errors were basically of grammatical nature, punctuation errors (e.g., the absence, addition or misuse or punctuation marks) and spelling errors (including such types as the addition, substitution, omission, segmentation and disordering). Al Harrasi (2012) investigated the most common spelling errors patterns among Omani learners in a second-cycle school (grade 6 female students). The errors found in this study are in line with the categories suggested by Cook (1999), which are insertion, omission, substitution and transposition.

In the neighboring ASEAN countries, attempts to study error of learners were also made. In Indonesia, Mustafa, Kirana and Bahri Ys (2017) conducted a study of EA, and they focused on finding and analyzing the most serious errors made by students from the recount texts through surface strategy taxonomy and linguistic category taxonomy of errors. They found out that the dominant errors for surface strategy taxonomy were on omission and addition. Darus and Subramaniam (2009) conducted an analysis on Malaysian students in their essays. They found out that the most common errors committed by the respondents were on form of singular/plural noun and verb. In Thailand, Watcharapunyawong and Usaha (2013) investigated the writing errors caused by the interference of the Thai language, their first language (L1). The results revealed that the first language interference errors fell into 16 categories: verb tense, word choice, and sentence structure topped the list.

It is thus obvious that the previous studies have focused on investigating the common errors in learning English, since identifying such errors is an important part of the learning

process.

Table 2. Percentage of Grammatical Errors

Categories of Errors	Number of Errors Frequency	Percentage Occurrence (%)	of
Addition	34	19.88	
Misformation	64	37.43	
Misordering	14	8.19	
Omission	59	34.5	
Total Errors	171	100	

Error of Omission

A learner is doing omission error when he/she is leaving off necessary items that must emerge in a well-performed utterance. These necessary parts of words, morphemes, or auxiliaries were left out by the learner because of ignorance as to how to produce the correct words. Dulay, Burt and Krashen (1982) in an experiment found that grammatical morphemes like verbs, articles, nouns, prepositions, inflections are left out more often than the content of morphemes which carries the meaning.

Errors of Omission was found to have 59 or 34.5% errors committed in the descriptive, argumentative, expository, and narrative compositions of the BSE students. The following are the examples of sentences written by students that committed an error of omission.

In the first statement, it is erroneous because the expression “one of the” should be followed by a plural noun; hence, it should be written “The Ibanag language is one of the languages...”not one of the language. Also, the clause “that I tried to learn” should be “that I have tried to learn” since the student is narrating an event that happened sometime in the past. Sentence number 2 can be improved by adding –ed to the main verb of the phrase “that be learn”. For it to be grammatically correct, the past participle form of the verb is to be adopted. For sentence number 3, the past form of the verb learn is to be adopted since the writer is narrating his experience in learning the language.

Sentence number 4 can be improved by putting a comma after first language and another comma after native language since that is an appositive phrase. Also, insert the verb “is” and preposition “by” in the clause “that spoken a person” so that the meaning would be clearer. In the 5th statement, a comma has to be put after the pronoun “us” to signal the end of the dependent clause and the beginning of an independent clause since we have a compound-complex sentence. Also, to complete the meaning of the independent clause, the verb “is” has to be inserted in the clause “that not

familiar to us”. Still in this statement, article “a” is needed to modify the noun phrase Chinese Mandarin. In sentence number 6, the relative pronoun “that” should be inserted after the word language to signal the beginning of the relative clause.

For sentence error number 7, the verb of the sentence was omitted. We know for a fact, that a group of words can never be a sentence without a verb, so a verb must be inserted to agree with the subject you, that is why the verb “are” is to be used to complete the meaning of the sentence. For sentence number 8, in the dependent clause “Because I am expose to K-pop movies”, a morpheme –d should be added to the main verb expose to express the meaning of the helping verb “am”. Also, in the sentence, expression in the original should be pluralized by adding –s to become expressions so that parallelism is observed.

In sentence error number 9, a comma should be placed after the word sometimes, and the noun language should be pluralized to agree with the plural referent “groups of people”. In sentence number 10, again, the noun language should be pluralized since the ones being referred to are Ilokano, Ibanag, Tagalog, English languages. Also, the coordinating conjunction “and” was omitted. It is necessary because you are connecting two related items.

For sentence number 11, since this is a complex sentence, a semi-colon should be present after native tongue and a comma after the subordinator hence. In the independent clause “Second language is not individuals native tongue” an apostrophe after –s in individuals should be reflected to show plural possession. For the 12 sample sentence in this type of error, the sentence can be improved by putting an article “a” to modify second language and pluralize the object of the phrase “one of the”; hence, “one of the subjects” is the more acceptable form. For the sample #13 exemplifying the error of omission, the preposition “with” should be added before others and conjunction “or” after locally to make the meaning clearer. Thus, the sentence becomes “ Basically, we use L1 to communicate with others locally or within our community”.

In the last sample, a subordinating conjunction was omitted. To make the statement clearer, subordinating conjunction “why” should be inserted after the word reason; thus, the improved sentence “That’s the reason why I wanted to learn more about the Itawes language.”

From the samples of erroneous sentences above committing an error of omission, the researcher found that the written English sentences of the ESL learners taking up Secondary Education major in English include omission of an article to modify a noun; omission of “s” or plural marker in the expression “one of the...” and in expressing the plural form of a noun; omission of “-d or -ed” to express the past and the past participle form in the main verb of a verb phrase; omission of comma before and after the noun used as appositive; omission of verb in a dependent clause, omission of

preposition to introduce a prepositional phrase; omission of a comma before an independent clause in a compound sentence or after a subordinator; omission of an apostrophe to show ownership, omission of proper punctuation; omission of coordinating conjunction, and omission of subordinating conjunction.

The sample sentences on Errors of omission, the kind of error and the improved version of the erroneous sentence were presented below.

Sample Sentence Errors of OMISSION	Improved Sentence	Kind of Error
1. The Ibanag language is one of the language that I tried to learn.	The Ibanag language is one of the languages that I have tried to learn.	Omission of plural marker Omission of auxiliary verb
2. Second language is a language that can be learn later	Second language is a language that can be learned later	Omission of regular past participle marker in the main verb of the phrase
3. I learn to speak Ibanag when we transferred to Pamplona in 2005 .	I learned to speak the Ibanag language when we transferred to Pamplona in 2005.	Omission of regular past tense marker
4. First language sometimes called native language is a language that spoken a person since birth.	First language, sometimes called native language, is a language that is spoken by a person since birth.	Omission of a linking verb in the subordinate clause Omission of a punctuation to signal appositive Omission of preposition
5. FL is the language that not familiar to us but we are learning it like that of Chinese Mandarin	FL is the language that is not familiar to us, but we are	Omission of verb in the subordinate clause

	learning it like that of a Chinese Mandarin	Omission of an article
6. It is the language one speaks other than his/her native language.	It is the language that one speaks other than his/her native language.	Omission of a relative pronoun
7. FL is a language you interested to learn for whatever reason.	FL is a language you are interested to learn for whatever reason.	Omission of linking verb
8. Because I am expose to K-pop movies, I can talk simple Korean words and expression.	Because I am exposed to K-pop movies, I can talk simple Korean words and expressions .	Omission of regular past participle marker Omission of plural marker
9. Sometimes a certain language is acquired by merely listening to the language of different groups of people.	Sometimes , a certain language is acquired by merely listening to the languages of different groups of people.	Omission of a punctuation mark Omission of plural marker
10. Ilokano, Ibanag, Tagalog, English-these are the language that I can talk, understand.	Ilokano, Ibanag, Tagalog, English-these are the languages that I can talk and understand.	Omission of a plural marker Omission of a coordinating conjunction
11. Second language is not individuals native tongue however it is learned when you enter a school.	Second language is not individuals' native tongue ; however, it is learned when you enter a school.	Omission of possessive apostrophe -s Omission of punctuation
12. I have acquired English as Second Language because it is one of the subject taught in school.	I have acquired English as a second language because it is one of the subjects taught in school.	Omission of indefinite article

		Omission of plural marker
13. Basically, we use L1 to communicate others locally within our community.	Basically, we use L1 to communicate with others locally or within our community.	Omission of preposition Omission of coordinating conjunction
14. That's the reason I want to learn more about the Itawes language.	14. That's the reason why I wanted to learn more about the Itawes language.	Omission of a subordinating conjunction Omission of regular past tense marker

Error of Addition

This is an error of adding some unnecessary or redundant parts of words, for instance, using both modal and be verb or adding –s to nouns which are similar in forms for both singular and plural forms, or uncountable nouns. Dulay et. al (1982) provided categories for this type of error namely double marking, regularization, and simple addition which includes the rest of the additions.

In this study, a total of 19.88% of the errors were accounted to this type. In sentence error number 1 for the error of addition category, it can be improved by deleting the –ed in the verbal “to learned” because for an infinitive, base form of the verb should be paired with the preposition “to”; hence, “to learn” is the suggested form.

The sentence “The language upon birth and the language a person can fluently speaks is his first language” is erroneous committing the error of addition because the presence of –s to make the verb “speaks” singular is inappropriate. The –s there should be deleted since the verb phase “can speaks” is not acceptable. The modal auxiliary in the sentence “can” should be followed by the base form of the verb. In sentence number 3, “Second language is not as the same as foreign language”, the expression “as the same as” is incorrect. The use of the preposition as after the negation “not” should be deleted.

In sentence number 4, the presence of the article “a” to modify the subject learners which is plural is inappropriate. To make the sentence more sensible, it could be ‘A learner who can...’ if your point is a singular subject or “Learners who can...” if you refer to a plural subject.

For sentence number 5, “And we seldom use English to communicate with family members or friends.”. The addition of the conjunction “and” at the beginning of the sentence is not appropriate. It can be restated by starting the sentence with “We seldom use...”

In error of addition sample number 6, the presence of –s and an apostrophe in the mothers’ tongue is not accepted. That should not be expressed in its possessive form because it does not show ownership. You are merely referring to the term mother language or mother tongue since it is the language since birth. Thus, It is restated as “First language is also called our mother tongue”.

In the 7th example based from the erroneous sentences of the ESL learners, the word “this” should be deleted because it turns to be redundant. You can simply say “First language means that...” or you may say “This means that...” But not First language this means that...

For the statement number 8, the addition of the definite article “the” is not appropriate. It should be deleted. Although the word that comes next to the article is a vowel, the addition of an article is not appropriate.. There should be a noun modified by the adjective Iloco/Ilokano if you wish to use an article.

For statement 9, “Language is acquired when you starts to socializing with other people.” You can improve this by making the verb singular or by deleting the –s in starts, and by deleting the preposition “to” in the phrase to socializing with people.

In sentence number 10, the presence of an apostrophe in the word I ‘am is inappropriate. Usually, we use apostrophe to show ownership/possession or for contraction purposes just like “I’m” instead of I am. In the example, it is not advisable to use anymore the apostrophe for nothing was shortened or contracted.

For sentence number 11 “ How important is language is to peoples’ lives?” the addition of another verb “is” after the noun language is not advised. If that is the case, there would already be two verbs in the sentence. Since, it is interrogative, it is stated as “How important is language to peoples’ lives?”

In the last sample sentence “I found out that a child can easily acquired a new language even in a short period of time”, the addition of “-d” in the main verb made it erroneous because in a verb phrase, the main verb introduced by can should be in its base form.

From the sample errors committed by the ESL earners in their written composition, the errors on addition include addition of “-ed” in the verb of the infinitive phrase, addition of plural marking “-s” to a noun modified by the article “a”; addition of “as” in the expression the same as; addition of singular marking “s” in verb to plural indefinite pronoun subjects; addition of unnecessary affixes,

article, demonstrative pronoun or apostrophe; addition of another verb in just one sentence and addition of past tense marker in the main verb of a verb phrase.

The sample sentences that emerged as errors of addition in the students' paragraphs, the type of error and the improved sentences are presented below

ADDITION	Improved Sentences	Type of Error
1. The language we wanted to learned like that of Korean is called FL.	1. The language we wanted to learn like that of Korean is called FL.	Addition of past tense marker in infinitive
2. The language upon birth and the language a persons can fluently speaks is his first language.	2. The language upon birth and the language a person can fluently speak is his first language.	Addition of a plural suffix -s
3. Second language is not as the same as foreign language.	3. Second language is not the same as foreign language.	Addition of preposition
4. A learners who can easily talk in two, three or more languages are admired	4. Learners who can easily talk in two, three or more languages are admired.	Addition of indefinite article
5. And we seldom use English to communicate with family members or friends.	5. We seldom use English to communicate with family members or friends.	Addition of conjunction
6. First language is also called our mothers' tongue.	6. First language is also called our mother tongue.	Addition of plural suffix –s and possessive -'s
7. First language this means that you learned the language inside your house.	7. First language means that you learned the language inside your house.	Addition of demonstrative pronoun
8. My first language is the Iloco.	My first language is Iloco.	Addition of a definite article.
9. Language is acquired when you start to socializing with other people	Language is acquired when you start socializing with other people .	Addition of preposition

10. I'm learning and using the English language because it is required especially that I'am an English major student.	I'm learning and using the English language because it is required especially that I am an English major student.	Addition of inappropriate punctuation
11. How important is language is to peoples' lives?	How important is language to peoples' lives?	Addition of "be" verb
12. I found out that a child can easily acquired new language even in a short period of time.	I found out that a child can easily acquire a new language even in a short period of time.	Addition of past tense marker in the main verb of a verb phrase

Error of Misformation

The error of misformation is choosing the wrong word form. One word is substituted with another similar word. It is also called "Selection" by Corder, (1991); Ellis (1997), and Brown (2007). The wrong word selection usually occurs in the selection of a phoneme, morpheme, structure or vocabulary items.

In the current study, this type of error accounted for the greatest number having 37.43% of the total errors committed by the ESL learners.

The first sentence had a wrong tag question. In as much as the statement is positive, and the be verb is plural referring a plural subject, the tag question aren't they is more appropriate. The second sentence had an error on the reference on the pronoun these. Grammatically speaking, the expression "these are" is correct. However, in the statement number 2, the antecedent of the sentence or the one being referred to is a singular subject "second language", so the singular demonstrative pronoun "this" should be adopted and be matched with a singular be verb.

Example 3 is erroneous because the verb should be in its singular or -s form because the subject is "learning" which is also singular. In sample number 4, it is erroneous because you're was mistakenly used instead of your. It should be noted that "you're" is you are. Therefore, the prepositional phrase "from you're ancestors" becomes "from you are ancestors" which now bears no meaning or different connotation.

For sample sentence number 5, while it is true that interesting and interested are both adjectives, interested is the more acceptable word to complete the meaning of the sentence. In sentence number 6, "Every time our relatives from Manila takes their vacation at Cagayan, I used to be with them." , the

use of the verb “takes” is inappropriate because the subject is plural relatives, so it should also take the plural form of the verb take to agree with the subject relatives. Also, the use of the preposition “at” is incorrect, “in” is more acceptable.

In sentence number 7, “We were forced to speak in English when I was in elementary because we were fined if we don’t.”. This is erroneous because there was a change in the plural pronoun subject into singular subject in the clause; hence the error in inconsistency.

In sample sentence number 8, the use of the word “funned” is incorrect. The statement should be “ I want to learn Korean language because I am fond of watching Korean drama and K-pop. In sentence number 9, Language acquisition or language learning is different from each other. The use of the coordinating conjunction “or” is incorrect. The conjunction “and” should be used instead because you are not presenting an option. You are claiming that they are of two different ideas. Besides, the writer is telling that one is different from the other. Also, the form of the verb “be” which is singular is inappropriate. The use of “are” is preferred because we are talking of a compound subject referring to two different terms. In sentence number 10, “My gay friends did not taught me how to speak gay lingo.” The expression “did not taught” is awkward. Considering that the auxiliary verb did was already in the past, the main verb in the verb phrase should already be stated in its base form.

In sentence 11, “wherein” is different from “where”. In the sentence given, “where” is more acceptable as subordinator to mean the place as a referent for the noun society. For the 12th sample sentence exemplifying misformation error, the sentence “What role does language plays in our life?” is incorrect because of the wrong verb form. The singular verb form “play” is preferred because of the presence of the auxiliary verb does in the statement.

In the 13th example “The Igorot language is primarily used to our natives in the highland.”, this sentence committed an error of preposition misformation. The use of the preposition to in the phrase “to our natives” is inappropriate. Preposition “by” should be used instead to help express the meaning of the prepositional phrase in the sentence. For the 14th sample sentence, “I downloaded a Korean dictionaries and I listen to it everytime.”The students committed here a misformation of noun. The plural form dictionaries is not appropriate because the noun phrase in introduced by the indefinite article “a”, so the noun modified should be singular.

In the 15th sample, “I remember that when I was a child, my mom usually thought me Tagalog words”, this committed a verb misformation. To make the meaning of the sentence clearer, “taught” should be used instead of “thought”. In the last sample sentence, the use of the personal pronoun “me” as subject is not appropriate. It should be noted that “me” is in the objective case of the pronoun. Instead, the subjective case “I” should be adopted.

From the errors of the students committed in their written compositions under Error of Misformation, these errors occur as wrong form of the tag question; wrong pronoun-antecedent agreement, singular and plural subject-verb misformation, wrong choice of word, inconsistency in number of the subject, double present tense or past tense misformation, misformation of adjective, noun, pronoun, preposition and conjunction.

The sample sentences of the ESL learners' error of misformation as reflected in their compositions, the explanation on the type of error and the improved version of the original sentences are shown below.

Sample Sentence Errors of MISFORMATION	Improved Sentences	Type of Error
1. Both second language and foreign language are learned, isn't it?	1. Both second language and foreign language are learned, aren't they?	Wrong form of question tag
2. L2 is innate; these are acquired at home from parents.	2. L2 is innate; this is acquired at home from parents.	Wrong pronoun-antecedent agreement
3. In the acquisition of a second language, learning happen in an artificial setting.	3. In the acquisition of a second language, learning happens in an artificial setting.	Singular Subject-verb misformation
4. It is the language you learned from you're ancestors.	4. It is the language you learned from your ancestors.	Wrong choice of word-homonyms
5. The language we are interesting to learn is a foreign language	5. The language we are interested to learn is a foreign language.	Adjective misformation
6. Everytime our relatives from Manila takes their vacation at Cagayan, I used to be with them.	6. Everytime our relatives from Manila take their vacation in Cagayan, I used to be with them.	Plural Subject-verb misformation Wrong preposition
7. We were forced to speak in English when I was in elementary because we were fined if we don't.	We were forced to speak in English when we were in elementary because we were fined if we don't.	Inconsistency in number of the subject

8. I want to learn Korean language because I' am funned of watching Korean drama and K-pop.	I want to learn Korean language because I am fond of watching Korean drama and K-pop.	Adjective misformation
9. Language acquisition or language learning is different from each other.	Language acquisition and language learning are different from each other.	Coordinating conjunction misformation Wrong linking verb form
10. My gay friends did not taught me how to speak gay lingo.	My gay friends did not teach me how to speak gay lingo.	Double past tense verb misformation
11. Basically, we acquired our L1 from a society wherein we grow up.	Basically, we acquired our L1 from a society where we grow up.	Subordinating conjunction misformation
12. What role does language plays in our life?	What role does language play in our life?	Double present tense verb misformation
13. The Igorot language is primarily used to our natives in the highland.	The Igorot language is primarily used by our natives in the highland.	Preposition misformation
14. I downloaded a Korean dictionaries and I listen to it everytime.	I downloaded a Korean dictionary and I listen to it everytime.	Noun misformation
15. I remember that when I was a child, my mom usually thought me Tagalog words.	I remember that when I was a child, my mom usually taught me Tagalog words	Wrong choice of Vocabulary
16. Both me and my cousins have little knowledge on the Ibanag language of our grandparents.	Both I and my cousins have little knowledge on the Ibanag language of our grandparents.	Pronoun misformation

Error of Misordering

Misordering is an error which refers to the incorrect placement of a morpheme or a group of morphemes in a speech or a sentence. Just like in the previously conducted studies, this type of error constitute the least number of errors with just 8.19% of the total errors in the ESL learners paragraphs.

The first sample statement “My mother is half Isnag, but she talks Ilokano often at home.” is erroneous because the adverb “often” is not positioned near the word it actually modifies. To have a clearer meaning, it is restated as “My mother is half Isnag, but she often talks Ilokano at home“. The 2nd sample also commits an error of misordering. “Koreans talk fast, and you easily cannot understand what are they talking?” In here, there was a misordering of the sentence pattern. In the clause “what are they talking”, it is more acceptable if it is restated as “what they are talking about. From the original statement, the preposition “about” was added. Another transformation was that the word “cannot” –not as an adverb of negation was repositioned before the word easily. In sample number 3, “A child learns a language more in his/her critical age.” There was a misordering of the adjectival phrase to modify the subject “child”. The improved sentence for this is “A child in his/her critical age learns a language more.”

In example number 4, the correlating conjunction “not only...but also” connects ilokano language and target language; the sentence order should be rearranged such that it expresses a more meaningful statement, and it is restated as” One should not only be proficient in the Ilokano language but also in the target language.”

For the sample sentence 5, it can be better understood and accepted if restated as “ Second langue is really important in the field of business and worldwide interaction. The modifier really should be placed before the adjective it modifies. Also, worldwide and interaction should be interchanged such that worldwide becomes a modifier for the noun interaction.

In sentence number 6 containing an error of misordering, The statement ”In contrast, the Ilocanos when they talk in English could hardly articulate the f,v,t,z and other sounds correctly.” committed an error of misordering adverbial clause because the clause is very far from the word it really modifies. Hence, it is restated as “In contrast, the Ilocanos could hardly articulate the f,v,t,z and other sounds correctly when they talk in English.”

In the last sample, “The Ibanag language is my first language which is spoken by only a few in Cagayan province” committed an error of misordering adjectival clause. In as much as the clause “which is spoken by only a few in Cagayan province” is modifying the Ibanag language, this part should be positioned after the word it actually modifies.

From the errors above, the researcher concludes that the errors in misordering occur in incorrect location of one –word modifier (adjective and adverb), misordering of adjective phrase, adjectival and adverbial clause; misordering of the sentence pattern, and incorrect placement of negative statement;

Sample Sentence Errors of MISORDERING	Improved Sentences	Type of Error
1. My mother is half Isnag, but she talks Ilokano often at home.	My mother is half Isnag, but she often talks Ilokano at home.	Misordering of adverb as modifier
2. Koreans talk fast, and you easily cannot understand what are they talking?	2. Koreans talk fast, and you cannot easily understand what they are talking about?	Misordering of sentence pattern Misordering of location of negative word Omission of preposition
3. A child learns a language more in his/her critical age.	A child in his/her critical age learns a language more.	Misordering of an adjectival phrase
4. One should only not be proficient in the Ilokano language but in the target language also.	4. One should not only be proficient in the Ilokano language but also in the target language.	Misordering of Correlative conjunction
5. Second language is important really in the field of business and interaction worldwide.	5. Second language is really important really in the field of business and worldwide interaction.	Misordering of Adverb Misordering of one-word adjective
6. In contrast, the Ilocanos when they talk in English could hardly articulate the f,v,t,z and other sounds correctly.	In contrast, the Ilocanos could hardly articulate the f,v,t,z and other sounds correctly when they talk in English.	Misordering adverbial clause
7. The Ibanag language is my first language which is spoken by only a few in Cagayan province.	The Ibanag language which is spoken by only a few in Cagayan province.is my first language.	Misordering of Adjectival clause

The different types of writing errors made by the Bachelor of Secondary Education major in English students at Cagayan State University- Sanchez Mira campus was discussed in the paper. With this, it became clear that the results of the analysis were consistent with previous studies on investigating students' writing errors (e.g., Khafipour & Khojasteh, 2012; Al Harrasi, 2012; Zheng &

park, 2013; Sawalmeh, 2013; Boroomand & Rostami Abusaeedi, 2013; Wulandari, 2014; Younes & Albalawi, 2015; Singh et. al, 2017; Chroironi, 2017; Mustafa & Bahri, 2017; Sabtan & Elsayed, 2019).

Conclusion

Non-native speakers of English like the Filipino learners particularly by teacher education students who specialize in the English language face difficulties in writing paragraphs, compositions or academic papers as evidenced by errors they committed in their writing. Surface strategy taxonomy underscores most of errors committed by ESL learners in both the expository and narrative paragraphs. Furthermore, the taxonomy points to the errors of misformation and omission to be stumbling blocks in students' grammatical construction. This has implication to the teaching of grammar by English language teachers as they play a great role in addressing this problem on grammatical errors in students' writings. This, in turn, could possibly help students succeed in their writing tasks and their future careers as success in any academic endeavor is premised on good writing.

Recommendations

Based on the results of the current study, the researcher presents a number of intervention activities to address the writing errors of the English as a Second Language learners. The English language teachers have to: correct errors the moment these grammatical flaws are committed by students through explaining them the right forms and structures; encourage students to master the rules of grammar, so they can discover their mistakes themselves and try to correct them through revision of the original sentences or paragraphs; provide students intensive exercises and homework assignments that hone their language skills; teach the learners what these learners ought to know; conduct a yearly diagnostic examination to identify the weaknesses of the ESL learners and apply appropriate actions/ interventions for these weaknesses in grammar; carry out some remedial teaching prioritizing on the grammar errors they mostly commit; adopt and vary teaching methods and strategies that focus on active learning to suit the needs, abilities and potentials of various learners; invest in technological devices in language teaching for these modern gadgets and aids could help them accurately present the concept in a more engaged, more active, and more meaningful way; create an atmosphere where learners could be intrinsically motivated and be encouraged to increase their self-confidence because as Krashen puts in his affective filter hypothesis, self- confidence and motivation should be high and anxiety should low such that language acquisition would take place.

Moreover, future research could be carried out on investigating the common writing errors made by all freshmen students enrolled in the university so that educators could guide and direct ESL

learners and improve their writing for clarity cannot be achieved unless the piece of writing is grammatically correct.

References

- Abbasi, M. & Karimnia, A. (2011). An analysis of Grammatical errors among Iranian translation students: Insights from interlanguage theory. *European Journal of social science*, 25 (40), 525-536.
- Adriano, M. & Rosuello, M. (2017). Erros analysis of College Students' Written Discourses. *Harvest*, 13(1).
- Ahaur, T. & Mukundan, J. (2012). Errors and Variations of TESL Students' Written Description. *Pertanika Journal of Social Sciences and Humanities*, 20 (1), 55-64.
- Al-Busaidi, S., & Al-Saqqaf, A. H. (2015). English Spelling Errors Made by Arabic-Speaking Students. *English Language Teaching*, 8(7) 181–199. <https://doi.org/10.5539/elt.v8n7p181>
- Al Ghabra, I & Najim, A. (2019). Analyzing Errors Committed in Paragraph Writing by Undergraduates. *Journal of Language Teaching in Research*, 10 (2).
- Al Harrasi, K. T. S. (2012). The Most Common Spelling Errors among Omani Learners. *Arab World English Journal (AWEJ)*, 3(2), 96–116.
- Alhaysony, M. (2012) An Analysis of Article Errors among Saudi Female EFL Students: A Case Study. *Asian Social Science*, 8(12), 55–66. <https://doi.org/10.5539/ass.v8n12p55>
- Boroomand, F. & Rostani Abusaeedi, A. (2013). A gender-based analysis of Iranian EFL learners' types of written errors. *International Journal of Research Studies in Language Learning*. Consortia Academia Publishing.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*. White Plains, US: Pearson Education.
- Chroironi, N. (2017). An analysis of Students' Grammatical error in Writing Descriptive Text Based on Surface Strategy Taxonomy. University of Lampung. Published Thesis.
- Cook, V. (1999). *Teaching L2 Spelling*. Retrieved July 19, 2018, from <http://www.viviancook.uk/Writings/Papers/TeachingSpelling.htm>
- Darus, S. & Subramaniam, K. (2009). Erros analysis of the written English Essays of Secondary School Students in Malaysia: A case study. *European Journal of Social Science*, 8 (3), 483-495.
- Dela Pena, S. (2009). Error Analysis in the Essays Written by Math, science and Engineering Faculty of liceo de Cagayan university. *Liceo Journal of Higher Education Research*, (6) 1.

- Dulay, H., Burt, M., & Krashen, S. (1982). *Language Two*. New York: Oxford University Press.
- Hourani, T. M. Y. (2008). *An Analysis of the Common Grammatical Errors in the English Writing made by 3rdSecondary Male Students in the Eastern Coast of the UAE*. Unpublished MA dissertation, Institute of Education, British University in Dubai, UAE.
- Jalali, H. & Shojaei, M. (2012). Persian EFL Students' developmental versus fossilized prepositional errors. *The Trading Matrix*. 12(1), 80-97.
- James, C. (2013). *Errors in Language Learning and Use: Exploring Error Analysis*. Routledge. <https://doi.org/10.4324/9781315842912>
- Kafipour, R. & Khojasteh, L. (2012). A Comparative Taxonomy of Errors Made by Iranian Undergraduate Learners of English. *Canadian social Science*, 8 (1). 18-24.
- Mahmoud, A. (2011). The role of interlingual and intralingual transfer in learner-centered EFL vocabulary instruction. *Arab World English Journal*, 2(3), 28-47.
- Mustafa, F., Kirana, M. & Bahri Ys, S. (2017). Errors in EFL writing by junior high Students in Indonesia. *International Journal of Research Studies in Language Learning*. 6 (1), 38-52.
- Naif, A. H., & Saad, N. S. (2017). Language Learning Strategies Use and Challenges Faced by Adult Arab Learners of Finnish as a Second Language in Finland. *English Language Teaching*, 10(4), 111–126. <https://doi.org/10.5539/elt.v10n4p111>
- Norrish, J. (1983). *Language Learners and Their Errors*. London: Macmillan Press.
- Patoc, L. & Lasaten, R. (2019). Grammatical Errors Reflected in the Narrative Compositions of Grade 7 Students: Bases in the Development of Learning Support Material in English Grammar. *Asian EFL Journal*, 21 (2.4) 57-87.
- Rimbar, H. (2017). The Influence of Spell-Checkers on Students' Ability to Generate Repairs of Spelling Errors. *Journal of Nusantara Studies*, 2(1), 1–12. <https://doi.org/10.24200/jonus.vol2iss1pp1-12>
- Sabtan, Y. & Elsayed, A. (2019). Common Writing Errors among EFL Learners at Dhofar University in Oman: An analytical Study. *International Journal of English Linguistics*. Vol. 9 (2). 402-411.
- Sawalmeh, M. H. (2013). Error Analysis of Written English Essays: The Case of Students of the Preparatory Year Program in Saudi Arabia. *English for Specific Purposes World*, 40(14), 1–17.
- Singh, C. et. al. (2017). Grammar Errors made by ESL Tertiary Students in Writing. *English Language Teaching*. 10,(5).16-27.
- Suhono, S. (2016). Surface Strategy Taxonomy on the EFL Students' Composition: A Study of Error Analysis. *Iqra Jurnal Kajian Ilmu Pendidikan*. 1 (2)

- Ulijn, J. M., & Strother, J. B. (1995). The Speaking and Writing Processes, In J. M. Ulijn & J. B. Strother (Eds.), *Communicating in Business and Technology: From Psycholinguistic Theory to International Practice* (pp. 153–179). New York/Frankfurt: Lang.
- Wulandari, I. (2014). Grammatical Errors Found in Articles' Abstracts of Indonesian Scholarly Journals. *Journal of English Education and Linguistics Studies*. Vol 1 (1). Pp. 12-30
- Watcharapunyawong, S. & Usaha, S. (2013) Thai EFL Students' Writing Errors in Different Text Types: The Interference of the First Language. *English Language Teaching*. 6 (1), 67-78.
- Younes, Z. B., & Albalawi, F. S. (2015). Exploring the Most Common Types of Writing Problems among English Language and Translation Major Sophomore Female Students at Tabuk University. *Asian Journal of Basic and Applied Sciences*, 3(2), 7–26.
- Zheng, C. & Park, T. (2013). An Analysis of Errors in English Writing Made by Chinese and Korean University Students. *Theory and Practice in Language Studies*, 3 (8), 1342-1351.



Student Engagement, Collaborative Learning, and Flipped Classroom as a Basis for a Blended Language Learning Environment

Muhammad Ahkam Arifin^a, Muh Syihab As`ad^b

Institut Parahikma Indonesia^a, Universitas Muslim Indonesia^b

ahkam.arifin@parahikma.ac.id^a, syihab.asad@gmail.com^b

Bio-Profiles:

Muhammad Ahkam Arifin is a permanent lecturer at English Teaching Faculty at Institut Parahikma Indonesia. He is also teaching at Language Centre of Universitas Islam Negeri Alauddin Makassar and Universitas Negeri Makassar. His research interest includes bilingualism, blended learning or teaching English with technology, language assessment, English curriculum program evaluation, English teaching methodology, and second language acquisition studies. He can be contacted via ahkam.arifin@parahikma.ac.id or ahkam.arifin@gmail.com

Muhammad Syihab As'ad is a lecturer at Foreign Language Academy of Universitas Muslim Indonesia. He is also teaching in Science Faculty of Universitas Negeri Makassar. His research interests include digital education, education and policy, and discourse analysis. He can be contacted via syihab.asad@gmail.com.

Abstract

The implementation of technology into teaching and learning practices is one way to promote authenticity in teaching and learning processes. This is because literacy in technology tools is deemed to be one of the current real-world demands (twenty-first century needs). Despite the significance of the integration of technology in education (blended learning), not all research studies have reported the effectiveness of blended learning particularly in English language learning contexts. For this reason, we argue that teachers have to enact their teaching practices as a design science, that is, the teaching design has to be pedagogically and theoretically supported so that it could lead students to have better learning outcomes. Thus, within this paper we propose three fundamental concepts (student

engagement, collaborative learning, and flipped classroom) that could be utilized as a for a blended language learning environment.

Keywords: student engagement, collaborative learning, flipped classroom, blended language learning

Contexts and aims

Although such technology tools as networked computers and digital mobile devices have long been invented, to date in Indonesian contexts it seems rare to find teachers at schools and universities integrating technology into teaching and learning practices. Nevertheless, to promote authenticity in teaching and learning processes obviously requires some use of technology, in that the current real-world demands (twenty-first century needs) require students to have some knowledge of technology (Arifin, 2017).

For this paper, the context that we refer to is a speaking class for English education students at Islamic private universities in Indonesia in which we are currently teaching. It is required by the universities that the lecturers should aim students to master three fundamentals skills: (a) technology knowledge; (b) English language; and (c) Islamic knowledge. However, considering the institution regulations (meso level) that require all teachers to have face-to-face classroom, in this paper we focus on the implementation of blended learning (or hybrid environment) rather than fully-online learning class.

The integration of technology tools into language teaching requires careful considerations in that research on the effectiveness of blended learning suggests conflicting results. Reviewing 70 studies and three doctoral dissertations, Grgurovic (2017) claims that the overall comparisons of students' achievement in blended-learning classes and non-blended (traditional) classroom indicate no statistically significant differences, yet teachers, learners, and faculties are all optimistic that technology integration will give them more advantages. For this reason, we argue that teachers have to enact their teaching practices as a design science, that is, the teaching design has to be pedagogically and theoretically supported so that it could lead students to have better learning outcomes.

Concepts underpinning the current blended-learning environment

Upon introducing a blended teaching and learning, the current paper focuses on three main concepts. The first concept is on student engagement that can be defined as the degree of students' involvement in the classroom either in the form of: (a) conduct and task behavior (behavioral engagement); (b) attitudes, interests and values (emotional engagement); and (c) self-efficacy and

motivational goals (cognitive engagement) (Fredricks, Blumenfeld, & Paris, 2004). The rationale for choosing student engagement is that research (e.g., Carini, Kuh, & Klein, 2006) shows that being actively engaged in the classroom may lead to a better language learning performance, and a blended language learning environment appears to enhance student engagement (Yang, 2011; Rienties, Lewis, McFarlane, Nguyen, & Toetenel, 2017; Hsieh, Wu, & Marek, 2016).

The second concept is collaborative learning. Laurillard (2012) claims that collaborative learning (learning through production) is a powerful type of learning because it engages both experiential learning (learning through experience) and social constructivism (learning through discussion). According to Laurillard, collaborative learning could simply be defined as learning through participation and negotiation with other learners to achieve a shared goal. Empirical studies (e.g., Zeng & Takatsuka, 2009; Hsieh, 2017; Zeng, 2017) have suggested that blended learning could provide an environment in which students could have effective collaborative learning that enhances language learning. However, Beatty and Nunan (2004) remind us that blended learning may not necessarily put learners at an advantage; even it could make learners with low learning strategies become distracted, muddled, and lost. For this reason, teachers as designers need to ensure that the tasks could provide opportunities for learners to actively negotiate meaning and scaffold one another.

The third concept is flipped learning or flipped classrooms that may refer to instructional practices in which teachers publish technology-based materials (e.g., podcasts, videos, presentations) that will be learned by students as homework prior to class (Reidsema, Kavanagh, Hadgraft, & Smith, 2017). These materials are considered to replace lectures. Within face-to-face classrooms, active learning activities will be promoted. Although Reidsema et al. consider flipped learning and blended learning different, in this paper we refer them to the same meaning in that both integrate electronic technology into face-to-face classrooms (Gruba & Hinkelman, 2012). The rationale for choosing this concept is that research studies (Wang, An, & Wright, 2018; Hsieh, et al., 2017; Adnan, 2017; Hung, 2015) start showing that flipped learning could enhance language learning.

Putting the three concepts into the context

In designing the teaching, in this paper we follow the guidelines proposed by Laurillard (2012) and Gruba and Hinkelman (2012). To meet the requirements of the teaching context, we have to consider the macro level first, proceeding to the meso and micro level respectively. The macro level, in this sense the Ministry of Religious Affairs of Indonesia, states that one of the goals of Islamic universities in Indonesia is “... *peningkatan kualitas lulusan yang memiliki pengetahuan dan keterampilan sesuai tuntutan kehidupan masyarakat dan mampu berkompetisi baik di tingkat nasional dan internasional ...*” (to ensure graduates to be knowledgeable [specific discipline knowledge] and

to have skills [high-cognitive skills] that are compatible with the current society conditions both nationally and internationally).

Although the word `technology` is not explicitly mentioned, the aim of preparing students for the current needs clearly requires some knowledge of technology use. Laurillard (2012) claims that the technology knowledge itself is not the main purpose of a blended-learning environment, but the goal is how teachers can help students become an independent learner in using technology for their lifelong learning. The university (meso level) explicitly states that technology and language learning are two main skills that the students have to master.

For the micro level, one of the considerations is to ensure the alignment between students` and teachers` goals. Up to date, in the university two alternatives in determining curriculum goals are that each lecturer creates his or her own teaching goals or conducts a focused group discussion among lecturers within the same department. After attending this Technology and Language Learning class, in the future we could propose the department to perform a student needs analysis (González-Lloret, 2015). In relation to this, we could also offer TAGS (a free Google Sheet template) in determining speaking class topics in order to ensure that the topics being discussed in the classroom are familiar to all students. The rationale for doing a needs analysis is to ensure the alignment of the interest of both the students and lecturer so that the students can be actively engaged in the classroom tasks. It is also to ensure that the materials are close to students` zone of proximal development.

Regarding the teaching methods, for the purpose of this paper we focus on the implementation of the three above-mentioned concepts: (a) student engagement; (b) collaborative learning; and (c) flipped learning. The use of both synchronous and asynchronous communications has been found to be able to encourage student engagement cognitively, behaviorally and emotionally (Yang, 2011). Rienties et al. (2017) also reported that students were engaged in weekly discussion forums in the form of synchronous tutorials; the authors used Moodle-based Virtual Learning Environment. Hung (2015) also showed that students were actively engaged to do tasks with their partners by establishing Line groups.

To put it into the context, we have a wider range of potential technology tools that we could use such as Line, WhatsApp, Moodle, Canvas in creating either (or both) synchronous and asynchronous communications. All these tools could be accessed with computers or mobile devices. To the extent that all the students have android mobile phones and some laptops, we could say that we could use any of these technology platforms. The next consideration will be related to their familiarity with the tools. The students may not be familiar with LMS tools (e.g., Moodle and Canvas), yet they all have used Facebook and go online on webs. These facts indicate that it is not difficult for them to get familiar with LMS, and we could provide some scaffolding to guide them to be autonomous.

In relation to collaborative learning, Zeng & Takatsuka (2009) found that Moodle's real-time conversational exchanges (text-based synchronous) help learners to have high frequency of collaborative dialogues and enhance their language learning. The students are claimed to be convenient in that they can communicate each other anywhere and anytime. Zeng (2017) also reported that students are more active to negotiate meaning in synchronous communications, compared to face-to-face communications. Informed by these research findings, we will use real-time communications either with Moodle or Canvas or other types of technology tools that could be easily learned by the students to help them actively interact, negotiate meaning and produce an output that could facilitate their language learning.

Regarding flipped learning, we could use an LMS (e.g., Moodle, Canvas) to post videos online that would be related to the weekly teaching materials or topics. The video may contain some real-life conversations or discussions in regard to the speaking topics. We may also post some related vocabularies to prepare students prior to class. Voyent tools is a good option to use to create a list of common phrases or collocations on a specific topic. Thus, it may help students acquire more vocabularies.

Conclusion and limitations

To conclude, there are several considerations that need to be taken into account along the process of the teaching design. First, teachers should help students build metacognitive skills by having students to take control of their own learning (autonomy) and encourage them to reflect on their learning progress (e.g., self- and peer-assessment). Thus, teachers are encouraged to actively conduct formative assessment to provide feedback for their students. Second, Laurillard (2012) reminds us that there is no best designed teaching that will necessarily facilitate the intended outcomes. For this reason, the teaching design has to be an iterative design process. Moreover, the current paper does not attempt to show the superiority of the blended learning over the traditional classroom. The conflicting research results suggest that more research is needed and that the evaluation of research methodologies and definition of key terms need to be conducted.

References

- Arifin, M. A. (2017). The teaching methodology and assessment of character education in Indonesian English curriculum: Teacher`s perceptions. *Asian EFL Journal*, 20(5), 12-28.
- Adnan, M. (2017). Perceptions of senior-year ELT students for flipped classroom: a materials development course. *Computer Assisted Language Learning*, 30(3/4), 204-222.
- Beatty, K., & Nunan, D. (2004). Computer-mediated collaborative learning. *System*, 32, 165-183.
- Carini, R. M., Kuh, G. D., & Klein, S. P. (2006). Student engagement and student learning: Testing the linkages. *Research In Higher Education*, 47(1), 1-32.
- Fredricks , J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109.
- González-Lloret, M. (2015). *A practical guide to integrating technology into task-based language teaching*. Georgetown University Press.
- Grgurovic, M. (2017). Blended language learning: Research and practice. In C. A. Chappelle, & S. Sauro, *The handbook of technology and second language teaching and learning* (pp. 149-168). New Jersey: John Wiley & Sons.
- Gruba, P., & Hinkelman, D. (2012). *Blending technologies in second language classrooms*. New York: Palgrave Macmillan.
- Hsieh, J. S., Wu, W.-C. V., & Marek, M. W. (2017). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning*, 30(1/2), 1-21.
- Hsieh, Y. C. (2017). A case study of the dynamics of scaffolding among ESL learners and online resources in collaborative learning. *Computer Assisted Language Learning*, 30(1/2), 115-132.
- Hung, H.-T. (2015). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning*, 28(1), 81-96.
- Laurillard, D. (2012). *Teaching as a design science*. New York: Routledge.
- Reidsema, C., Kavanagh, L., Hadgraft, R., & Smith, N. (2017). *The flipped classroom: Practice and practices in higher education*. Singapore : Springer .
- Rienties, B., Lewis, T., McFarlane, R., Nguyen, Q., & Toetenel, L. (2017). Analytics in online and offline language learning environments: The role of learning design to understand student online engagement. *Computer Assisted Language Learning*, 1-21.

- Wang, J., An, N., & Wright, C. (2018). Enhancing beginner learners' oral proficiency in a flipped Chinese foreign language classroom. *Computer Assisted Language Learning*, 1-30.
- Yang, Y.-F. (2011). Engaging students in an online situated language learning environment. *Computer Assisted Language Learning*, 24(2), 181-198.
- Zeng, G. (2017). Collaborative dialogue in synchronous computer-mediated communication and face-to-face communication. *ReCALL*, 29(3), 257–275.
- Zeng, G., & Takatsuka, S. (2009). Text-based peer–peer collaborative dialogue in a computer-mediated learning environment in the EFL context. *System*, 37(3), 434–446.



**Inter-lingual Errors of Indonesian - English in Relation to English Composition:
The Case of Bung Hatta University EFL Students, Indonesia**

Elfiondri

Bung Hatta University, Indonesia

Bio-Profile:

Elfiondri is Ph.D. in literature and language currently working as a senior lecturer at English Language and Literature Department, Faculty of Humanities, Bung Hatta University, Indonesia. His research interest is in language in relation to literature and culture of indigenous society. Most of his recent researches are related to indigenous culture of Mentawai. He can be reached at: elfiondri@yahoo.co.id / elfiondri@bunghatta.ac.id

Abstract

The paper examines inter-lingual error made by EFL students in relation to their mother tongue, Indonesian. The objectives are to find out: (a) students' inter-lingual errors in writing English composition, (b) students' perspective on writing English composition and (c) relationship of mother tongue and errors with achievement. The study is conducted on 14 male students and 16 female students. Data are analyzed qualitatively applying contrastive analysis and quantitatively by using SEM-PLS with measurement and structural model based on Likert scales. The result is that the EFL students have inter-lingual errors on plural form, subject-verb agreement, article a/an, preposition, passive voice, and adverb of manner and degree. The errors occur due to differences between Indonesian and English. The errors are due to interference by Indonesian from which they can be traced. Students' perspective shows that the students are interfered by Indonesian in writing English composition. The interference causes them to make the errors which contribute to their achievement. The relationship of mother tongue with the achievement mediated by the errors is indicated by measurement model: outer loading values greater than cut-off value 0.6, Cronbach Alpha (CA) value, Composite Reliability (CR) value greater than 0.7, and AVE value greater than 0.5. The measurement is supported by structural model: Q square -0.468, decision 4.687, square 0.000, and decision of

support. It may be concluded that the higher the interference is, the higher the students make errors, and the lower the achievement (mark) they get in English composition.

Keywords: English composition, EFL Students, Inter-lingual errors, mother-tongue

Introduction

The study on the inter-lingual error is to find out inter-lingual errors made by the students in writing English composition and to identify relationship of the errors with their mother tongue and with the students' perspective on English writing. Both kinds of relationship may affect their English composition and mark. Research questions of the study are on: (a) students' inter-lingual errors in writing English composition, (b) the students' perspective on writing English composition in relation to Indonesian, and (c) relationship between the students' perspective with achievement.

Methods

Participants: EFL students as participants are 30 students of English Composition II Class of English Language and Literature Department, Faculty of Humanities, Bung Hatta University, Indonesia. The students are mostly from the second semester, but some are from the sixth and seventh semester. The students' ages are from 18 to 23 years old in range.

Materials: The first material used in the study is students' answer sheets of semester examination of English composition II to find out inter-lingual errors made by the students, and the second one is questionnaires which have been piloted to the students. The questionnaires containing the students' perspective on writing English composition in relation to their mother tongue, Indonesian are used to measure relationship of mother tongue with the students' errors and achievement.

Research Procedures and Data Analysis: Students are instructed to write down composition of 150-200 words in Indonesia language, then write down composition of 150-200 words in English based on the Indonesian-written composition. The English composition is evaluated qualitatively to find out errors made by the students. Based on contrastive analysis, the errors are compared with the Indonesian composition with the objective to find out relationship of the errors with mother tongue, Indonesian. Relationship between the students' errors and mark is measured quantitatively applying SEM-PLS. Data on the students' errors

and their relationship with mother tongue, Indonesian are analyzed qualitatively based on contrast analysis. The errors are analyzed by way of comparing Indonesian and English grammar related to the errors. Data on the students' errors in relation to mark are measured using seven-points Likert scales, and analyzed quantitatively using SEM-PLS with measurement model and structural model (Hair, Hult, Ringle, & Sarstedt, 2013).

Literature Review

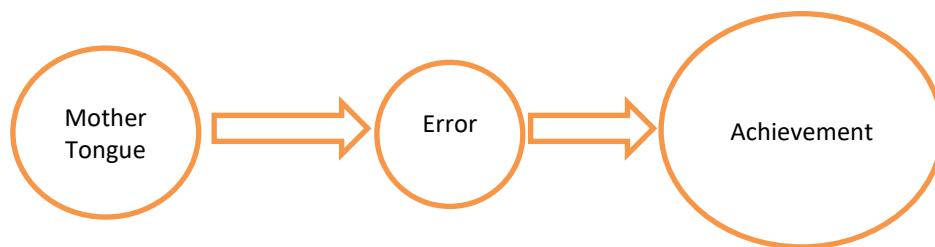
Inter-lingual errors are errors produced by foreign learners in using a foreign language (Brown 2000). There are several levels of errors one of which is grammar (Leroux, 2018), which occurs because of negative transfer by learners from their mother tongue into foreign language they are learning (Erdogan, 2005). According to Kirkgöz (2010), the main source of inter-lingual errors is the negative transfer of language items and incomplete application of rules. The errors are unacceptable forms by the foreign language (Crystal, 1999). The forms of intra-lingual errors involve verb-group production, verb-group distribution, use of preposition, use of article, the use of question, and miscellaneous errors (Richards (1984). Malay students make six types of errors (a) in singular/plural form, (b) verb tense, (c) word choice, (d) preposition, (e) subject-verb agreement, and (f) word order (Darus and Subramaniam, 2009).

Taiwanese university English students make error of using verb, noun, spelling, article, preposition, and word choice (Huang, 2001). Errors made by Trukish EFL learners include prepositions, verbs, articles, sentence structure, punctuation, gerunds, pluralism, possessives and word choice (Atmacaa, 2016). Errors of EFL Kazakhstani students include pluralization, subject-verb agreement, articles, diction, prepositions, V-ing form. (Seitova, 2016). The foreign learners produce errors due to their mother tongue interference. The interference called negative transfer occurs because the structure of foreign language and mother tongue is different (Wilkins, 1972). The learners produce incomplete grammar of the foreign language and errors due to normal problems of language performance (Stenson, 1974).

Major causes of EFL learners' errors involve ignorance of rule restrictions, simplification, incomplete application of rules and mother tongue transfer (Huang (2001), and interfered by mother tongue (Atmaca, 2016). The most written errors are because of inter-lingual errors indicating interference of mother tongue (Kirkgöz, 2010). The errors students make are mostly interfered by local errors (Grabiella, 2018). The errors can be traced to mother tongue interference (Willkins, 1972). The errors can predicted by way of contrastive analysis, that is by comparing the structures of mother tongue and foreign language (Swan & Smith,

1995). Both languages are compared to identify learners errors; it is assumed that they use or transfer their mother tongue grammar into foreign language they learn (Gass, Behney & Plonsky, 2013). Many of errors appeared to be a result of transfer from mother tongue (Thierfelder, 2016).

Based on Atmaca (2016), Huang (2001), Kirkgöz (2010), Willkins (1972) and Swan & Smith (1995), it may be concluded that mother tongue interferes EFL learners through a process in which there is negative transfer from mother tongue into foreign language. The interference causes the students to make errors which contribute to their achievement. Thus, mother tongue has relationship with achievement which is mediated by errors. The relationship may be formulated as follows.



In the last years, some studies on errors in the case of Indonesian-English have been held by researchers like Sukarno (2016), Grabiella (2018), Rusyaidi (2018), Hamzah (REF), Batu (2018), and Elfiondri (2018). They except Elfiondri (2018) found that the errors mostly made by Indonesian students both high school and university students are subject-predicate agreement, pronoun, article a/an, preposition, plural form, passive voice, and adverb. Generally the errors are inter-lingual errors doe to negative transfer from Indonesian into English. However, the students have different frequency of error, and unfortunately, the researchers do not discuss reason of why certain error has high or highest compared to others and why other errors are low or lowest in percentage. Elfiondri (2018) found that mother tongue through positive transfer may help student understand English.

Findings

Demographic profile of students

Table 1 Demographic Profile of English Composition Students

Demographic profile	Percentage
Gender	
Male	54%
Female	56%
Mark of Composition	
45 – 54 (grade D)	46%
55 – 59 (grade C)	7%
60 – 64 (grade C+)	10%
65 – 69 (grade B-)	7%
70 – 75 (grade B)	10%
76 – 80 (grade B+)	7%
81 – 84 (grade A-)	13%
85 – 100 (grade A)	0%

Table 1 shows demographic profile of Indonesia students who take the class of English composition in second semester at English and literature department, Faculty of Humanities, Bung Hatta University, Indonesia. They are 30 students 54% of whom is male, 56% is female. In writing English composition, most of them (46%) get D and no one (0%) gets A. The percentage of the mark shows their achievement in English composition is low.

Students' Inter-lingual Error

Bung Hatta students make inter-lingual errors in using plural form, subject-verb agreement, article a/an, preposition, passive voice, and adverb of manner and degree. The errors are inter-lingual errors because the students do negative transfer from their mother tongue, Indonesian into English. Mother tongue interference occurs because of grammatical difference between Indonesian and English as indicated by Table 2. The interference is supported by students' perspective on writing English composition (Table 3).

Table 2 Students Error in Writing English Composition

Grammatical Error	Example of Error	Expected English
Subject-Verb agreement	<i>He work. He happy</i>	<i>He works. He is happy.</i>
	<i>They come for study computer</i>	<i>They come to study computer</i>
Plural forms	<i>The people eat many rice.</i>	<i>The people eat much rice</i>
	<i>How many student</i>	<i>How many students</i>
Article a/an	<i>The old lady sells a egg.</i>	<i>The old lady sells an egg.</i>
Preposition	<i>Decision depends to Rector.</i>	<i>Decision depends on Rector.</i>
Passive voice	<i>The bus drives by an old driver.</i>	<i>The bus is driven by an old driver.</i>
Adverb of manner	<i>.....with slow.</i>	<i>.....slowly.</i>
Adverb of degree	<i>People very hope</i>	<i>People hope very much...</i>

Students' Perspective on Writing English Composition

Students' perspective is Bung Hatta students' agreement on their English writing based on Indonesian grammar. As presented by Table 3, students' perspective measured using seven-point Linkert shows that most of the students (59%) support (agree, strongly agree, and very strongly agree) that they use English forms like plural form, subject-verb agreement, article a/an, preposition, passive voice, and adverb of manner and degree based on Indonesian language forms. It may be concluded that the high percentage indicates that their English is affected by Indonesian.

Table 3 Students' Perspective on Writing English Composition

No	Students' perspective	Percentage
1	Very strongly disagree	8%
2	Strongly disagree	12%
3	Disagree	17%
4	Doubtful	6%
5	Agree	27%

6	Strongly agree	23%
7	Very Strongly agree	9%

The students' mother tongue interference on English composition contributes to their errors in composition. The errors due to the interference cause them to have low achievement (mark) in the composition subject. Measurement applying SEM-PLS with the following measurement and structural model supports the relationship.

Measurement model

Measurement model presents (Table 4) that all constructs are valid with values of outer loading 0.883, 0.874, and 0.89 (greater than cut-off value 0.6). Value of Cronbach's Alpha (CA) and composite reliability (CR) as internal consistency test is 0.859 higher than the cut-value (0.7). Thus, AVE is applied to see the convergent validity of construct and its value is 0.779 greater than 0.5.

Table 4
Convergent validity

Construct	Item	outer loading	Cronbach's Alpha (CA)	Composite Reliability (CR)	AVE
MARK	MARK	1	1	1	1
interlanguage error	ile13	0.883	0.859	0.914	0.779
	ile4	0.874			
	ile8	0.89			

Fornell-Lacker criterion (Fornell & Larcker, 1981) shows final validity of relationship between inter-lingual errors (ILE) and students' achievement (MARK) through discriminant validity. Table 5 presents Fornell-Lacker criterion built by square root of AVE for each construct. AVE for ILE 3 for example is 0.779 and its square root is 0.883. The root value 0.883 is greater than coefficient correlation of ILE and MARK (0,468). It shows the construct of ILE with a better discriminant validity.

Table 5

Discriminant validity-Fornell-Lacker criterion

interlanguage		
construct	error	Mark
interlanguage		
error	0.883	
Mark	-0.468	1

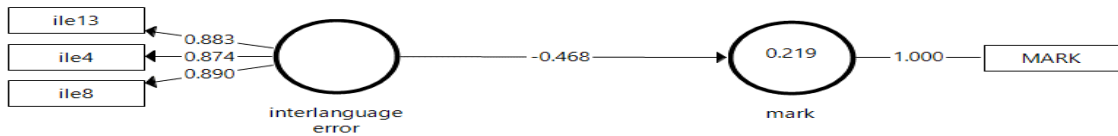


Figure 1. measurement model

Structural model

The structural model (Table 6) has criteria of in predictive power and predictive relevance. Predictive power which uses the R-square shows the value of 0.219 for mark. The value of Q-square for the construct (mark) is greater than 0 (0.202). The result shows that the model is fit.

Table 6

Structural model

		R		
endogenous construct	Q square	decision	square	Decision
Mark	0.202	medium	0.219	Moderate
		path		
Relationship	coef	t statistics	p value	Decision
interlanguage error ->				
mark	-0.468	4.687	0.000	Supported

The effect of inter-lingual error on mark (students' achievement) is pictured in Table 6. The result shows that inter-lingual error has a positive significant relationship with the mark because t value of this variabel is greater than 1.96. The path coefficient is -0.468, and it indicates that the higher inter-lingual error is, the lower mark is. The structural model is indicated by Figure 2.

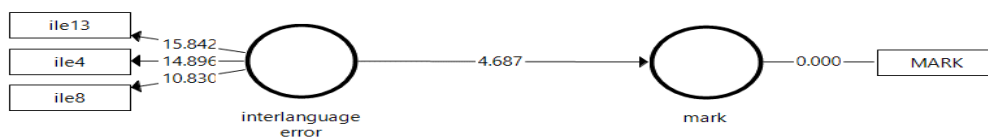


Figure 2. structural model

Discussion

The learners' errors in this research are the same as being found by Sukarno (2016) who also studied Indonesian errors in English composition. The similar errors are on using English verb, preposition, plural form, article a/an, subject-verb agreement, and passive voice. The different errors from Sukarno are on using adverb, article a/an, copula, and subject-verb omission. The difference occurs due to that this study applies mother-tongue based method with which the students may use similarities between Indonesian and English. Both languages have the same structure of subject-verb. Besides that, the students have got basic concept of sentence based on Indonesian in class of composition I. The method may cause the students not to make error on subject-verb omission in class of composition II. The students may do positive transfer from Indonesian into English. Sukarno (2016) does not apply the method, and besides that he studied errors made by students of composition I.

Inter-lingual error is almost of the errors the students make. The errors are negative transfers (interferences) by mother tongue (Indonesian) which can be traced to the first language (see Brown, 2000). As also found by Sukarno (2016), the errors made by Indonesia students are inter-lingual errors because of grammatical differences between Indonesian and English. The errors occur due to that transfers from Indonesian into English prove unjustified because the structure of both languages is different (see Wilkins, 1972,). Structurally Indonesian and English have similarities and differences (Elfiondri, 2018; Rahayu, 2015). The differences cause and lead the students to have inter-lingual errors of Indonesian-English (cf. Thyab, 2016). The inter-lingual errors made by the students (Table 2) are structural forms due

to the differences between Indonesian and English. Difference of both languages can be in structure, meaning and cultural background; the differences may cause confusing in transferring Indonesian into English (Rahayu, 2015).

Difference between Indonesian and English on copula has led the students to have error. Indonesian sentence uses copula depending on predicate; (a) noun phrase predicate to state the notions of 'proper inclusion' and 'equation', (b) adjective phrase to state attribution, and (c) prepositional phrase predicate to state location (Payne, 2008). A copula which is different from that of English is the one with adjective phrase to state attribution. Such copula is zero (\emptyset) in Indonesian, while in English it is not zero (Payne, 2008). The Indonesian copula interferes the students in writing English composition so that they write English error of '*he happy*'. According to Sukarno (2016), it has been Indonesian students' habit to omit copula as a result from their habit in their native language.

Preposition error by the Indonesian students in this research is because of different grammar between English and Indonesian. The causing factor is also found by Hamzah (2012), Suzanne (2017) and Karunia (2008). The error is form of overgeneralization and incorrect formation. Misuse of preposition 'pada' and 'di' is overgeneralization. The students translate 'di' into 'in' and use it to represent 'in', 'on', and 'at'. It is similar to that of being found by Suzanne (2017) who argues that preposition 'in', 'on', and 'at' are represented by 'di' in Indonesian, but Suzanne does not find that the students use 'in' to represent 'on' and 'at'. Preposition 'pada' is translated into 'to' and use it to represent 'on', 'at', 'with', 'to' and 'of'. Suzanne (2017) also finding such error on preposition called it as miss-formation.

Besides that, the students use 'pada' in English sentence which does not need preposition like "The drivers see *to* the passengers". Suzanne (2017) supports the error and calls it as additional preposition (addition of 'to' after the verb 'see'). However, Suzanne (2017), Hamzah (2012), and Karunia (2008) do not find the students' errors on preposition 'pada'. Thus, English prepositions 'on', 'at', 'with', 'to', and 'of' are represented by just one preposition 'pada' and 'in', 'on', and 'at' are represented by 'di' in Indonesian. The differences between Indonesian and English cause the students to write "It depends *to* schedule" instead of "It depends *on* schedule", "They put it *in* the wall" instead of "They put it *on* the wall", and "The drivers see *to* the passengers" instead of "The drivers see the passengers".

Error in the form of overgeneralization also occurs to the case of countable and uncountable noun. In Indonesian, countable noun is noun which can be pluralized by duplicating singular noun to be plural like 'kursi' (chair) to be plural 'kursi-kursi' (chairs) (Mulyawan, 2014). The rule is different from that of English. In English, countable noun is

noun which can be counted by number, it consists of singular and plural noun. Uncountable noun is a noun which can be counted. It does not have singular or plural form. Quantity marker 'many' and article 'a/an' are only used for countable noun, while quantity marker 'much' is only used for uncountable noun (Maclin, 1996). In Indonesian, 'many' and 'much' is represented by one form 'banyak' which can be used for both countable and uncountable noun. The Indonesian students transfer the rule in writing English composition so that they write the error form, '*how many water*' rather than the correct one '*how much water*'.

Error made by the students on plural of 'two car' is also related to the Indonesian rule on plural by duplicating countable noun, not by attaching suffix-es/s on the noun. In Indonesian, the use of plural determiners like 'two, many, several, etc.' does not change noun following the plural determiners to be plural. The following noun should not be pluralized (cf. Mulyawan, 2014). For example, 'several books' in English is represented by 'several book' in Indonesian. Noun, 'book' is not pluralized. Unlike Indonesian, English nouns with the quantity determiners must be pluralized. Plural article like 'may', 'several', 'two' must be followed by plural noun (Maclin, 1996). Because of the difference, it is no wonder that the students write 'two car' in error. Errors related to plural form have a frequency the students make. The same frequency also happens to Indonesian students from Jember University, Indonesia. It is the highest percentage of error made by the university students (Sukarno, 2016). As made by Bung Hatta University students, the Jember students delete suffix-es/s as the plural markers.

Error on indefinite article 'a' and 'an' occurs because of interference by Indonesian. It is similar to students of STIM in Medan (Grabiella, 2018). According to her, error on article a/an is mostly interfered by local errors. In English, both articles are used before non-specific members of a group or category of noun. They appear before singular nouns; 'a' before noun beginning with consonant sound, while 'an' before noun beginning with vocal sound (Maclin, 1996). In Indonesian, the indefinite article may be equaled to numeral word to indicate singular noun. Article 'a' and 'an' are represented in various forms such as '*sebuah*', '*seekor*', '*sebidang*', '*sebutir*', '*seutas*', '*selembar*', '*sebilah*', '*sebatang*', '*setampang*', '*se*', etc. (Kadaryanto, 2010). Their use does not depend on the sound, but on noun they explain. For example the article '*sebutir*' is used before and for singular noun 'egg' to explain one/an egg, '*seekor*' for 'animal' to explain one/an animal, and '*sebilah*' for knife to explain one/a knife. The Indonesian rule interferes the students so that they write '*a egg*' instead of '*an egg*'. The forms of Indonesian article signify singular noun (Mulyawan, 2014).

The interference also occurs to the use of adverb of manner and degree. Adverb of manner in English is mostly marked by adverbial suffix -ly attached to adjective (Maclin,

1996). Indonesian does not have the adverbial suffix -ly (Pauzan, 2016), but it has a word 'dengan' instead. To say 'happily', Indonesian will say 'dengan bahagia' by placing the word 'dengan' before adjective, 'bahagia'. The word is not only used to explain adjective, but also to explain verb and noun as in 'dengan bekerja' (before verb), 'dengan pelan-pelan' (before adjective), and 'dengan dia' (before noun) respectively (see Pauzan, 2016). In English, the word is represented by various forms: 'ly', 'by', and 'with', and 'in'. They are used based on word they explain; for example 'ly' in 'slowly' is to explain adjective stating manner (adverb of manner), 'by' in '*by working*' to explain verb, 'with' in '*with you*' to explain noun, and 'in' in '*in good way*' to explain the way (Maclin, 1996). Jember University students also made error on the adverb of manner (Sukarno, 2016), but they do not show error on 'dengan' (with), '*with work*'.

The students' error in writing '*with work*' instead of '*by working*' shows that their English is affected by the Indonesian rule. Mother tongue, Indonesian affects the students very much. They create sentence based on Indonesian. The affect also occurs on using verb as a subject of sentence. In English, the subject must be gerund. Gerund in English is noun formed with verb added by suffix-ing, but acts as noun. It has some functions one of which is as subject of sentence. Verb which has function as subject of a sentence must act as noun called gerund in English (Maclin, 1996). The English rule suggests that verb acting as a subject should be gerund (verb+ing). In Indonesian, there is no change of verb form even though the verb acts as a subject of sentence. This is a basic difference between English and Indonesian in using verb as a subject of a sentence. The Indonesian rule affects the students on using a verb as a subject of sentence when writing English composition. The negative transfer produces students' error on '*Drive bus with fast is dangerous*' to express the idea of '*Driving bus fast is dangerous*'.

The case of negative transfer also happens to writing English passive voice. The students write passive voice 'the bus driven by the old man' incorrectly. The error is that there is no copula 'is' in the passive sentence. English passive voice is characterized by: (a) predicate of passive sentence is past participle preceded by copula, and (b) English passive voice is determined by tenses (Maclin, 1996). Indonesian does not apply such rule (Sukarno, 2016). In Indonesian, the predicate is verb with affix di "di-kan/-i, diper-kan/-i", and there is no copula, tenses and past participle (Sunarti, 2018). As its affects, the Bung Hatta students write English passive voice without using copula 'is'. They write 'the bus driven by the man' incorrectly rather than 'the bus is driven by the man'. Such error is also made by Jember students (Sukarno, 2016).

Bung Hatta students also have a problem of writing subject-predicate agreement in English. They make error because of omitting suffix -s/-es verbal predicate and on using predicate 'have' for sentence with the third person singular-subject or singular subject. The error for example is '*He work*' and '*She have*'. Such error is also made by Indonesian students (semester II) of Tadulako University in English writing ((Mbau, 2014). English has rule on sentence that subject must be an agreement with predicate; singular subject must be followed by singular predicate or plural subject must be followed plural predicate (Maclin, 1996). On the other hand, there is no rule on subject-predicate agreement in Indonesian like that of English so that Indonesian students of Tadulako (Mbau, 2014), Jember students (Sukarno, 2016) and Bung Hatta have the error.

Conclusion and Recommendation

The study results in that the Indonesian students make inter-lingual errors in their English composition. The inter-lingual errors in the English writing occur at least due to two aspects. The first one is effect of their mother tongue, Indonesian language. They have used Indonesian as formal learning-media for years from preschool to higher education. Indonesian grammar has been cognitively planted to be a concept in their mind. The concept is their knowledge background on language mostly dominating their mind in writing English composition. Their perspective on writing English supports that they write English based on Indonesian. Quantitative study on the perspective shows the higher the students error in writing is, the lower the students' achievement is. As also found by previous researchers studying Indonesian students' errors in English writing, most of Indonesian students make error because of negative transfer from their Indonesian into English.

The second aspect leading the students to make errors is grammatical differences between Indonesian and English. Even though Indonesian grammatical rule has similarities with those of English, it also has many differences. Most of the students are not aware and do not understand the differences so that they write English sentences in accordance with their knowledge on language rule based on Indonesian. It is no wonder to happen to Indonesian students because most of them almost never get a learning on grammatical similarity and difference between English and Indonesian. The errors-related aspects are very important for improvement EFL students in English writing. The aspects uncover EFL students' problems through which solution to the errors can be effectively made by lecturers.

The aspects suggest that EFL teachers, lecturers and those related to foreign language teaching should include contrastive analysis in English-teaching in order that EFL students

understand similarity and difference of their mother tongue from English as a knowledge background to write English composition. Knowledge on the similarity and difference is important for the EFL students. The similarity may help students understand English through positive transfer, and the difference may avoid them doing negative transfer from mother tongue into English so that they do not make errors and can get a good achievement in English writing. The result of this study recommends that study on EFL students' errors in writing English composition should be continuously held by widening its relation with other perspectives (variables) like students' culture, first language, method of teaching, etc. Contrastive analysis should be developed in English-teaching in order that EFL students are not trapped by negative transfer.

References

- Atmaca, Çagla. (2016). Error Analysis of Turkish EFL Learners: A Case Study
- Batu, Purnama N.F. Lumban, Laila Puspitasari Larsen Barasa, Valent Tania Sitepu. (2018). Grammatical Errors in Students Speaking English: An Error Analysis on Indonesian Maritime Students. *Asian EFL Journal* Vol 20, Issue 7 2018
- Brown , H.(2000). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall Inc.
- Darus, S and Subramanian, K.(2009).Error Analysis of the Written English Essay of Secondary School Students in Malaysia: A Case Study. *European Journal of Social Sciences*, 8 (3).
- Elfiondri. (2018). Teaching Spoken English to EFL Learners using “Finding Nemo” Movie. *Asian EFL Journal* Vol 20, Issue 2. 2018
- Erdogan, V. (2005). Contribution Of Error Analysis To Foreign Language Teaching. *Mersin University Journal Of Faculty Of Education*, 1(2), 261-270.
- Gabiella ,Soraya and Wina Viqa Sari (2018). Applied Error Analysis of Comparative Degree Sentence Construction of Students in STIM Sukma Medan. *Asian EFL Journal* Vol 20, Issue 7 2018.
- Gass, S., Behney, J., & Plonsky, L. (2013). *Second Language Acquisition: An Introductory Course*. New York: Routledge.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2013). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*. Thousand Oaks: Sage.
- Hamzah. (2012). An analysis of the written grammatical errors produced by freshmen students in English writing. *Lingua Didaktika*. Volume 6 No 1, Desember 2012. 17-25.

- Huang, S.L.(2001). *Error analysis and Teaching Composition*. Master Thesis. National Tsing Hua University.
- Kadaryanto, Budi. (2018). *Numeral Classifiers and Plurals in Indonesian Nominal*. Master Thesis. MPhil programme in Linguistics Utrecht Institute of Linguistics University of Utrecht, the Netherlands.
- Karunia, Yekti. 2008. A Contrastive Analysis Between English And Indonesian Prepositional Meaning Place Used In Sentence. *Research Paper*. School Of Teacher Training And Education Muhammadiyah University Of Surakarta.
- Maclin, Alice. (1996). *Reference Guide to English: A Handbook of English as a Second Language*. Washington: USIA Publication.
- Mbau, Anitha T., Mochtar Marhum, Muhsin. (2014). An Analysis On The Subject-Verb Agreement Errors In Writing Paragraph Made By The Second Semester Students Of English Department. *e-Journal of English Language Teaching Society (ELTS)* Vol. 2 No. 2 2014 – ISSN 2331-1841
- Mulyawan, I Wayan. (2014). Contrastive Analysis Of English And Indonesian Noun Articles. *Leksika* Vol.8 No.1 – Feb 2014: 7-10.
- Nonkukhetkhong, K. (2013). *Grammatical error analysis of the first year English major students, Udon Thani Rajabhat University*. The Asian Conference on Language Learning. Official Conference Proceedings 2013. Osaka, Japan. 117-12.
- Kırkgöz, Y. (2010). An analysis of written errors of Turkish adult learners of English. *Procedia-Social and Behavioral Sciences*, 2(2), 4352–4358.
- Leroux, William & Tyler Kendall. (2018). English article acquisition by Chinese learners of English: An analysis of two corpora. Elsevier; System Volume 76.
- Pauzan . (2016). Contrastive Analysis Between English and Indonesian Prefixes and Suffixes (A Narrative Text Analysis of Legends in Perspective of Morphology). *Journal of Education and Practice*: www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.7, No.30.
- Payne, Thomas E. 2008. *Describing Morpho-syntax: A Guide for Field Linguists*. New York: Cambridge University Press.
- Rahayu, Acep Unang. (2015). Differences on Language Structure between English and Indonesian. *International Journal of Languages, Literature and Linguistics*, Vol. 1, No. 4, December 2015.
- Seitovaa, Meruyert. 2016. Error Analysis of Written Production: The Case of 6th Grade Students of Kazakhstani School. *Procedia*....

- Sukarno. (2016). The Analysis Of Grammatical Errors Of First Year Students' Essays. A *Journal of Culture, English Language Teaching & Literature*. ISSN 1412-3320 (Print), ISSN 2502-4914(Online) Vol. 16 No. 1; July 2016.
- Suzanne, Nina, (2017). An analysis of preposition error: the case of in, on, and at. *Lingua Didaktika*. Vol. 11, No. 1, July 2017, page 13-21.
- Stenson, N. (1974). Induced Errors. In J. H. Schumann and N. Stenson (eds.) *New Frontiers in Second Language Learning*. Massachusetts: Newbury House Publishers.
- Sunarti. (2018). Contrastive Analysis Of English And Indonesian Passive Voice. *CENDEKIA: Jurnal Pendidikan dan Pengajaran*. Vol 1, No 2.
- Swan, M., and Smith, B. (Eds.). (1995). *Learner English: A teacher's Guide to Interference and Other Problems*. Cambridge: Cambridge University Press.
- Thierfelder, Philip, & Paul Stapleton: 2016. Errors in the written English of native users of sign language: An exploratory case study of Hong Kong deaf students. Elsevier, *Journal of System*. Volume 58, June 2016, Pages 12-24
- Thyab , Rana Abid . (2016). Mother-Tongue Interference in the Acquisition of English Articles by L1 Arabic Students. *Journal of Education and Practice*. www.iiste.orgISSN 2222-1735 (Paper) ISSN 2222-288X (Online)Vol.7, No.3.
- Wilkins, D.(1972). *Linguistics in Language Teaching* . London: Edward Arnold.



Massive Open Online Course: Opportunities and Challenges in State Islamic Higher Education in Indonesia

Muhaemin

Institut Agama Islam Negeri Palopo, Indonesia

Bio Profile:

Muhaemin is a senior lecturer at IAIN Palopo, South Sulawesi-Indonesia. His research interests include Islamic higher education and the social history of Islamic education. He took a PhD. in Islamic education at Syarif Hidayatullah State Islamic University, Jakarta.

Abstract

Online learning has become one of the most desirable learning media for the millennial generation, compared to offline options. This indicates a major change in current main learning media. This paper focuses on mapping the opportunities and challenges in Massive Open Online Course (MOOC) media for lecturers and students at Institut Agama Islam Negeri Palopo (IAIN Palopo). This study applies qualitative research by interviewing lecturers and students from the English department, and observing the teaching and learning process in the classrooms. The findings of this study show that MOOC has not been applied extensively as a medium of learning in the department. The main constraint found was the lack of information about MOOC; the lecturer and students were not well trained in applying MOOC in teaching and learning. Several MOOC programmes likely to be followed by both lecturers and students in the IAIN Palopo English department include English for Islamic education departments, English for Islamic history and culture, and language testing and assessment. Finally, this research also recommends that state Islamic higher education should create a MOOC programme for any department that can support quality improvements in its graduates.

Introduction

A unique feature of educational institutions in Indonesia is the existence of universities under the guidance of the Ministry of Religion. Institut Agama Islam Negeri Palopo is one such campus, and it fosters several study programmes, including those in the English department.

Lecturers and students in the language study programme are required to respond to the dynamics of education, including online learning. The rapid development of technology has encouraged the creation of various kinds of innovation in utilising technology in daily life; this pattern is increasingly widespread, including in the field of education. The use of technology in the education field allows virtual interaction between lecturers and students, eliminating the need for face-to-face contact (Yustim, 2010).

Nowadays the Massive Open Online Course (MOOC) is one of the important technological developments in the field of education (Mabuan et al, 2018). MOOC has become a facility that can be utilised by the academic community for virtual interaction. Education has only recently become increasingly accessible to various parties. MOOC is at the centre of paid and free online learning activities (Vera, 2018). It provides an opportunity for students – including higher education students – to improve their ability. The advantages of MOOC are that it employs various forms of learning, such as presenting short videos or speeches, and evaluates repeatedly at each stage of learning (Hoy, 2014). The available topics in MOOC are varied, so that the students can be given topics based on their interests.

In Indonesia, MOOC is still not very widely used in the academic community. Only a few campuses in Indonesia have used it as a learning resource, including Institut Teknologi Bandung, Universitas Gajah Mada, Universitas Binus, Universitas Ciputra, and Universitas Terbuka. In fact, it has many benefits in educational activities. As stated by Jonan (2016: 203), MOOC can improve the information literacy skills of various groups, especially educators and education staff. Aydin (2017) also argued that higher education institutions in Turkey saw that MOOCs can provide flexible learning opportunities. According to him, the MOOC programme also attracts – and expands learning opportunities among – the younger generation. Higher education institutions in Turkey even offer courses in Turkish and few in English, which began in 2014 and 2015.

In the South Sulawesi region, specifically in Palopo City, the MOOC is still not familiar. The community of Palopo City still relies on conventional learning. The relationship between MOOC and conventional educational institutions is symbiotic mutualism. It develops with the support of conventional education, but will expand the reach of conventional education to the public, especially to those experiencing obstacles to accessing education. The aim to be achieved by this MOOC is to expand people's access to education and life skills.

Besides the various facilities offered by the MOOC, it also faces challenges. Zhu (2018) pointed out that the several diverse challenges to MOOC design included issues around pedagogy, resources, and logistics. The design of the MOOC requires in-depth analysis for it

to be able to fulfil the needs of the community. Pedagogical challenges, especially, need to be solved with the involvement of educational, psychological, and educational technology experts.

MOOC serves as a supporting vehicle to face the global era and to increase self-potential. It is a model for learning that can be carried out online on a large scale, with participants widely spread over diverse and remote areas. The implementation of MOOC model learning activities is usually carried out through web resources that can be accessed through the internet network. Thus, there are two characteristics of the MOOC model: (1) utilisation of internet and web networks as a means of conducting distance learning activities; (2) a large number of participants and large-scale learning. The development of the MOOC model learning programme is divided into six development steps:

- a) **Task Definition:** the first step is to teach learning participants the ability to describe what must be done, in descriptive, structured and directed language.
- b) **Information-Seeking Strategies:** the next step is providing learning participants the means to create alternative strategies in getting the information needed.
- c) **Location and Access:** in this step, learning participants are directed towards being able to find sources of information they need.
- d) **Use of Information:** after finding their sources, learning participants are taught to use the information so that it can be useful to the public.
- e) **Synthesis:** in this stage, learning participants are taught to develop problem-solving skills.
- f) **Evaluation:** this stage teaches learning participants “how to” make a decision and assess whether it is successful or not, and to gauge the quality of a developed programme.

In Indonesia, obstacles to accessing the MOOC are an unreliable internet network, low English skills, and heavy working hours for lecturers. Semenova and Rudakova (2017) outlined obstacles to implementing MOOC, including lack of knowledge of basic subjects, inadequate education levels, and lack of prior experience with MOOCs.

The presence of MOOC technology can be considered as a learning alternative; generally, it offers not only free courses, but also prepares certificates if a student takes a course to completion. To take part in an open course, participants are required to be literate in digital media, have capable foreign language skills, and to have substantial independence and learning discipline (Tsauri, 2013)

With all the conveniences and advantages offered by MOOC, students and lecturers in the English Department are required to be familiar with it in order to improve their abilities.

Thus, this article focuses on studying the opportunities and challenges MOOC presents to Institut Agama Islam Negeri Palopo.

Methods

This study applied qualitative research methods through interviewing lecturers and students, and observing the teaching and learning process. Qualitative research focuses on process as well as on a product or outcome; researchers are particularly interested in understanding how things occur (Creswell, 1994).

According to Moleong (2013), qualitative research is intended to provide holistic insight into phenomena experienced by the research subject, such as behaviour, perception, motivation, action, etc. It should offer description in the form of words and language, in a specific, natural context, utilising various natural methods. The data was collected through interviews and observations. The subjects interviewed were the lecturers and students in the English Department of IAIN Palopo. The researcher also observed the teaching and learning process in the classroom. The researcher interviewed lecturers and students in order to find out whether they knew about the MOOC, and to witness their perceptions of the opportunities and challenges of the MOOC at Palopo IAIN.

Results

Massive Open Online Course is a learning system like other open online courses on a large scale, aimed at allowing unlimited participation and access through the web. In addition to providing traditional course materials such as videos, reading matter and discussions of problems, MOOCs also provide an interactive user forum that helps in building communities of students, teachers, and teaching assistants. It is the latest development in terms of e-learning.

According to Intan (2017), the MOOC Forum for Network Development of the Indonesian Online Learning System (SPADA) has been implemented by 51 higher education institutions and 116 partners of universities, involving 6,927 students. SPADA Indonesia, up to 2017, offered 253 online courses (online courses), 143 open courses (open courses), and 172 open materials (open content). The basic idea in implementing SPADA is to improve access to quality higher education through the application of MOOCs as a programme to increase credit transfers.

Institut Agama Islam Negeri (IAIN) Palopo, as an Indonesian university, should be able to apply MOOC in the learning process. It will open students' horizons to exploring various

materials and other experiences. In today's millennial era, it has become essential for a student to gain experience, materials, and learning beyond what they can absorb in the process of regular lectures on campus.

Based on research conducted on lecturers and students at IAIN Palopo, the results showed that in the current millennial era, only a handful of lecturers and students knew and had engaged with the Massive Open Online Course (MOOC). From the results of observing classroom lectures, it was found that the learning process was still conventional, while interviews revealed that most respondents knew nothing about the MOOC. Interviews were conducted for lecturers and students at IAIN Palopo to see how far they knew about the MOOC, and about the opportunities and challenges it presents to lecturers and students.

The first of two diagrams of interview data displayed below illustrates whether or not respondents were aware of the MOOC. Data was taken before the Massive Open Online Course was explained. In the second diagram, the data displayed was gathered after an explanation with examples of the form of the MOOC.

The following is a diagram of the results of interviews with lecturers related to the MOOC before they were given an explanation of it:

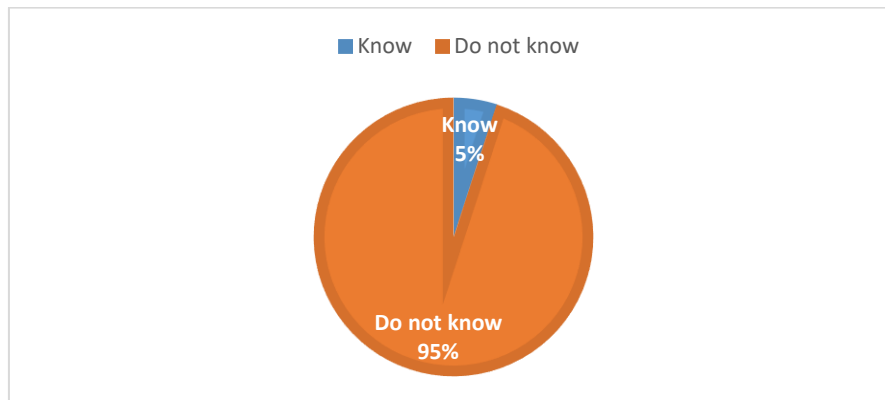


Diagram I: Lecturers awareness of MOOC before explanation.

The diagram above shows that many lecturers still do not know about the Massive Open Online Course, and in fact had never heard of it – they indicated that the researchers' questions were the first they had heard about it. The researcher asked each respondent about the MOOC, then offered an explanation about it, with examples of types of MOOC.

After an explanation of MOOC, the researcher again asked the respondents about it, and the following diagram shows results after interviewees had been given an explanation and examples:

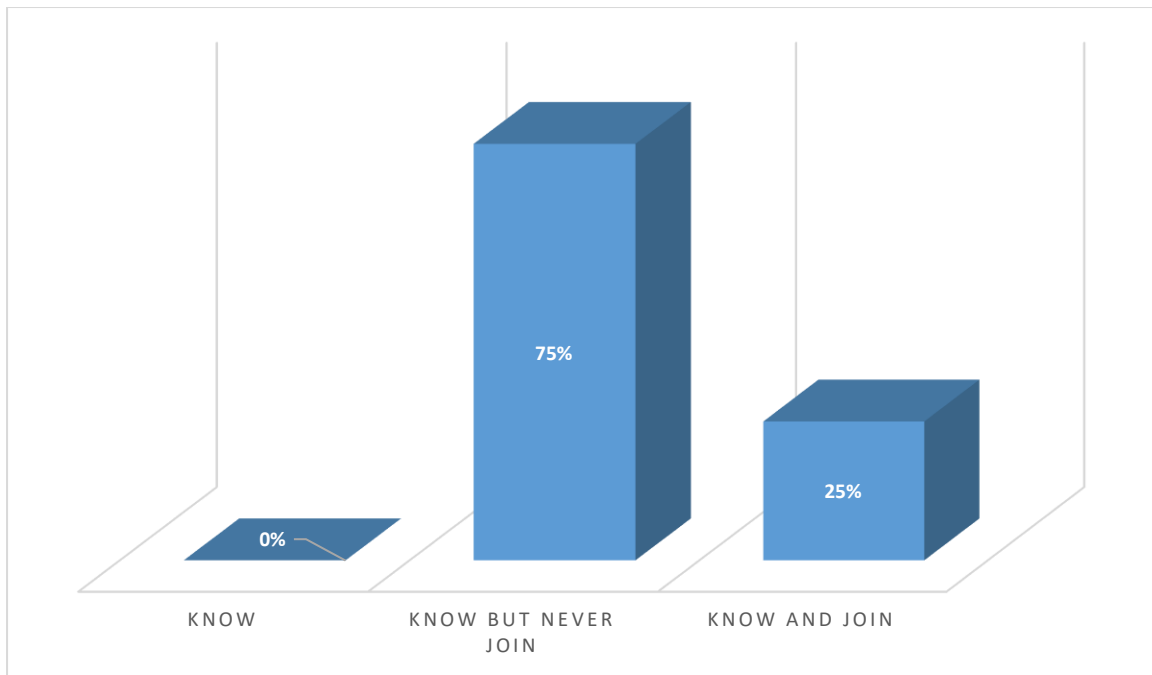


Diagram II: Lecturers' awareness about MOOC after explanation.

The diagram above shows that knowledge of MOOC among respondents, in this case the lecturers, was stronger after they were given an explanation and examples, but they still did not follow it. As many as 75% of respondents know about but have never participated in the MOOC. They knew of only some types of MOOC examples, but never followed or accessed the MOOC. In addition, 25% of respondents knew and had participated in the MOOC. Several MOOCs had been accessed by these respondents, such as future learning, Khan Academic, Uдеми, Udacity, Coursera, Open Courseware, DuoLingo, Indonesia, Kelase, BangsaCerdas. Respondents admitted that they had opened these sites, but rarely joined the MOOC group. Meanwhile, data from students as respondents also found that the MOOC is still unknown, with the majority never having heard about it.

The following diagram shows results of interviews with students related to the MOOC before an explanation of it:



Diagram III: Students' awareness of MOOC before explanation.

The diagram above illustrates how none of the students knew about the Massive Open Online Course. This was the first time they had heard the word “MOOC”; they had absolutely no prior knowledge of MOOC.

After being given an explanation of the MOOC, most of the students finally knew about it, and some had already joined in one of the forms of the MOOC. Most students of IAIN Palopo come from rural areas, which led to a lack of information regarding MOOC. Those who knew the MOOC said that the information came from various sources, including friends and lecturers, and from their own constant curiosity about internet sites.

After they were given an explanation and example related to the MOOC), the following data on students was obtained:

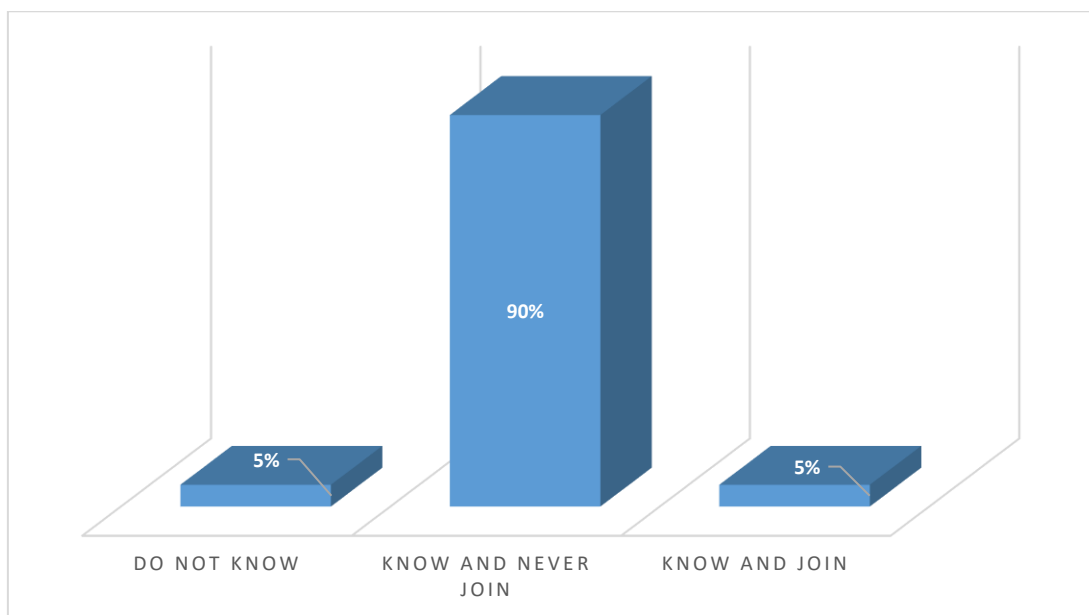


Diagram IV: Students' awareness of MOOC after explanation.

The diagram above suggests that the majority of respondents – about 90% – already knew about the MOOC but they never participated in it. They knew only a few examples of existing MOOCs, and only 5% had participated in one of its forms. It has not become popular among the students and lecturers of Palopo.

In this millennial era of global competition, online education will reach and meet the needs of the wider community, especially among developing countries such as Indonesia, where it will continue to grow into all corners of the country. This will be an advantage for the regions ready for this era; education will not be hampered because it can be carried out online, and not limited by time and place, so students can participate in learning classes as they do for general, face-to-face situations. However, it will be different for remote areas where facilities to implement the MOOC are inadequate.

The English lecturers and students taking part in the research at IAIN Palopo identified several opportunities and challenges presented by MOOC at their institution. Opportunities include:

1. They can access the MOOC freely by using the internet facilities available at the office or campus.
2. The MOOC can be accessed wherever and whenever needed through the mobile media they already use.
3. They can access various MOOCs on the internet because they can use English well, and most of the MOOCs use English.
4. There are many free MOOCs.

Respondents also reported the challenges of the MOOC as follows:

1. Most respondents have never taken an orientation course about the MOOC.
2. There is a lack of interest in joining the MOOC.
3. There is an absence of groups on their campuses specially formed for joining the MOOC.
4. Respondents are aware of a lack of MOOCs on religious aspects.
5. The MOOC requires high-speed internet access, but internet access on Palopo is still slow.

Facing the challenges above, the MOOC still cannot be maximally followed and applied on Palopo. For example, online courses or online classes are not yet popular in Palopo City. Conventional learning is still a culture of lecturers and students. Correspondingly, Jeremy

Knox (2014) stated that in open courses, participants often felt “overwhelmed”; most of them could not focus because of the large number of participants, and the discussions were too large in scale for them to understand.

In addition, the absence of training for lecturers in the use of online classes is another obstacle to applying the MOOC at IAIN Palopo. Lecturers and students have still not maximised their use of e-learning, which can improve the quality of their learning. According to Caporarello and Sarchioni (2014), e-learning is very important for reasons of flexibility, interactivity, and efficiency. More broadly, important factors of e-learning include: flexibility in managing time to learn; active participation of each member; the existence of a control mechanism that ensures the learning process takes place; the quality and structure of teaching materials; use of standardised and developing technology; instructor’s teaching style and learner’s learning style; learning motivation of students; student technical competence; and organisational support for e-learning activities.

Massive open online courses provide flexibility in the time and place of learning, as well as quality learning material/content provided by various well-known universities that partner with service providers of massive open online courses. The use of web-based media also allows the use of more varied content, ranging from electronic books (e-books), learning videos, and podcasts, to the use of interactive multimedia.

The results of Silvana and Fajar’s research (2016) revealed that the challenges to using MOOCs in Indonesia were internal and external. The internal factor is minimal learning, where many users of the MOOC stop before completing the MOOC course followed. Another factor is the ability to speak English well enough to make the most of the facilities available in the MOOC. External factors are the availability of MOOC access for mobile devices, convenience in loading MOOC learning materials such as videos, and the existence of several websites that request payment for allowing access to a number of menus in MOOCs.

Under current conditions at IAIN Palopo, the use of e-learning or MOOC is very difficult to maximise. Lecturers have limited ability in MOOC, and learning activity is still conventional – the use of teaching materials has still not led to MOOC. This affects their students, who have not been maximally directed to apply the MOOC.

Conclusion

Based on the discussion above, the authors conclude that MOOCs are not well known to lecturers or students. They have yet to receive MOOC orientation, so are not familiar with online learning. In addition, the MOOC cannot be maximised if applied at IAIN Palopo,

because of the “being overwhelmed” factor which is still an obstacle to the MOOC running effectively. Internet connectivity in IAIN Palopo is not yet adequate for maximising participation in the MOOC. In addition, higher education institutions must be able to design curriculum and learning methods that are very different from what they are now. Undeniably, the presence of MOOC can improve the quality of education. However, without preparation, qualified technology, and the availability of an adequate internet network, delivering MOOC at IAIN Palopo will be very difficult. Besides that, the orientation of the MOOC to lecturers and students must be carried out in order to apply the MOOC in this institution.

Pedagogical Implications

From the results of these studies, researchers expect that IAIN Palopo will prepare itself to try applying the MOOC, so that students and lecturers can further improve the quality of their learning process, offering alumni the qualities needed to compete nationally and internationally. In addition, MOOC may in the future provide alternative learning that makes education more evenly distributed. Indonesian programmers might be able to emulate MOOC from Europe and make open courses that are more local in taste, so that they can be followed by all Indonesian people without fear of their being hindered by language constraints.

MOOC development in the future must pay attention to several things. First, the contents of the MOOC must fulfil the community expectations. Second, the MOOC manager must cooperate with more educational institutions and private institutions. Third, the MOOC still lacks religious and Islamic education content, and that can be improved. Fourth, specifically in Indonesia, MOOC needs to look at mass organisations, because several mass organisations manage very large private educational institutions, such as Muhammadiyah, NU, al-Wasliyah, Nahdhatul Wathan, based in NTB, Mathlaul Anwar, based in Banten, Hidayatullah, based in East Kalimantan, Wahdah Islamiyah, based in Makassar, and others.

References

- Ahmad, I. (2017). MOOCs forum for network development. <https://belmawa.ristekdikti.go.id/2017/11/02/moocs-forum-for-network-development/>. Accessed on May 18, 2018.
- Aydin, C. H. (2017). Current status of the MOOC movement in the world and reaction of the Turkish higher education institutions. *Open Praxis*, 9(1), 59–78.
- Caporarello, L., & Sarchioni, G. (2014). E-learning: the recipe for success. *Journal of e-Learning and Knowledge Society*, 10(1), 117-128.

- Creswell, J. W. (1994). *Research Design: Qualitative and Quantitative Approaches*. California: SAGE Publications, Inc.
- Hoy, M. B. (2014). MOOCs 101: An introduction to Massive Open Online Courses. *Medical Reference Services Quarterly*, 33(1), 85-91.
- Johan, R. C. (2016). Massive Open Online Course (MOOC) dalam meningkatkan kompetensi literasi informasi guru pustakawan sekolah. *PEDAGOGIA Jurnal Ilmu Pendidikan*, 13(1), 203-213.
- Knox, J. (2014). Digital culture clash: massive Education in the E-Learning and digital culture MOOC. *Distance Education*, 35(2), 164-177.
- Mabuan, R. A., Ramos, A. A., Matala, C. C., Navarra, A. M., & Ebron, G. P. Jr. (2018). MOOC camps for teacher professional development: The Philippine experience. *The Asian EFL Journal*, 20(12.3), 194-214.
- Moleong, L. J. (2013). *Metode Penelitian Kualitatif. Edisi Revisi*. Bandung : PT. Remaja Rosdakarya.
- Semenova, T. & Rudakova, L. M. (2017). Barriers to taking Massive Open Online Courses (MOOCs). *Russian Education and Society*, 58(3), 228-245.
- Silvana, H., & Fajar, Y. (2016). User analysis of Massive Open Online Courses (MOOCs) based E-learning system to ensure equal access to education at higher education. *Edutech*, 15(2), 170-178.
- Tsauri, A. S. (2013). *Ide Learning*. [www.idelearning.com](http://idelearning.com):<http://idelearning.com/era-open-learning-melalui-mooc/>. Accessed at May19, 2018.
- Vera, P. V. D. (2018). Variance in the use of invitational and intrusive rhetoric in online EFL teaching discourse. *The Asian EFL Journal*, 20(12.3), 25-44.
- Yustim, B. (2010). Pembelajaran Jarak Jauh dengan Konsep Web 2.0. *Digital dan Information System Conference*. Bandung.
- Zhu, M., Bonk. C. J., & Sari, A. R. (2018). Instructor experiences designing MOOCs in higher education: Pedagogical, resource, and logistical considerations and challenges. *Online Learning*, 22(4), 203-241.



Impact of Extramural Competitive Instrumented Learning (ITL) on Students of English

Laureana M. Lingan, Ph. D.

Cagayan State University - Andrews Campus

laureanalingan@yahoo.com

Abstract

The study aimed to measure the impact of extramural competitive ITL on the learning on English skills among college students of the College of Education, Cabagan, Isabela.

The study used the ELP English Manual and English Workbook as references (learning through instruments). Since some of the exercises were already done by the students in the first semester, they were asked to work on all the others they had not solved yet. The students were assigned to teams of four or three based on their Phase 1 exit test scores. Students may swap membership only with those whose test scores were not more nor less than three points from theirs. The teams organized themselves and follow schedule of submission of team answers. All participants were required to submit a short essay at the beginning of the project answering the question. Why are you a _____ major?

This elicited some exposition and argument on why the students seemed to be pursuing the degree programs they have registered themselves in. These essays were submitted to the ELT office for the Error Density Index (EDI) analysis in which the total number of errors was divided by the total number of sentences (as punctuated by the writer). The marked essays were returned to the students for their own revisions, with help of their teammates, and the EDI average of the teams was posted on a bulletin board. This part of the competition challenged the teams to have the lower EDI average on their revisions. The revised essays were submitted to the ELT office for marking. The marked revisions were returned to the students and the EDI averages of the revisions were posted side by side with those of the originals. After the students have submitted the originals, they began working on the assigned exercises. The team scores for each exercise were posted on a bulletin board together with their running team average.

Towards the end of the semester, even as the students continued working on the assigned exercises, they were asked to write an essay answering the question: What will you

do to maximize your learning in the University? This elicited current and projected personal learning tactic and helped the students realize their importance. Each essay was edited by at least one teammate. Both writer and editor identified the heading they shared the EDI score equally weighted. This was the final challenge to the students, to measure the impact of the ITL on their writing and editing skills. Certificate of Recognition and substantial prizes were awarded to the top three teams.

Results of this study showed that the students on the average make about 17 errors per 10 sentences – still unacceptable for academic purposes. The best essay had an EDI of 0.25 or a probability of 5 errors in 100 sentences. Ideally, college students should strive for an EDI of 0.10 or a probability of 1 error per 10 sentences, and teachers should an EDI of at least 0.01 or 1 error per 100 sentences. Moreover, the English majors scored significantly lower than the combined group scores of General Science, Math, and Social Science majors. Expectedly, the Filipino majors scored the lowest but this has little bearing on their future careers.

Recommendations of the study focused on the need to continue to use the Instrumented Team Learning (ITL) strategy among Isabela State University freshmen. Students should be taught how to learn by themselves and develop in them learner autonomy, which is the goal of a good language teaching program. Outside of the English class, the students should use English in other classes or extramural activities. The library should have enough dictionaries to serve the students. The students should have their own dictionary. The team members should work together on the workbook exercises to help and improve each other's language proficiency. The English Department should devise a scheme to improve and enhance the language proficiency of would-be English majors.

Keywords: Error Density Index, Instrumented Team Learning, English Linguistic Project, Self-learning

Introduction

English language learning in college is hampered by the exposure of the students to the Filipino variety of English to the point that the first semester or even the whole first year has to be devoted to the corrective strategy.

Part of the corrective strategy employed in the College English Course design of Dr. John Malicsi under the English Linguistic Project (ELT) is Instrumented Team Learning (ITL), in which students were grouped according to their score in a diagnostic test, combining the

better scores with the poorer scores, ensuring that the average of each team approximated the class average. They were then asked to do many activities, both inside or outside the classroom in teams. The instruments used were ELP manual and the ELP workbook, the diagnostic test, the progress test, and the exit test. Times being short, however, not all the exercises in the workbook were accomplished in one semester. This project aimed to continue ITL strategy among Isabela State University freshmen even after they have finished the first semester. Since they have no longer had teacher contact in a classroom situation, a competition among the teams was added to the ITL as a primary motivating factor.

Statement of the Problem

ITL is not part of any existing English Language Course design in Philippine universities. Though competitive, ITL was used in the classroom in the ELP design, it had not been tested as an adjunct learning activity outside the classroom as a self-learning mode. It was currently tested among professionals, however, with the faculty and staff of the Holy Child School of Davao as subject.

This study, therefore, aimed to measure the impact of competitive ITL on the learning of English skills among college students.

Methodology

The fifty-nine BSED college freshmen students from the two sections served as subject of this project. The study used the ELP English Manual, Workbook, Diagnostic Test (100 items), Progress Test (100 items), and Exit Test (100 items).

The students were assigned to teams of four or three based on their Phase 1 exit test scores. Students may swap team membership only with those whose test scores were not more nor less than three points from theirs. The team organized themselves and follow a schedule of submission of team answers.

All participants were required to submit a short essay at the beginning of the project answering this question: Why are you a _____ major? This elicited some exposition and argument on why the students seemed to be pursuing the degree programs they have registered themselves in. These essays were submitted to the ELP office for Error Density Index (EDI) analysis in which a total number of errors was divided by the total number of sentences (as punctuated by the writer). The marked essays were returned to the students for their own revisions with the help of their teammates, and the EDI average of the team was posted on a bulletin board. This part of the competition challenged the teams to have the lower EDI average

on their revisions. The revised essays were submitted to the ELT office for marking. The marked revisions were returned to the students and the EDI averages of the revisions were posted side by side with those of the originals.

After the students have submitted the originals, they began working on the assigned exercises. The team scores for each exercise were posted on a bulletin board, together with their running team average. Towards the end of the semester, even as the students continued to work on the assigned exercises, they were asked to write an essay answering the question: What will you do to maximize your learning in the University? This elicited current and projected personal learning tactic and help the students realize their importance. Each essay was edited by at least one teammate. Both writer and editor, identified at the heading, shared the EDI score equally weighted. This was the final challenge to the students, to measure the impact of the ITL on their writing and editing skills. Certificate of Recognition and substantial prizes were awarded to the top three teams.

Results and Discussions

Essay 1 and 2 Results

The statistics showed that the students on the average make about 17 errors per 10 sentences, thus still unacceptable for academic purposes. The best essay had an EDI of 0.25 or the probability of 25 errors in 100 sentences. Ideally, college students should strive for an EDI of 0.10 or a probability error per 10 sentences, and teachers should have an EDI of at least 0.01 or 1 error per 100 sentences.

The English majors scored significantly lower than the combined group scores of General Science, Math and Social Science majors. Expectedly, Filipino majors scored lowest but this has little bearing on their future careers.

Conclusion

After having known the results of the study, what can ISU, Cabagan do to clean up the mess with the kind of English the students have displayed? Their professional lives are definitely jeopardized and they are going to become teachers and pass on their English to future generations.

Recommendations

The following recommendations are drawn from the results of the findings:

1. There is a need to continue to use the ITL (Instrumented Team Learning) Strategy among the Isabela State University freshmen.
2. Students should be taught how to learn by themselves and develop in them the learner autonomy, which is the goal of a good English program. This agrees to the claim of Malana (2018) in her study about first language interference where she mentioned about the importance of strategies such as the learner autonomy, to wit: learning strategy can enable students to become more independent, autonomous, life-long learners. In addition to this, Tamayo (2018) also suggested in her study that language learners and teachers should have language learning strategies to have effective communication and interactive ESL class.
3. Outside the English class, the students should use English in other classes or extramural activities. This is related to the recommendation of Tamayo (2019) in her study on linguistic competence of the language learners that students should effectively use English language in any communicative task following the correct grammar usage for them to be linguistically and communicatively competent.
4. The library should have enough dictionaries to serve the students. The students should have their own dictionaries to help in the development of their vocabulary. This is supported by Calanoga (2019) in her study on Productive Vocabulary.
5. Team members should work together in the workbook exercises to improve and enhance each other's language proficiency. This is related to Tamayo's suggestion (2019) in her study on Language Proficiency that language teachers and students should collaboratively work in language learning so that proficiency of English will surely be attained.
6. The English Department should devise a scheme to improve and enhance the language proficiency of would-be English teachers.

References

- Calanoga, Marie Claudette M. (2019). Productive Vocabulary: A Predictive Variable of Pre-Service Teachers' Competence. *The Asian EFL Journal*, Vol. 23, issue 3.2.
- Calanoga, Marie Claudette M. and Tamayo, Ria A. (2019) Error Analysis of Student Interns' Reflective Journals: Basis for Grammar Remediation Class. *Asian EFL Journal*, Volume 23, Issue 3.2

- Malana, Maribel M. (2018). First Language Interference in Learning the English Language. Asian EFL Journal, Vol. 13 issue 2.2, p 32-46. The Journal for English Language Education
- Malicsi, John (2001). The ELP English Manual. The Classic Foundation for the English Linguistic Project
- Malicsi, John (2001). The ELP English Workbook. The Classic Foundation of the English Linguistic Project, Quezon City
- Tamayo, Ria A. (2018). Linguistic Competence of the Freshmen English Majors: Basis for Intensive Grammar Review. Asian EFL Journal.
- Tamayo, Ria A. (2018) Spoken Discourse Analysis on Language Use along Turn Taking and Topic Management in ESL Classroom. The Asian EFL Journal. December 20, Issue 12.3
- Tamayo, Ria A. (2019) College English Proficiency of Freshmen English Majors. The Asian EFL Journal. Volume 21, Issue 2.5. 2019
- Diagnostic Test (100 items), Progress Test (100 items), (Test 100 items)



Early Semester Student Needs in English Mastery to Support Teaching and Learning Process in English Department

Arjulayana¹, Cut Novita Srikandi²

¹ English department, University of Muhammadiyah Tangerang, Indonesia

² English department, University of Muhammadiyah Tangerang, Indonesia

¹ arjulayana@umt.ac.id; ² cutnovitasrikandi@umt.ac.id

Abstract

The early semester students are new comers in higher education. As a new scholar the obstacle to adopt some rules and atmosphere are commonly happened. Particularly adaptation in using English as the introduction language, and master the English skills for English department students. Therefore using and mastering the English are needed to support teaching and learning process in the classroom. This case is affected by various factors, one of them are motivation, which the motivation is the most fundamental factor for all learners level, because it is as a driving force to gain the purposes. That is why the goal of this research is to explain and describe what kinds of needs that students required to support their expectable achievement. Student can be said master the English if they can master four skills of language, there are speaking skill, writing skill, listening skill, and reading skill. Those skills are will be impossible to achieve if the student do not have motivation, both internal and external. This research uses qualitative approach, with field research scheme, because the data and instruments are implemented in real condition. The research instruments consist of observation, interview, script interview, and study document. The interview conducted to 10 English lecturers to find out the students problems and lecturers' suggestion regarding to students' need to support teaching and learning process in English department. Script interview is given to 25 students to find out their need, their suggestion, their problems regarding to their condition to follow teaching and learning process in English department which is uses English as the introduction language. The procedure implements in collecting the data, such as observation, interview the participant, and study the documents. There are two kinds of participants who are interviewed in this research divided from two higher schools; they are 20 participants taken students and 10 participants taken from English lectures of Muhammadiyah University

Tangerang and students of Higher Education from Foreign Language Pertiwi Tangerang in the first semester at English Department. The study documents are used to know students ability regarding to four skills of English. The result of this research shows; firstly, that Early semester students are having trouble in adapting English at their university, because of some problems, such as; unconfident in performing English as their instruction language in the classroom ,because of their vocabulary limit, difficult in understanding lecturer's English explanation, and difficult to interact among others in using English. Therefore they need motivation, both internal and external. Secondly, lecturer should be able to implement appropriate strategy to teach English for early semester students who have come from variety backgrounds.

Keywords: Early semester students' need, English mastery, teaching English, learning English, student's motivation

I. INTRODUCTION

Education is the most important aspect in improving successful country, because through education, nation's generation will be able to continue the struggle of its predecessors in achieving the goals of a nation. In educational programs, one of the most affected factors in success is the educational curriculum based on the learner's needs (Richards & Rodgers, 2001). Learning is a process to get information in improving students's knowledge. Learning process define as longlife education, because since the human are born until death they need to learn. One of the educational functions is planning in improving student's potency and ability. This reseach will explain student's English mastery in English department from two higher education at Tangerang-Indonesia, because researcher believes that every student has many obstacles in English mastery, especially for the new higher student (first semester). To improve English knowledge, the languange ability verbally as well non-verbally are needed, because language as a tool to communicate and to express ideas with others people. Language is very important in this globalization era, especially English Languange, both productive skill and perceptive skill.

Students in early semester who is just joining in the English department commonly felt hard in doing adaptation with English learning model. That case is affected by unreadiness of their new graduate from senior high school, who are from various schools, enter to English department enviroentment, that obligate them to adapt in English as their introduction language in every courses. That is why they need support to build their interest and passion in mastering English.

Understandings of students' needs are important in learning process to push students' interest. Motivation is become one of the fundamental factor in learning English, Adinuansah & Agustini (2018) , because it can be drove force to achive the goal of learning especially in mastering English,which the motivation it self consist of two dimentions, such as internal and external motivation. A good internal motivation will drive student to master English easily. This case made the motivation as one of the student's internal factor to achieve thei, goal (Eragamreddy, 2015). On the others words, internal motivation is related to individual person, because through this student can have their interest, passion, and inspiration indepently (Tran, 2007). Further more, external motivation can be based on their environment, such as friends, family, campus, and lecturers (Eragamreddy, 2015).

A good educator will encourage their learners every times.being a good educator is not only encourage their students in giving advice only, but also understand their learners' condition and learners' needs. An educator should be able to encourage the learners ,in this case is English learners, either through counselling personally or giving a chance to their students in practicing English acquisition that have already mastered.

This research will answer the research question based on the problems statement, such as what are the early semester student needs' in mastering English skills, what is the most fundamental aspect for early semester student to master English in English department, what is the suitable way to be implemented by the lecturer in requiring student's needs. To answer those question researcher use qualitative approach, because qualitative approach enable to conduct depth studies about in broad array of topics (Yin, 2011).

The focus research is gain the solution in fulfill early student's needs in English literature and education of Muhammadiyah University Tangerang and higher education of foreign language Pertiwi Tangerang in mastering English skills, when they entered higher education level be based on the English as the introduction language.

1. Teaching and Learning Process

The important limits of education is that teachers cannot only convey knowledge to students, but students must actively build knowledge in their own minds. That is, they find and change information, examine new information against the old, and revise the rules when they are no longer valid. As stated by Von Glasersfeld (1995) that learning is not a stimulus-response phenomenon, but a process that requires self-regulation and the development of conceptual structures through reflection and abstraction. According to Wilson and Peterson (2006), there are several concepts related to teaching and learning processes. The following will be discussed first about the concept of teaching process. First, teaching as intellectual work. To be an effective teacher, one must find a way to bridge between one subject and one student. The combination of intellectual and moral aspects of teaching only adds to the complexity. in the case of evaluation, a teacher must be able to reflect on the view that teaching is a complex work, so the evaluation process is no longer limited to the teacher's observation in the act of teaching. Second, teaching as varied work. Part of learning involves involving lectures, exercises, and exercises, because students must learn some basic knowledge to the point where it can be easily taken, so as to inform interpretation and debate. However, students also need to spend time learning through various alternatives such as forming small and large groups, talking to each other, announcing their personal knowledge and beliefs, building and testing their knowledge with peers and teachers. Third, Teaching as shared work. carried out jointly by teachers and students. The teacher is fully responsible for designing and managing the overall approach to instruction used in their classrooms. The last, teacher as inquiry. Teachers need to gather information through formative assessment of the nature of the knowledge that is available to their students to teaching instruction and about how that knowledge can change during the lesson. When teachers identify appropriate approaches to instruction, they should provide an opportunity to try it out in their own classrooms and assess the impact of alternative teaching strategies on the understanding of their students who develop the content. Thus, they need to act as experts, explore the thoughts that underlie students' contributions in the classroom both verbally and in writing and can also be through interviews about their thoughts and logic.

As for the learning process itself, there are also some concepts of learning according to Wilson and Peterson (2016). First, learning as active engagement. The most important change in the theory of learning over the last 20 years is the change in the conception of learning as passive absorption of information into the conception of learning as an active engagement. The previous learning theory sees it as a passive process, Teachers are expected to do most of

the conversation, and the students have been directed to listen. New learning theory sees it as an active and constructive process. Students bring their own ideas or preconceptions to the learning process. Second, Learning as social, in traditional learning, classrooms have been arranged mostly as a place to study individual activities. Students are expected to learn primarily from listening to teachers and working on their own rather than engaging in meaningful interactions with teachers and their classmates about the content being taught. Recent research calls attention to the importance of more social interaction, such as conversation, discussion, collective work, and debate, to influence classroom learning. Such interaction provides an opportunity for students to learn through observing the performance of others, receiving feedback about their own performance, listening to alternative perspectives, and engaging in the exchange of ideas. Third, Learners differences as resources. Contemporary learning theory helps us to understand that all students, regardless of their social and cultural background, come to school with an active mind and curiosity. By using these theories, researchers have documented how the teachers having an understanding that the student was taken to the instruction as a resource to improve learning in the classroom. The last, Knowing what, how, and why. the fourth and final concept in the theory of learning involves assumptions about the nature of the student's knowledge should be expected to get in school to function effectively as a thinker and problem solver. In line with this, teachers can no longer just focus on teaching facts and procedures for a discipline. They also need to help their students understand the main ideas and concepts and develop competencies in using the investigation process and its arguments.

2. English Mastery

2.1. Reading Skill Mastery

Reading is a process to get information through the text, which is the process is quite difference with other skills; listening, writing, and speaking. In reading skill, student need a motivation and desire to read, either in the classroom or outside. The purpose of Reading skill is not only to find out the information through the text, but also to find out the ideas and knowledge delivered by the writer (Patel and Jain, 2008). In learning reading, the lecturer have to understand some steps to stimulate their student in learning reading. There are three steps in reading process. First step, introduction; student encouraged to be able knowing the topic's discussion in paragraph. Second step, arrangement; students are required to comprehend text structure and sentence meaning based on the relation among sentences in the texts. Third steps, meaning; this is the highest step among others, because students are require to comprehend the

text fully, they have to comprehend the words, sentences, and the meaning (Patel and Jain, 2008).

Students should have motivation in learning reading because to drill their reading competency. They should practice their ability in every occasion. In fact, students also need motivation because with motivation, they will be able to think that reading is their need, therefore they will practice continuously.

2.2 Listening Skill

To encourage students master lots of vocabularies, practicing and drilling are needed in their daily activities, such as listening the music, practicing their English, listening news in television channel, watching English movie. The impact of those activities can encourage them to open dictionary regularly. This way, will be easy if students have motivation because motivation is able to foster students' interest and able to practice. (Woolfolk, 2004). Before starting to practice speaking skill or learn speaking, it is better to students to learn listening skill in the beginning, in order to improve their vocabulary mastery and their pronunciation. Learning language process is a contextual pronunciation, therefore learning listening skill should be begun before learning speaking skill (Patel and Jain, 2008).

2.3 Writing Skill

Writing skill will become very difficult for students if they unproductive and did not have good vocabularies, therefore this skill will become the most difficult and boring. Some people did not interest to write though this skill can summarize the ideas and language skills, as the writing skills make function in line with language transaction (Brown dan Yule, 1999). Writing skill consist of some aspects: vocabulary mastery, sentence structure and spelling knowledge (Patel dan Jain, 2008). Students can learn writing skill with happiness and easy if student have motivation. If the have motivation, their ideas will be appeared easily, moreover adding by good vocabulary mastery, writing become easy for the students.

2.4. Speaking Skill

The last skill for Foreign language learning is speaking skill. this the last skill must be learnt because speaking involve receptive skill and productive skill. Receptive skill involve mechanism skill for students, such as sound recognise, stucture recognise and vocabulary building. As stated by Nunan (2003) speaking assumed as the hard skill because it has different

with writing, reading, and listening, speaking happened in the real world and can be responded directly and spontaneously by the listener.

3. Students Needs

Learning in every aspect have similar needs (Richards, 2001). Vocabulary and structure are general skill which is needed by every student in learning language. Needs are an ought condition or importance and need positive action. Students need something to support language learning process comprehensively (Richards, 2001). There are some characteristic of needs. Firstly, needs of achievement, it is involved strong desire to achieve the goal, either real or still in challenging form. Secondly, needs of occupation or profession, when someone try to find social interaction or social relation happened in society. Thirdly, need of power, it is when someone not only need the link of interest to influence others but also able to control others (Ciccarelli dan White, 2009).

3.1 . Motivation

Motivation is not only identically with student achievement in language learning (Eragamreddy, 2015), but also motivation can encourage student to achieve their learning and teaching process. Motivation is the most fundamental part which close relation with learning achievement in English learning (Gardner and Lambert, 1972). In addition, According to Elliot and Covington (2001), motivation provides reasons for people's actions, desires, and needs. Motivation can also be defined as a person's direction toward behavior or what causes a person to want to repeat behavior and vice versa.

Crookes and Schmidt (1991) define motivation as a learner's orientation regarding the purpose of learning a second language. Motivation for language learners refers to the combination of effort plus the desire to gain learning goals plus plus desirable attitudes towards learning the language. The Motivated people spend effort to achieve goals, but expending effort is not inevitably motivated (Gardner, 1985). Motivation gives learners a goal and direction to follow. Therefore, it has a key role in language learning. Dörnyei (1998) stated that the motivational constructs involve both instrumental and integrative motivations. Most situations in language learning include a mixture of any types of motivation. It is not possible to link the success of language learning with certain integrative or instrumental causes. It is stated that the significance of integrative and instrumental motivation depends on the situation or context whether the learning language functions as a foreign language or as a second language. Dörnyei (1998) also defined the terms intrinsic and extrinsic motivation. Intrinsic motivation refers to

the motivation to engage in an activity because that activity is enjoyable to do. Extrinsic motivation refers to the actions that are performed to get some instrumental aims like earning a reward or stopping a punishment. Brown (2000) indicates the relationship between these two kinds of motivation. Intrinsic and extrinsic motivation is pertinent to integrative and instrumental motivation related to L2 language learning (Brown, 2000). According to Edward Deci (1975), intrinsic motivation is the one for which there is no apparent reward except the activity itself. People engage in the tasks for their own sake and not because they lead to an extrinsic reward. Intrinsic motivation is aimed at bringing about certain internally rewarding consequences like feelings of competence and self-determination. Extrinsically motivated behaviors are done in anticipation of a reward from outside and beyond the self.

Richard and Edward (2000) have shown a detailed description of intrinsic and extrinsic motivation. According to them, “The most basic distinction is between Intrinsic Motivation which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome” (p. 55). It means intrinsic motivation is something related with learners’ self-desire or interest for learning. On the other hand, extrinsic motivation is totally opposite to it. Extrinsic motivation is more related with a goal or achievement. Researcher found out that even in absence of any reward animals showed playful and curious behaviour (White, 1959). It proves that, intrinsic motivation comes from very core of self. It is about own satisfaction, interest and curiosity towards learning. Both have separate reasons for attending the tasks to attain some goals rather than enjoy the task. (Richard and Edward, 2000. p. 60).

Deci and Ryan (1985) had a clear concept about intrinsic motivation. From their perspectives intrinsic motivation is: “Intrinsic motivation is in evidence whenever students' natural curiosity and interest energizes their learning. When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish (Deci and Ryan, 1985.p. 245).”

Intrinsic and Extrinsic motivation influences or leads learner for learning a second language. These two variables motivate differently but they have a connection. Student’s intrinsic motivation can be hindered lack for boring or strict classroom atmosphere, social expectations or rewards can make them motivated again. Both the variables play important role for motivating the students, though they have different action to play.

4. METHODOLOGY

This research uses qualitative research, with systematic approach. According to Emzir (2017) there are five steps in designing qualitative approach research:



Population and sample

The population of this research is early semester students from Muhammadiyah University of Tangerang and early semester students of STBA Pertiwi, with the total population is about 150 students. Probability sampling is done in this research, because researchers' judgment and phenomenon are happened, this sampling selection also be based on pre established criteria, Given (2008). The sample of this is 25 students of those universities and 10 English lecturers. Those samples are to be taken to prove the phenomenon faced by the students in those universities.

Instrument

This research use field research scheme, because the data and instrumens are implemented in real condition (physically). The research instruments consist of observation, interview, script interview, and study document. The interview conducted to 10 English lecturers to find out the students problems and lecturers' suggestion regarding to students' need to support teaching and learning process in English department. Script interview is given to 25 students to find out their need, their suggestion, their problems regarding to their condition to follow teaching and learning procees in English department which is uses English as the introduction language. The documents are taken from student's task from some subject lessons. These documents are anlyzed to see student' weakness in their learning and teaching process. How they can understand their lecturers' English explanation.

Procedure

There are two basic approaches in research, they are qualitative and quantitative. In this research, the researchers use qualitative approach to do the research, because according to Kothari (2004) qualitative approach is concerned to subjective assessment of attitude, opinion

and behavior. While, this research related with students' attitudes and behavior in learning English.

The procedure of this research also go along with the research design which is adopted from Eldem and Chisholm in Given (2008), they sated that reseach design may be devided into three steps, such as 1) diagnosing the problem, 2) planning action, 3) implementing and evaluating. To diagnose the problem, researchers conduct the survey in two universities located at Tangerang and karawaci. The early students of those universities are to be surveyed related with their ability in learning English. From the survey the problems show that the students in both universities have varieuse ability in English to follow the English department processing of teching and learning. Second step of this research procedure is planning the instrument and samples. Instruments in interview script with the students and direct interview to the English lecturer. Those interviews consisting of 25 numbers for students to find out students awareness and their need in learning English to support their process of learning in English department, and 15 numbers of interview for lecturers to find out lecturers' understanding of their students' need in learning English to support their understanding of material learning which is delivered by English as the introduction language. Third step is implementing and evaluating, the researchers implement the insturements and analyzing then display the data analysis in the form of words descriptively.

Qualitative descriptive is to be used to display the data in conceptual, meaningful and provides the content in illuminating it through the paraphrasing words, Ritchie and Lewis (2003). Researchers competency is to be implemented in this research to display the data analysis and without any intervence from others.

Data Collection

To ensure the research data, the researchers use validity data with triangulation scheme; comfirmity, The data collection is use field data, in this research the field data uses in some steps, observational notes, interviews, and script's interviews in physical place and also written word in document, Given (2008). The data collection involves in some steps and the last step is analyzing the data and paraphrasing it in words sentence.

5. RESULT AND DISCUSSION

2.1 Result

There will be elaborate in 2 phases on this research; firstly based on lecturer's interview and secondly based on students' interview

1. English Lecturers

Table V.1. Interview summary based on English lecturer's perception

NO	INTERVIEW	ANSWER
1	What is your education background?	UMT: 70% English education graduated, and STBA Pertiwi 80% linguistics and literature graduated
2	What subject did you teach?	UMT: most of subjects are based on English education, STBA Pertiwi most of them are linguistics and literature
3	How long have you been teaching English?	Over 3 years
4	Do you use English as your introduction language in the classroom?	UMT: English 60% and Bahasa Indonesia 40%, STBA Pertiwi 50% mix
5	How did your students English skill in your class?	For almost subject lesson they need to study drill seriously, except speaking, because speaking they have specific drilling.
6	What kind of appropriate motivation for English department's students?	Exploration motivation is given to the students, such as; watching a film, listening music, a group discussion etc.
7	How do you give motivation to early semester students in your class room?	Students need to practice, consistence, and motivate their self

8	What kind of strategy did you implement to teach English for early semester students?	There are variative answer, such as CLL, CTL, group discussion, live and learn
9	According to you beside of lecture's strategy and motivation, what ever can support early semester students to master English?	Environment and friends are intended to influence
10	What is the most important difficulty in teaching English for early semester students?	Variative skill of students , so it felt hard to find appropriate strategy, student's willingness and self esteem also can give the impact of those
11	Do you think student's high school background influenced student's English skill?	Yes, but not merely
12	Should lecturer implemented specific strategy in teaching and learning process to acquire students English skill?, give the example	Most of lecturers agreed, and the specific strategy such as giving some tasks, practice and create English club, suggested to create social media group for learning English

As the table represents above to make easier comprehend, the researcher analysed based on those summary.

Indonesian lecturers are acquired to graduate from magister as their minimum degree. No doubtly, 100% minimum education of Indonesian lecturers are magister, but in this research researcher just focus on two universities lecturer. University of Muhammadiyah Tangerang with English teachers and training education program mostly the lecturers are English education degree, percentage in 70% and 30% from linguistics and literature degree. Higher educations of STBA Pertiwi as the literary program, 80 % of their lecturers are graduated from linguistic and literature and the rest from English education degree. This education background should be comprehended by the institution in Indonesia to support their education outcome.

Those two universities are different focuses. In university of Muhammadiyah Tangerang with focus on the English education, most of the lecturers teach subject lesson

regarding to English and education. It different with STBA Pertiwi which is focus on the literature, most of the lecturer teaches linguistic and literature lesson.

As a professional lecturer and experienced in teaching, almost of the lecturers in those universities have experience more than 3 years. This experience is very helpful to overcome student's problem and finding the solution of their need to learn English as a foreign language. Lecturer who does not have any experience will threat their students surfacely, but when the lecturer has a good experience they will encourage and doing specifis approach to help their students. As Prosser, 2016;165, that education should be designed with a good teaching practice. Argue on this statement, how to get a good teaching? Absolutely, experience is the primary thing.

English as a foreign language in Indonesia might be difficult for students to comprehenad English speaker, which is why in those universities lecturers still Indonesian language beyond of English in the process on teaching and learning. In University of Muhammadiyah Tangerang is use English in their class room, while in STBA Pertiwi there 50 % used between English and Indonesia.

Because of early semester students in those universities are varieties backgrounds of their high school, their skill in English also variety. Almost of students' English skill need to be fostered. Motivation is needed to gain goog goal of teaching English in Indonesia. The external motivation from lecturer is one of crucial aspect. In this section lecturer can give motivation in exploration something, which is liked by the students. For the example; watching a movie, listening music, create English group discussion, English presentation while teaching and learning process. In learning English, lecturer also can give give some tasks with drilling of English material, practice to speak English in the class room or outside, and consistency of learning and achieve the target properly.

Many strategies can be implemented to teach English, but in this section almost of lecturer prefer to give contextual and variative. Such as CLL, live and learn CTL, and many others. Beside of strategy and motivation, environment is very crucial things to support early semester students in learning English. Environment can be from their family, friends, classmates or other. With good environment students will feel save and confort to learn and practice their English. Students' willingness to practice is one of the obstacles for lecturer to teach English. Low of self esteem makes students hard to drill and practice their skills.

The implementation of specific strategy is needed to teach English as a foreign language in Indonesia, such as switch the old method to current and contextual one. Lecturer can

ask their students to practice and solve the problem on the spot with English; students can be required to find some problems around them then try to solve it in English. So practice, giving many tasks, consistency, and environment's support are very helpful to improve students' English skill.

2. Students

Table V.2. Interview summary to students in two universities

NO	INTERVIEW	ANSWER
1	Do you like English?	Almost 100% students like English, therefore they joined English Department as their background.
2	Do you use English as your communication language in home with your family?	100% students from STBA and UMT answered they do not use English in communicated with their family in home.
3	What is your educational background in your Senior High School?	They are from different educational background, but in general they come from SMK, SMA, and aliyah, with different majors.
4	How is English taught by your teacher in your last school?	Most of the respondents answered the teaching of English in their previous school was boring, too much material, lack of practice, making it less enjoyable.
5	Do you think English and literature is important?	100% answered yes
6	What are your reason to join English and Literature Department?	Most answer for the future and support his career someday

7	Do you feel comfortable in your new environment that uses English as the language for introduction?	Variative answered by students. 60 % feel very comfortable, 30% feel comfortable, and 10 % said not too much.
8	What is the biggest difficulty you face while on campus?	Most students answer there is no the biggest difficulty in campus.
9	What are the most common difficulties you experience when interacting with your lecturers and friends?	100% said vocabulary mastery
10	How does English language and literature teaching apply in your classroom?	Both STBA or UMT students answered 50 % very good, 30 % good, and 20% good enough
11	Do you know four skills in English?	100 % answered yes
12	What is your favourite English skills?	60 % students of STBA and UMT like Speaking skill, 30 % like reading, and 10% like writing and listening.
13.	What is the most difficult English skill?	100% students answered listening
14.	Do you think a special strategy is needed to master English skills?	100 % students need special strategy to master English.
15.	Is motivation in learning English language and literature important?	100% students answered The motivation is very important in lerning English Language and literature.
16.		

<p>What motivation do you think the most appropriate for students English language and literature?</p>	<p>They answered the appropriate motivation for students English language are related to Environment and lecturers support, and also students should practice a lot with lecturers or with native speakers.</p>
<p>17. Do lecturers have to apply specific strategies in the teaching process related to the mastery of English</p>	<p>100% students answered “yes” for this question</p>
<p>18. What solutions do you expect to overcome the difficulties that you face as a new student in mastering the English language?</p>	<p>In this answer the respondents have different perspectives, most expect a good support from the environment, especially lecturers, consistent and consistent in the practice of English.</p>

From the results of interviews with students majoring in English language and literature from UMT and STBA Pertiwi above, the researchers got the result that most of students who enroll into English majoring students like English. They come from different schools such as vocational school, high school, or aliyah. However, none of them came from international schools, which incidentally use English as the language of instruction. English is taught in their former school, but only as one of the subjects in school, not specifically as subject. from interviews to students, researchers found that students' opinions about how English is taught in school, that is monotonous, boring, too much material, lack of practice, making it less enjoyable. In addition, most of them never use English as a language of communication in their daily lives. it proved that they did not have good English language ability when they first sign a student majoring in English language and literature. they only have a strong desire because of their fondness in English. Related to their preference for English, interview results also show that almost all students consider English as important in social life, this also relate to the individual motivation, because when they get it their focusing on their activity also will wholeheartedly, Tambunan (2018) .

In addition to the positive things above, researchers also get negative results from interviews with the students, which is related to their barriers in learning English. These

obstacles are very closely related to their mastery of the vocabulary. The lack of mastery of vocabulary by students menyebabkan they feel ashamed and nervous when it will communicate using the English language. The main reason is that English is not the native language of the students. therefore, the students do not feel confident to perform in English. In addition, students also find difficulty when lecturers create a class atmosphere that is too strict, monotonous, and saturated. therefore, motivation is needed to overcome the problem.

6. Discussion

1. Students' Motivation

The purpose of this study is to determine the needs of new students in mastering English. Motivation is a major need and contains factors that affect students and learners. This study also investigates the "internal and external factors that must be possessed by learners. Researchers agree that motivation is a key factor for learning a foreign language. As stated by Gardner and Lambert, Motivation is the most fundamental part which close relation with learning achievement in English learning (1972). High motivation and ability help learners to get a foreign language easily. To know this, there are some questions in the questionnaire. After data analysis, researchers found some positive results from motivation.

Most of the English language students interviewed were from the Muhammadiyah University of Tangerang and the Foreign Language School of Pertiwi liked English, especially for the "Speaking" Course because Speaking courses trained them to perform and interact with others. In this case, students get satisfaction in learning a foreign language that comes from their own desires and it helps them learn better. This shows how "intrinsic motivation is able to influence learners" in cultivating a desire for learning. Many students take language learning as a challenge which is also a positive attitude toward language learning. This result is in line with Mahmoeed (2015) stated that intrinsic motivation refers to doing something because it is interesting or enjoyable.

Students from both campuses are also externally motivated. As stated by Mahmoeed (2015), extrinsic motivation refers to doing something because it has a separable outcome. Students want to improve their English skills because they want to get a better job and show their strengths by having English skills among people. Although this is derived from an external motivation of the learner, but it also affects them to learn the language better. The job market also stimulates students' motivation to learn English.

From the analysis of the interview data showed that the atmosphere friendly classrooms and interactive determine the success of students to master the English language. The classroom atmosphere consisting of lecturers and also the material presented. Lecturers should always try to make students confident to speak. The material presented is also supposed to be made fun and effective way to learn English. Some students feel bored of the material, but the amount can not be calculated. Students become intrinsically and extrinsically motivated to learn English. Students' achievement in English gets better because they are motivated in many ways.

2. The Lecturer's role

Teaching and learning process is always related with lecturer's role. Though lecturer as the motivator, facilitator, or advisor. In higher education, students is not fully wait the information from the lecturer, but they need to find and elaborate their knowledge and doing best effort to motivate their self, beside of lecture's motivation. As motivator lecturer can motivate their students in different staretigy, such as giving fun model of teaching learning, using multimedia tool to teach in the classroom, practice their English regularly. Lecturer motivation is very important part for students, because motivation can support studnts' achievement in learning and teaching process, Eragamreddy (2015). As facilitator, lecturer should understand that those students are multi talents, so, the lecturer can facilitate students to create English club in fostering students confident regarding to their English skills. Beside of creating English club students also can be suggested to compile some English poem to make them interested in finding new vocabulary and as their challenging to understand the English song.

In the previous research done by Sadegi at.al (2013), knowing learners needs as the umbrella for them to achieve their goal, and one of the most fundamental things is motivation. Lecturer and student relationship is another important factor to motivate students. Lecturer can create interactive and friendly relationships with their students, so student's positive attitude can be bond. Students may have many personal or mental problems that can make them lose motivation to learn. They can share their problems with their lecturers, because it can help the lecturers to understand better about their students' psychology or condition. Lecturer should motivate students about taking on challenges and the way to achieve their goals. They can show students about the benefits or the positive side to learn the language.

This research may be use as the prove in learning and motivate english learners in gaining their English skills. Lecturer can teach their learners more goal-oriented and motivated to learn. Lecturers can build an environment that is not threatening to learn. Students can feel free to share everything in that context. The most important factor is intrinsic motivation, which

should have had by the English learners focus on their needs related to their program study, because Intrinsic motivation best relates to the process of learning a foreign language. Teachers should try to motivate their students intrinsically. Students need to enjoy and feel the learning process. Learning can be easier, if students make themselves intrinsically motivated.

7. CONCLUSION

Teaching and learning process in English department especially for early semester students is an amazing obstacle for lecturers. In this semester need to adapt among students and lecturers. With many differentiations among them, start from their educational background in high school, language capability, English skills, motivation in learning, and many others made the process and learning colourful. Motivation as a driving force to achieve lecturers' and students' goal is the most fundamental factor in mastering the English skills. Motivation divided into two aspects, external and internal motivation. Every student has these two aspects, which is the internal motivation gained by students from their self who have strong desire to achieve their goals, while the external motivation gained by students from their environments. The environment can be come from their lecturer, friends or family. In this step lecturer should understand about student's motivation, in line with students' need, lecturer is expected to be able to adopt appropriate strategy used in their class, especially to support the teaching and learning atmosphere effectively. As the result, students can learn enjoyable in learning English as a foreign language.

REFERENCES

- Adinuansah, Agustini.F. (2018). *Analysis of the Factors Influencing Students' Motivation in Learning English*. Asian EFL Journal. Volume.20.issue.4. Australia
- Brown, G., & Yule, G. (1999). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Brown, D. H. (2000). *Principles of language learning & teaching*. (4th ed.). New York: Longman. (pp. 49-58)
- Cicarelli, Sandra K and White, J Nolan. (2009). *Psychology: An Exploration*. New Jersey: Pearson Prentice Hall.
- Crookes, Graham & Schmidt, Richard W. (1991) Motivation: Reopening the research agenda. *Language Learning* 41, 469–512.
- Dörnyei, Z. (1998). Motivation in second and foreign language teaching. *Language Teaching*, 31(3),117-135.

- Crookes, G., & Schmidt R.W. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41(4), 469-512.
- Elliot, A. J., & Covington, M. V. (2001). Approach and avoidance motivation. *Educational Psychology Review*, 13, 73–92
- Emzir. (2017). *Metodologi penelitian pendidikan:kuantitatif dan kualitatif*. Raja grafindo persada. Depok- jawa barat
- Eragamreddy, Nagamurali.(2015). *Motivating learners to learn: Libyan EFL teachers' strategies and perspective* (pp.45). *International journal of English education & translation studies*. Vol.03.2015
- Kothari C.R. (2004). *Research Methodology: Methods and Techniques*; second revised edition. new age international publisher. New Delhi. India
- Given M. Lisa (2008). *Qualitative research methods;the sage encyclopedia*.SAGE publications,inc. Volumes 1 & 2. UK
- Mahmood, S., Ihsan Ullah & Ayesha Perveen. (2015). Analyzing Classroom Strategy: Evaluating the Concept Mapping Technique at SSC Level in Pakistan. *International Journal of English Language & Translation Studies*. 3(3), 56-63
- Nunan, D. (2003) *Practical English Language Teaching*. International Edition, McGraw-Hill, Singapore, 88
- Patel, M. F., & Jain, P. M. (2008) . *English Language Teaching*. Jaipur: Sunrise Publishers.
- Richards,Jack.C,Rodger (2001). *Curriculum development in language teaching*. United state of america. Cambridge university press.
- Ritchie, J. and Lewis. J. (eds.) (2003) *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. Sage Publications, London
- Tambunan.Anna.R.S. (2018). *Teacher's Motivation as a Conceptualization of Job Commitment to Predict the Teacher's Competence of Indonesian EFL Teachers.. Asian EFL Journal*. Volume.20.issue.4. Australia
- Tran,Li Thi. (2007). *Learners motivation and identity in the vietnames EFLwriting classroom*. *Journal English Teaching practice and critique*. May .Volume.5, No.6.
- Von Glasersfeld, E. (1995). *A Constructivist Approach to Teaching* in L. P. Steffe& J. Gale Hillsdale, NJ: Lawrence Erlbaum Associates.
- Wilson, M. Suzanne M and Peterson, L. Penelope. (2016). *Theories of Learning and Teaching: What Do They Mean for Educators?.* Antlanta: NEA Professional Library.
- Woolfolk, A. (2004). *Educational Psychology*, 9th edn., Allyn & Bacon, Boston, MA.
- Yin K. Robert (2011). *Qualitative research from start to finish*. The Guilford publication,inc.



Motivating Primary School Students With Collaborative Games To Produce Good Character Building

Yuni Astuti^{1*}, Fadhilaturrahmi² Rini Parmila Yanti³

¹Faculty of Teacher Training and Education, Bung Hatta University, Padang, Indonesia

²Elementary Teacher Education Pahlawan Tuanku Tambusai University, Pekanbaru,

Indonesia ³Post Graduate Padang State University Padang, Indonesia

*yuniastuti@bunghatta.ac.id

Abstract

This study aims to analyze the impact of English language collaborative games to produce good character building for primary school students in Elementary School 08 Kelurahan Balai Gadang Kecamatan Koto Tengah Kota Padang. The research design used in this research was a quasi experimental one-group pretest-posttest design. The sample of the study consisted of 32 students male 12 people and female 20 people with aged 11th years. Instrument test used in data collection that is by using questionnaire with likert scale from 1 to 5. The statistical analysis included t-test procedure from excel and the liliefors test for normality. The result showed a significant influence on the optimization of character formation of students in Elementary School 08 Kelurahan Balai Gadang Kecamatan Koto Tengah Kota Padang. The conclusion is based on the results of previous research, it can be concluded that there is an influence of collaborative game development at Elementary School.

Keywords: Collaborative Games, Character Building

Introduction

Indonesia needs human resources in sufficient quantity and quality as a key supporter in development. In fulfilling the human resources, it is indispensable role of education. In accordance with Law No. 20 Year 2003 on National Education System in Article 3, which states that the national education function to develop the ability and form the character and civilization of a dignified nation in order to educate the nation. At this time the problems faced

by the nation of Indonesia is the decline of moral and national identity in the younger generation. The influence of globalization and modernization has changed the structure of Indonesian society into a nation that lost its identity and personality. The educational aspect, the younger generation is now closer to violence, lack of social life, individualism. Based on the phenomenon that occurs is a fight, bullying practices done by students. Education now prioritizes cognitive aspects to make students experience psychic pressure that leads to rebellion. Children who are in primary school education are children who are in the early stage of development.

This early age is a short period of child development but is a very important period for his life (Astuti dan Mardius, 2017:80). With the presence of students in school who spend more time than outside school, then this can help the process of education by teachers. As PereraThushanthi (2015) puts it, "A sedentary life style contributes to many chronic diseases and poor educational performance. Since elementary school-aged children spend most wakeful hours in school, classroom teachers are essential for providing physical activity (PA) breaks during school ". Schools are a place for children to play and most importantly to gain knowledge, skills and opportunities for active physical activity, Erin E Centeio (2014) "Schools are a convenient place to reach most children and should play an important role in providing children with the knowledge, skills, and opportunities to be physically active”.

Therefore, at this early childhood all the potential of the child should be encouraged so that the child's character will develop optimally. Individual development must be in line with the development of other aspects such as among them are psychic, moral and social aspects since the early days. Children's education will color their old days. This expression confirms to us the importance of early childhood education, character education with the foundation of manners is a solid foundation for the formation of a strong, prosperous, peaceful and well-off nation of the hereafter, (Oetomo, 2012). Further reinforced by the opinion expressed by Amri, et al, (2011, p.42) "Character formation can be started from early childhood, so the character of the child is easily formed. Actually the formation is not just a teacher's job but the parents are very important ". Chapman Alicia M (2011) “The curriculum in schools is always changing. This is due to the number of detrimental factors in the education system including: behavioral issues, disrespect, and bullying. The main problem lies in the fact that teachers, parents, and students alike are not accepting Character Education with open arms”.

The importance of character education is reinforced by the opinion of Samani Muchlass &Haryanto (2013) that "States tend to reflect public expectations of the public for schools to be a place where children have support for the establishment of values such as honesty (97%),

Respect for others (94%), democracy (93%), and respect for people of different races and background (93%)".

Literature Review

Surely, the development of this character should adapt to changes in the child's character that the teacher must understand. (Campbell and Bond in Adriani, 2017) suggest there are several factors that influence the formation of one's character; 1) Hereditary factors, 2) Childhood experience, 3) Modeling by adults or elderly people, 4) Influence of peer environment, 5) Physical and social environment, 6) Substance material at schools or other educational institutions, 7) Mass media. Based on this, it can be concluded that language is one important factor in the process of formation of children characters' building because language crossed all the factors mentioned above. Furthermore, English is a language that dominates the scope of life of children in this digital age. Involving the use of English as a medium in the application of collaborative games is going to be one attraction for children to engage in the game.

Various efforts undertaken by the government in renewing the curriculum of learning penjasorkes which has been held by the school is one of the potential media for character building and improving the academic quality of learners. The essence of these subjects is to assist the development of learners according to their needs, potential, talents, and interests through activities that are specifically organized by educators or education personnel who are capable and authorized in the school. Watz Michael (2011) "character education has been both a formal and informal part of schools". Character education can be obtained both in formal and non-formal schools. While Pala Aynur (2011) argues that "Good character is not formed automatically; It is developed over time through a sustained process of teaching, example, learning and practice. It is developed through character education ". Good characters are not automatically obtained, they are developed over a long period of time and are sustained through teaching, learning, and practice. All that is character education.

Through learning activities are expected to develop the ability and sense of social responsibility, as well as the potential and achievement of learners. The effectiveness of teaching physical education in schools in recent years has become an interesting national issue. The issue is often discussed seriously in national discussion forums or seminars by various groups including experts and practitioners of physical education. Benninga Jacques S (2013), "While the term historically has referred to the duty of the older generation to form the character of the young through experiences affecting their attitudes, knowledge, and behaviors,

more recent definitions include developmental outcomes such as a positive perception". Historically, the adult generation with character education is derived from personality experiences in youth such as attitudes, knowledge and behavior and all the elements of positive behavior.

The term character according to Aunillah (2011), the term character refers to the values of human behavior associated with God Almighty, self, fellow human, environment, and nationality embodied in thoughts, attitudes, feelings, words, and deeds based on the religious norms, law, etiquette, culture, and customs. Based on the importance of the character then the need for special education for the character. The purpose of character education in schools according to Aqib (2012) is "to improve the quality of education implementation and outcomes in schools through the formation of students' characters as a whole, integrated, and balanced according to the competency standards of graduates".

Based on the opinion of the experts above, it is clear that the importance of character education to realize one's identity or person in interacting with others and with the creator. According to Mastiah (2015) argued that "by integrating the values of the characters in the teaching and learning process, students are expected to not only possess cognitive abilities, but they are able to apply all the values contained in character education both in school life and in society. In principle, the development of character values is not specifically contained in a particular subject, but it is inserted into every subject in school, student self-development, and school culture so that students develop into a person of character and intellectuality. "

Various suggestions and recommendations are often proposed in an effort to improve the implementation of physical education in schools including curriculum improvement, teacher enhancement, field provision and facilities. Effective physical education teaching in reality goes beyond just developing sports skills. Culpan Ian and Galvan (2012) "Students will come to understand the social, cultural, economic and environmental factors that influence attitudes, beliefs and practices associated with sports. They will critically examine the sport from the viewpoints of the school and society as a whole ". Students will understand about the social life, culture, attitudes of trust and association with others with the sport done in teaching in school.

Such teaching is essentially a systematic process directed at the personal development of the child in its entirety. A teacher should have a common basic capability that includes: the mastery and organizers of the material to be taught and the mastery of the delivery method and its judgment. Character building is a lifelong process. Students will grow into a characteristic person if the student grows in a characteristic environment as well. To that end, the students

see three parties that have an important role, namely, family, school, and community. In the formation of character, there are three things that take place in an integrated, namely: students understand good and bad, understand what actions should be taken, able to give priority things that are good. Rizkiani (2012) explains that "Character formation should lead children to cognitive value recognition, affective values appreciation, ultimately real values of values".

Character education is a system of inculcating the values of character to the school community which includes the components of knowledge, awareness or willingness, and actions to implement those values, both to God Almighty, self, fellow, environment, and nationality so that Become human beings. In character education in schools, all stakeholders should be involved, including the components of the education itself, ie curriculum content, learning process and assessment, relationship quality, handling or management of subjects, school management, implementation of activities or activities of kokurikuler, empowerment Infrastructure, financing, and work ethic of all residents and school environment. Despite the shortcomings in Indonesia's educational practice, when viewed from the national standards of education as the reference for curriculum development and the implementation of learning and assessment in schools, the objectives of education in primary schools can actually be achieved well.

Character development is also included in the material that should be taught and mastered and realized by learners in everyday life. The problem is that character education in schools has only touched on the level of recognition of norms or values, and not at the level of internalization and concrete actions in everyday life. As an effort to improve the suitability and quality of character education, the Ministry of National Education developed a grand design of education Character for each path, ladder, and type of educational unit. Grand design becomes the conceptual and operational reference of development, implementation, and assessment on every path and level of education. Configuration of characters in the context of the totality of psychological and social processes is categorized in: Spiritual and emotional development, intellectual development, sports and kinesthetic development, and affective and creativity Development. The development and implementation of character education needs to be done with reference to the grand design. During this time, informal education, especially in the family environment has not contributed significantly in supporting the achievement of competence and character formation of learners. Preoccupation and activity of parents are relatively high, lack of understanding of parents in educating children in the family environment, the influence of association in the environment, and the influence of electronic

media is suspected to negatively affect the development and achievement of student learning outcomes.

Character education should bring learners to cognitive value recognition, appreciation of values affectively, and ultimately real values of values. Character education issues that are present in elementary schools need to be assessed immediately, and sought alternative solutions, and need to be developed more operationally so easily implemented in schools. Character education aims to improve the quality of education implementation and outcomes in schools that lead to the achievement of character formation and noble character of learners intact, integrated, and balanced, as per the competency standards of graduates. Through character education, students are expected to be able to independently improve and use their knowledge, review and internalize and personalize the values of character and noble morality so that it manifests in everyday behavior. Character education at the institutional level leads to the establishment of a school culture, the values that underlie behavior, traditions, daily habits, and symbols practiced by all the citizens of the school, and the communities around the school. School culture is characteristic, character or character, and the image of the school in the eyes of the wider community. The target of character education is the whole elementary school in both public and private Indonesia. All school residents, including students, teachers, administrative staff, and school leaders are targeted by the program. Schools that have been successful in carrying out character education as well as best practices, which became an example to be disseminated to other schools. Through this program students are expected to have faith and devotion to God Almighty, noble character, noble character, full and integrated academic competence, as well as having a good personality according to the norms and culture of Indonesia. On a wider level, character education is expected to become a school culture. The success of character education programs can be known through the achievement of indicators by learners.

The game comes from the word play means doing deeds to please the heart, work, move, spin, and so on properly. Rustiadi Tri (2015) revealed that "playing is a life event that is very popular with children and adults. By playing can be developed stability and emotional control which is very important for mental balance ". The game can be done based on the rules that have been fixed or established by the official organization and can also play the game by collaborating rules based on the needs or situation of learners who do so called collaborative games.

Collaborative games are games that are given to students by varying or modified according to the material taught in the syllabus. Implementation of this game may be from each school

different forms of collaborative games are done, because it depends on the creativity of teachers in collaborating material with the media in the School. The purpose of the collaborative work is to provide a conducive learning environment for learners to learn, giving teachers the freedom to be creative by not forgetting the purpose of learning the penjasorkesnya, giving courage to give opinions and create a situation of mutual need. Methods in collaborative games are based on assumptions about the learning process of learners according to Semiawan, 1992 in Sumarli (2015):

1) Learning is active and constructive. To learn the lesson material, learners should be actively involved with the material. Learners need to integrate this new material with knowledge that has been previously owned. Learners build meaning or create something new related to the subject matter.

2) Learning is context-dependent. Learning activities expose learners to challenging tasks or issues related to contexts that learners already know. Learners are directly involved in the completion of the task or problem solving.

3) Learners are diverse backgrounds

Learners differ in many ways, such as background, learning styles, experiences, and aspirations. These differences are acknowledged and accepted in collaborative activities, and are even required to improve the quality of achievement of shared results in the learning process.

4) Learning is social

Learning process is a process of social interaction in which learners build a shared meaning.

One of the benefits of modification by the teacher in a collaborative game with the modification of facilities and infrastructure in the school can be done to make a learning goal penjasorkes achieved well then utilized all existing facilities so that all students can do activities. The implementation of a physical education program should reflect the characteristics of the physical education program itself, so the teaching task must be in accordance with the level of development of the learners. This corresponding teaching task should be able to accommodate every change and distinct characteristic of each individual and his drive towards a better change. To organize a physical education program should reflect the characteristics of the physical education program itself, meaning that the learning process delivered should pay attention to changes in the child's ability or condition, and may help to push toward the change. Thus the learning must be in accordance with the level of development

and maturity level of students who taught the development or maturity in question includes physical, psychological and skills. Teachers' duties are expected to accommodate any changes and differences in individual characteristics and push them toward better change. According to Piaget and Vigotsky in Sumarli (2015), collaborative learning strategies are supported by three theories:

1) Cognitive Theory

This theory is related to the exchange of concepts among group members on collaborative learning so that in a group will happen the process of transforming knowledge on each member.

2) Theory of Social Constructivism.

In this theory there is a social interaction between members that will help the individual development and improve mutual respect for the opinions of all members of the group.

3) Motivation Theory.

This theory is applied in a collaborative learning structure because it will provide a conducive environment for learners to learn, increase the courage of members to give opinions and create mutual need situations for all members of the group.

The basic elements of cooperative learning According to Sujarwo (2010) are as follows:

1) Students in the group should assume that they live together alive. 2) Students are responsible for everything in their group, like their own. 3) The student must see that all members in his group group have the same goal. 4) Students should share the same duties and responsibilities among the group. 5). Students will be rewarded / evaluated for group members. 6) Students share leadership and they need the skills to learn together during the learning process. 7) Students will be required to individually account for the materials handled in the cooperative group ".

Learning materials that will be developed into collaborative games in fifth grade students in elementary school are the material about table tennis, soccer games, basketball games, badminton games, basic athletic skills, fitness exercises like stretching exercises, combination motion, running, jumping with varying range of distance, direction and speed, endurance training, agility exercises such as a series of motion from the road, bolsters and lenting and a combination of rhythmic motion patterns.

Methodology

The respondents in this research were taken from primary school students in Elementary School 08 Kelurahan Balai Gadang Kecamatan Koto Tengah Kota Padang. The sample is

amounted to 32 students male 12 people and female 20 people with aged 11th years of class V of elementary school. Instrument test used in data collection by using questionnaire with likert scale with the indicators as follow:

Table 1. Grid of Student Character Education Questionnaire

No	Character	Indicator
1	Religious	1. Pray before and after learning 2. Asking a parent for prayer before leaving for school
2	Truthful	1. Not cheating 2. Giving opinion to something according to fact
3	Open-mindedness	1. Befriending does not distinguish tribe, religion and race 2. Work or play in a group
4	Discipline	1. Be on time 2. Obey the agreed rules
5	Independent	1. Working independently
6	Creative	1. Have a curiosity about something that has not been understood 2. The emergence of new works such as modifications
7	Responsible	1. Implementation of duty regularly 2. Perform its duties and obligations to self, society and environment
8	Communicative	1. There is an interaction between learners and teachers

Data analysis techniques and hypothesis testing in this study were using inferential statistics with t test formula performed manually processing using Microsoft Office Excel 2010.

Result

Based on the analysis on preliminary character variable data before being given treatment with collaborative games, conducted on 32 students, obtained highest score 168, lowest score 114, average score 145,81, median 141 and standard deviation 13,56. While from result of analysis of final test data after given treatment found highest score 246, lowest score 159, mean score 212,66, median 203, and standard deviation 20,76. For more details of the impact data from collaborative games on the optimization of character formation can be seen table 2.

Table 2. Distribution of Initial Pre-Test and Post-Test

Interval Class	Category	Pre-Test		Post-Test	
		Absolute frequency	Relative frequency	Absolute frequency	Relative frequency
> 236	Very Good	0	0	2	6,25
198 – 236	Good	0	0	21	65,63
160 – 197	Average	4	12,5	8	25
122 – 159	Poor	25	78,13	1	3,13
< 122	Very Poor	3	9,38	0	0
Total		32	100	32	100

Discussion

Based on the result of preliminary test data described students who are in the category of excellent and good no one who has it. Furthermore, for the medium category that there are 4 people (12.5%), less category that is as many as 25 people (78.13%) and less category once that there are 3 people (9.38%). While for the character variable in the final test found that the students who are in good category that there are 2 people (6.25%), good category that is 21 people (65,63%) and medium category that is as many as 8 people (25%) . Furthermore for the category of less that is only 1 person (3.13%) and less category once no one who has it.

Test requirements analysis used in this study is to test the normality of data to determine whether the data of the variables studied normal distribution or not by using the Lilliefors test with significance level $\alpha > 0.05$. Lilliefors test hypothesis. The initial test normality test found Lobservasi 0,090 < Ltabel 0,157 and the final test was found Lobservasi 0,136 < Ltabel 0,157. This means that the variables studied derived from data that is normally distributed. After the

test requirements analysis is done and it turns out all data penelitian variable meet the requirements for further testing of the hypothesis testing.

The results of the research hypothesis testing are: there is the influence of collaborative game development at Elementary School 08 Beringin Village Balai Gadang Subdistrict Koto Tangah Padang City for optimization of character formation. The statistical test used is t-test that is seeing the effect of the average count in the same group with significant level of 0.05 found $t_{count} = 24.05 > t_{table} = 2.03$. Thus it can be concluded that the collaborative game gives a significant influence on the optimization of character formation with an average score increase of 66.85 that is from the average score of the initial test of 145.81 and the final test to 212.66.

Thus, it can be said that by giving the treatment of collaborative game development at Elementary School 08 Beringin Kelurahan Balai Gadang Subdistrict Koto Tangah Padang City, can build student character. Because character configurations in the context of the totality of psychological and socio-cultural processes are grouped into: (1) Spiritual and emotional development, intellectual development; (2) Sports and Kinesthetic (Physical and kinesthetic development); And, (3) Affective and Creativity development. The development and implementation of character education through collaborative game development is done by referring to the grand design.

Conclusion

Based on the results of conducting research in the field, it can be observed that the development of collaborative games in physical education and sports in elementary schools can to optimize the formation of student characters to become better. The main limitation of the present systematic review is the small number of included studies. This may provide valuable information for teachers or educators at the school level and applied scientists on how to optimize the characters that students have in school and the surrounding environment.

References

Astuti Yuni and Mardius Ali. 2017. Pengembangan Permainan Kolaboratif Dalam Pendidikan Jasmani Dan Olahraga Di Sekolah Dasar Untuk Optimalisasi Pembentukan Karakter. *Jurnal Pendidikan Jasmani Dan Olahraga* Volume 9 Nomor 2. September 2017.

- Adriani, Rini. 2017. Factors That Influence Character-Educator Formation. <http://www.membumikanpendidikan.com/2014/10/faktor-faktor-yang-mempengaruhi.html>
- Amri. 2011. Implementation Of Character Education In Learning. Jakarta: PT Pustakaraya.
- Aqib Zainal. 2012. Character Education at School.. Bandung: YramaWidya.
- Aunillah, N.I. 2011. Guidance on Implementing Character Education in Schools. Jakarta: Erlangga.
- Benninga Jacques S. 2013. *The Relationship of Character Education Implementation and Academic Achievement in Elementary Schools*. Journal of Research in Character Education. 1 (1): 20.
- Centeio Erin E. 2014. *Physical Ativity Change through Comprehensive School Physical Activity Program in Urban Elementary Schools*. Journal of Teaching in Physical Education. 33: 574.
- Chapman Alicia M. 2011. *Implementing Character Education into School Curriculum*. <Http://dc.cod.edu/essai/>. 9 (1): 11.
- Culpan Ian dan Galvan. 2012. *Physical Education in New Zealand: A Socio-Critical and Bi-Cultural Positioning*. Journal of Physical Education & Health. 1 (1): 35.
- Ministry of National Education, 2003. Law Number 20 Year 2003, About National Education System, Jakarta: Depdiknas.
- Mastiah Imas, Sudiana I Nyoman, Darmayanti Ida Ayu Made 2015. Implementation of Character Education in Argumentation Learning in MA Syamsul Huda Tegallingsah. E-Journal Pendidikan Bahasa dan Sastra Indonesia 3 (1): 3.
- Oetomo Hasan. 2012. Basic Guidance of Character Education in Building Character of the Nation of Praise. Jakarta: PrestasiPustaka.
- Pala Aynur. 2011. *The Need for Character Education*. International Journal of Social Sciences and Humanity Studies. 3 (2): 23.
- PereraThushanthi. 2015. *Promoting Physical Activity in Elementary Schools Need Assesment and a Pilot Study of Brain Breaks*. Journal of Education and Practice. 6 (15): 5.
- Rustiadi Tri. 2015. The Game Based Motion Learning Activity Model As A Teaching Material for Physical Education. Journal of Physical Education, Health and Sport. 2 (2): 79.
- Samani, Muchlas, Hariyanto. 2011. Character Education Concepts and Models. Bandung Remaja Rosdakarya.

- Sujarwo. 2010. Implementation of Cooperative Learning in Assisting in Developing Emotional Intelligence. *Jurnal Majalah Ilmiah Pembelajaran*. 2 (6): 187.
- Sumarli, Eka Murdani. 2015. Collaborative Learning Model with Peer Tutor on the subject of Parallel Series Series of Electrical Barriers. *JRKPF UAD* 1 (2): 43.
- Watz Michael. 2011. *A Historycal Analysis of Character Education*. *Journal of Inguiry& Action in Education*. 4 (2): 34.



Microteaching as a Learning Effective Teaching

Ikhfi Imaniah

*“Muhammadiyah University of Tangerang, Jl.Perintis Kemerdekaan I/33 , Kota
Tangerang, Indonesia*

Corresponding e-mail: ikhfiimaniah@umt.ac.id

Bio-Profile

Ikhfi Imaniah is the head of English Education Study Program of Muhammadiyah University of Tangerang. She concerns to the education, language, linguistics and gender studies. She has a Master of English Education from University of Prof. Dr. Hamka, Jakarta and is on the final stage of her Doctor of Education from Universitas Negeri Jakarta.

Abstract

Nowadays, microteaching as teacher training technique have been practiced worldwide. Microteaching is a remarkable technique that is used in teacher education programs to offer valuable opportunities for trainee teachers to develop effective teaching strategies and as an opportunity to explore their teaching skills by improving the various teaching skills. Microteaching also helps to promote real time teaching experiences. The emerging changes in English curricula by Indonesian Government and the role of English teachers envisage the need of special training of teachers and monitoring of their skills for their continued efficient performance at any ages, particularly at teenagers and adult students. The main purpose of this article is to examine the experiences, competencies, and perceptions of 72 pre-service teacher trainees from the English education study program of teachers and education faculty at Muhammadiyah University of Tangerang. A qualitative technique is used and a questionnaire and focus group interview were used to collect data from the respondents. The limitations of microteaching can be discussed at four teaching skills: 1) planning and preparation for learning, 2) classroom management, 3) delivery of instruction and 4) monitoring, assessment and follow up. The findings indicate that prospective teachers gained a variety of experiences and

competencies from microteaching and that majority of them have positive attitudes toward microteaching as a training technique.

Keywords: microteaching, English education, pre-service teacher trainees

Introduction

It is a fact that the teacher occupies the most crucial position in the entire spectrum of educational activities. It is also a fact that the teacher is a changing agent of the society. We can meet the challenges of the present century if our teacher is dedicated to his profession and is well equipped with modern teaching techniques. Today the task of a common teacher has become challenging. Education is a dynamic force and is controlled by a teacher. The teacher holds a central position in education system. He contributes significantly in character building of the individuals. He helps in transmitting values held by the adult generation to next generation. He plays key role in educating the citizens. Hence the future of the nation depends, to a very large extent upon the quality of the teachers. No doubt quality of education is closely related to the improvement of educational objectives, policies programs, curricula, facilities, equipment and administrative structure but it is only the teacher who puts life into this skeleton.

Improving the quality of education in Indonesia has been issue. Through the enactment of Law No. 20/2003 on the National Education System and Law No. 14/2005, the new Government of Indonesia (GOI) in the reform era has set the legal foundation system for the management of national education system. The two laws underscore the crucial roles of teachers to improve education quality and ensure success of the reform of the education system. By 2015, all teachers will hold at least a four years Bachelor's degree, which means that approximately 1.7 million teachers will require additional training in order to be qualified. Thus, the art of teaching does not merely involve a simple transfer of knowledge from one to other. Instead, it is a complex process that facilitates and influences the process of learning. Quality of a teacher is estimated on how much the students understand from his/her teaching. The classrooms cannot be used as a learning platform for acquiring primary teaching skills. The aim of this article is to emphasize the need for using microteaching techniques more frequently and efficiently with minimum available facilities.

Microteaching can be practiced with a very small lesson or a single concept and a less number of students. It scales down the complexities of real teaching, as immediate feedback can be sought after each practice session (Bell & Mladenovic, 2008; Paintal, 1980; I'Anson,

Rodrigues & Wilson, 2003). The modern-day multimedia equipment such as audio–video recording devices have a key role in the learning process (MacLeod, 1995; Remesh, 2013) Observing a fellow teacher and using a trial-and-error in own teaching sessions are very common way of self-training. But, both of them have their own demerits. On the other hand, microteaching helps in eliminating errors and builds stronger teaching skills for the beginners and senior teachers (Ananthakrishnan, 1993; Roush, 2008). Microteaching increases the self-confidence, improves the in-class teaching performances, and develops the classroom management skills (Elsenrath, et.al 1972; Deniz, 2011).

In short, microteaching is expected as a way of self-training for English education students to prepare themselves as an English teachers. In this article, microteaching itself is technically a scaled-down teaching which is known as simulated encounter designed and teaching laboratory. Here, microteaching helps trainee teachers to improve both contents and methods of teaching and develop specific teaching skills such as questioning, the use of examples and simple artifacts to make lessons more interesting, using effective reinforcement techniques, introducing and closing lessons effectively. Immediate, focused feedback and encouragement, combined with opportunity to practice the suggested improvements in the training session, form the foundations of the microteaching protocol.

Research Methodology

This research use descriptive analysis method, which describe teacher's trainee performance in teaching. The trainee teachers perform eight teaching skills, namely lesson plan, set induction and closure, classroom management, reinforcement, questioning and explaining, method, technique and media, and assessment. While, the rubrics are organized around four domains covering all aspects of a teacher's job performance, they are (1) planning and preparation for learning, (2) classroom management, (3) delivery instruction, and (4) monitoring, assessment and follow up. Moreover, the rubrics use a four level rating scale with the following criteria: 4-highly effective, 3-effective, 2-improvement necessary, and 1-does not meet standard.

Furthermore, a questionnaires and focus-group interview questions were developed and used to collect the required data. A sample of 72 third-year students as trainee teachers from English education study program of teachers raining and Education faculty of Muhammadiyah University of Tangerang. They were given 22 item questionnaires to respond to the statements.

Findings And Discussions

Teacher's Job Performance

1. Planning and preparation for learning

In planning and preparation for learning, most of students of teacher trainee are preparing well the lesson plan. They plan a learning experience is what exactly intends the students to learn; teaching and learning activities, content creation and assessment all stem from these initial ideas. Preparation and planning are a critical component of effective teaching. Therefore, the lack of preparation and planning will lead to failure.

2. Classroom management

Classroom management is a process of controlling the teaching and learning process. Here, the finding shows that teacher trainee used to do classroom management to keep students focused on learning while preventing disruption from slowing the learning process. A wide range of classroom management techniques are used by them, ranging from hands-off classroom management focused on cooperation to direction of the class to ensure students are not disruptive to their peers.

3. Delivery instruction

In the beginning of the lesson the teacher trainee state the classroom rules, what subject they will teach and what activities they will do. They use body language, facial expressions, mimics, gestures as often as possible to make the lessons more enjoyable and understandable, but also help avoid immediate translation. They try to focus less on grammar and more on communication practice. When giving some task to do, the teacher trainee involve themselves by moving arounds to see what the students are doing. At the end of the lesson, the teacher trainee summarize the lesson and sometimes ask question to the students whether they understand the materials or not.

Instructions should be clear and straightforward so that the students understand what is expected from them. The handicap in delivery instruction is not to giving a chance to all students to be active. Some teachers did not call the students randomly and give enough time to response. Some teachers gave opportunity to the smart sudents only. This condition made the teaching atmosphere distrupted. The effective delivery instruction reflect how a good teacher he/she is.

4. *Monitoring, assessment and follow up*

Most of the teacher trainee found difficulties in monitoring, assesment and follow up. This step actually is the most important phase in learning proces, because it gives impact to know the students' understanding and achievement. But, in a very short teaching simulation, most of the teacher trainee did not give back the students' task by correcting the mistakes as one of follow up activities.

Students' teachers' perception on the impact of micro teaching on their teaching competence

Table 1. Students' teachers' perception on the impact of micro teaching on their teaching competence

Explanation	Percentage
Micro teaching: Helped me develop awareness of my teaching competences	97 %
Give me an oppportunity to improve my skills on planning for instruction	90 %
Helped me develop the actual teaching skill that I will need later	84%
Gave me an opportunity to apply my learnt teaching skills	97 %
Helped me discover my teaching strengths and weaknesses	90%
Gave me an opportunity to learn by observing others	84%
Made me aware of what makes a good teacher	100%
Gave me an opportunity to learn class management skills	97%
Encouraged me to develop autonomy	100%
Helped me to learn how to organize and manage my time	97%
Total	93,6 %

Based on the data, it can be explained that 93,6 % of responses considered that micro teaching helped them to explore their competences in teaching, moreover it gives them opportunity to improve their skill on planning the instruction of teaching. The high positive responses indicated that the teacher trainee believed they will be good teacher if they were aware to this microteaching class. Moreover, it encourages them to be autonomy teacher.

Trainee teachers' experiences during micro teaching and its impact on student training.

Table 2. Trainee teachers' experiences during micro teaching and its impact on student training.

Explanation	Percentage
Micro teaching: Helped me develop confidence in my speaking skills	90 %
Allowed me to apply ideas that I had learnt in different courses	90 %
Gave me an opportunity to improve my lesson planning	100%
Helped me to write good performance objectives	97 %
Helped me to develop teaching activities and materials	90%
Gave me the confidence to stand and talk before a class	97 %
Total	94%

It can be seen that 94% trainee teachers had teaching experiences during the microteaching class. They also perceived that the success of the lesson planning to the perform outcome depended on the situation happened in the school they taught. This idea came because they found unpredictable things happened in the classroom. Here, that condition corrupted the planning that they had plan.

The attitude of the trainee teachers towards micro teaching

Table 3. The attitude of the trainee teachers towards micro teaching

Explanation	Percentage
Consumed a lot of my time	14 %
Made me feel bored and stressed	9 %
Forced me to do difficult tasks	7%
Made me feel embarrassed when teaching my colleagues	9%
Forced me to prepare a number of teaching materials	7%
Made me enjoy and appreciate teaching as a career	97 %

Most of trainee teachers have positive attitude on microteaching, it can be seen from table 3. Most of them confirmed that microteaching made them enjoy and appreciate teaching as a career. On the contrary, rest of them felt that microteaching consumed a lot of time, feel bored, stressed, difficult, embarrassed and forced them to prepare a number of teaching materials.

Conclusions

This study has confirmed earlier research findings regarding the benefits of the microteaching

technique in assisting individuals to develop their professional competence and confidence. Preparing an effective teacher today is a challenging task. Unless the trainee teacher can deliver instruction effectively, his training is of no use. Microteaching is one of the innovations designed to strengthen the teacher training program.

The most important quality of the participants of microteaching sessions is the ability to give and receive constructive feedback with an open mind and achieves appropriate teaching-learning goals.

References

- Ananthkrishnan, N. Microteaching as a vehicle of teacher training – Its advantages and disadvantages. *J Postgrad Med.* 1993;39:142–3.[PubMed]
- Al-Humaidi, Salma Hamed & Mohamed Ismail Abu-Rahmah. Enhancing Microteaching at Sultan Qaboos University. *Studies in English Language Teaching.* ISSN 2372-9740 (Print) ISSN 2329-311X (Online) Vol. 3, No. 1, 2015 www.scholink.org/ojs/index.php/selt
- Bell, A. Mladenovic R. The benefits of peer observation of teaching for tutor development. *High Educ.* 2008;55:735–52.
- Deniz, S. Implications of training student teachers of pre-schooling through micro-teaching activities for a classroom with mentally-disabled students. *Educational Research Review.* 2011;6:560–9.
- Elsenrath, Dennis E, Coker David L, Martinson William D. Microteaching interviewing skills. *J CounsPsychol.* 1972;19:150–5.
- I'Anson J, Rodrigues S, Wilson G. Mirrors, reflections and refractions: The contribution of microteaching to reflective practice. *Eur J Teach Educ.* 2003;26:189–99.
- MacLeod, Gordon. (1995.) Microteaching in Teacher Education. In: Anderson LW, editor. *International Encyclopaedia of Teaching and Teacher Education.* Oxford: Pergamon Press.
- Roush, R. (2008). Being —on stagel: Improving platform presentation skills with microteaching exercises and feedback. *Gerontology Geriatric Education*, 29, 248–256. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/19042504>
- Remesh, Ambili. Microteaching, an efficient technique for learning effective teaching *Journal of research in medical sciences* 18(2):158-63



The Student's Academic Writing Skill in Terms of Academic Procrastination, Self Esteem and Reading Habit at Muhammadiyah University of Tangerang

Ikhfi Imaniah¹, and Ilza Mayuni², Ninuk Lustyantie³

¹*Muhammadiyah University of Tangerang, Universitas Negeri Jakarta*

^{2,3}*Universitas Negeri Jakarta,*

Email: ikhfiimaniah@umt.ac.id, ikhfiimaniah_lt15s3@mahasiswa.unj.ac.id

ilza.mayuni@unj.ac.id, ninuk.lustyantie@unj.ac.id

Bio-Profile

Ikhfi Imaniah is head of English Education Study Program of Muhammadiyah University of Tangerang. She concerns to the education, language, linguistics and gender studies. She has a Master of English Education from University of Prof. Dr. Hamka, Jakarta and is on the final stage of her Doctor of Education from Universitas Negeri Jakarta.

Ilza Mayuni is a professor as well as director of post doctorate program at Universitas Negeri Jakarta . She is interested in English Education, curriculum and material development, psycholinguistics and teaching skills.

Ninuk Lustyantie is an associate professor of post doctorate program at Universitas Negeri Jakarta. Her research focuses on culture, literature and teaching skills.

Abstract

The aim of this study is to test the relationship of academic procrastination, self-esteem, reading habits and academic writing skills of students of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Tangerang. The sample is tested as 103 students of semester V. This research uses quantitative survey method of causality with path analysis to test each variable. Data collection techniques in this study using tests and questionnaires. The tests were conducted to find out the student's academic writing skills, while the questionnaires were distributed to determine the value of

academic procrastination, self-esteem and reading habits. Questionnaire of academic procrastination is using Schouwenberg theory; self-esteem is using Self Esteem Inventory (SEI) theory, while reading habit is using Greed theory. The results of path analysis explains that there is indirect negative effect of academic procrastination, direct positive influence of self-esteem and the direct positive influence of reading habits on student's academic writing skills. Furthermore, there is a direct negative effect of academic procrastination and indirect negative influence of self-esteem on student's reading habits. And there is a direct negative effect of academic procrastination on student's self-esteem. So, it can be concluded that improving student's academic writing skills can be influenced either directly or indirectly by their procrastination, self-esteem, and reading habits.

Keywords: Academic Procrastination, Self Esteem, Reading Habit, Academic Writing Skill

Introduction

The purpose of education is basically to prepare individuals to become independent members of society. In this sense, the individual is expected to be able to think, discover, and create something new, see the problem and find new and more reliable ways of solving the problem. Independence as a result of education is formed through the ability to think creatively that creates creativity. In accordance with the principle of education, education is to develop the creativity of students in the learning process. The result of the learning process is not just an understanding of the concepts, but more important is the change of individual character and application of science applied in everyday life.

The application of science closely related to the level of education attended by individual (Munsey, 2006). The highest level of education is the level of University, where individuals in the period of emerging adulthood. Therefore, students need to adapt to these changes in order to solve the problems faced in their academic life. This time-setting problem is a problem for students. Djamarah (2002) found that many students complained about not being able to manage their time well, when to start doing something. The tendency to not start immediately when faced with the task is an indication of delaying behavior and negligence in managing time and is an important factor that causes individuals to delay doing and completing tasks (Solomon and Rothblum in Ursia, 2013).

Lay and Schouwenburg, Tice and Baumeister, van Eerde (Park & Sperling, 2012) define procrastination as a tendency to delay things that should be done to achieve a particular goal. which resulted in inhibition of individual success in the academic field. The Academic

procrastination as a tendency of the individual to postpone the tired tasks that they faced daily. The procrastinator knows what he wants to do and has the willingness to accomplish these planned tasks, but he postponed its completion (Gneezy & Shuu, 2010).

According to Ferrari (2000), styles of procrastinators comes in three categories, namely: arousal procrastinator who enjoys beating deadlines, avoider procrastinator who postponed the completion of the things that might make others think of him in a negative way and decisional procrastinator who postpone certain decisions. According to the results of some research, the reasons of procrastination can be summarized as follows. The belief of not being able to accomplish tasks, and external attribution, low self-esteem, poor self-efficacy, low levels of intelligence and alertness, high levels of depression, high self-criticism, anxiety, hate the task, style of teacher, facing the control, peer pressure, poor time management and organization, the inability to concentrate, and fear of failure (Noran, 2000; Asikhia, 2010; Tuckman, 1991). Procrastination has internal and external negative effects. Internal negative effects include tension, regret and self-blame. External negative effects include hinder the vocational and academic progress, the loss of opportunities, and strained relations. Hence, the students who have a strong tendency to procrastinate get low scores on the tests and show weakness in the academic achievement than students who do not procrastinate (Tuckman, Abry & Smith, 2002; Popoola, 2005).

External and internal factors will also affect aspects of a person's personality. Imaniah and Dewi (2018) said that the personality aspect of a person will affect the development of one self concept and distinguish one individual with another which later will be difficult to change during his life. Therefore, parents play an important role in the development of one's self concept; as revealed by Jourard and Remy (2001) suggests that parents' assessment of children will affect the development of children, if children get a positive assessment of parents then he will also assess himself positively while the child who received a negative assessment of parents, he will also assess himself negative. Furthermore, such acceptance will affect him in determining whether he has a high or low self esteem. Harter (2007) suggests self esteem is an individual's evaluation of himself or herself positively or negatively.

Every individual needs the existence of self esteem in order to achieve success from others for achievements that have been achieved. Thus, the success achieved by students must have indicators supporting these achievements. One indicator of achievement is the support of lecturers to the work of the tasks produced by students. As in academic writing subject, the assignment given to students requires students to produce a writing product. However, not all students produce the expected writing product. This is because each student has different

reading habits. Loan (2012) suggests that reading habits will affect the development of each individual personality in social life. Furthermore, based on the results of the study (National Endowment for the Art) reading habits are also correlated with their reading ability, the more often individuals read the book the more information they get and this affects their academic achievement. Students should be accustomed to reading not just to make good writing, but they also need to criticize the text as said by Elbow (1998) that writing means creating and criticizing.

Methodology

The research method used was a causal relationship in path analysis, where researchers can manipulate the variables treatment and then study the effect on the criterion variable (Kadir, 2015). In this case, the researchers need to control conditionally to the variables that are not relevant for the results obtained in the variable criterion is believed to be caused by the manipulated variable. The research samples were 103 students of semester V of English education department at Muhammadiyah University of Tangerang.

Finding and Discussion

Based on the questionnaires and test result stated that the relationship between academic procrastination and student's academic writing skill were at 0,312 with significance value ($>0,05$), the relationship between self esteem and student's academic writing skill were at 0,023 ($<0,05$), the relationship between student's reading habit and their academic writing skill with a value of 0,035 ($<0,05$), the relationship between academic procrastination and student's reading habit were at 0,000 ($<0,05$), the relationship between student's self esteem and their reading habit with the value of 0,253 ($>0,05$) and the relationship between academic procrastination and student's self esteem with a value of 0,000 ($<0,05$). So, it can be mentioned that the academic procrastination of students of English department will not directly influence their academic writing skill, due to the significance value is lower than t-test. Moreover, the student's self esteem has indirect influence on their reading habit. Yet, the student's academic procrastination will give negative influence on their reading habit and self esteem. Furthermore, the student's academic writing skill will be directly influenced by student's academic procrastination and their self esteem.

The findings of this research provide reaffirmation that there is a negative indirect effect of academic procrastination on student's academic writing skills. Furthermore, the second hypothesis test explains that there is a direct positive influence of self esteem and the student's

academic writing skill in accordance with the theory from the experts. It means both theoretically and empirically the increase of student's self esteem will result on improving student's academic writing skills.

Moreover, in this research the reading habit is focused on academic reading. It is important to note that theoretically of expert's opinion mention on the effect of reading habits on English academic writing skills as well as theories is empirically reinforced by the findings of this research. Therefore, reading habits need to be optimized toward academic rather than non-academic reading efforts to improve student's academic writing skills.

The findings of the next hypothesis provide reaffirmation of the importance of academic book of reading habits for students to improve their academic writing skills. The selection of a reading theme becomes an important component in reading activities, whether about politics, academics, or reading for pleasure like comics or novels. Because the subject of this study is a student, then that is focused in the theme of reading selection is academic reading. Based on theoretical explanation of experts explanation that academic procrastination affects reading habit. Academic procrastination will have a negative impact on student's reading habits. However, in the results of this research that the students tend to read non-academic reading, such as novels, comics and life style.

Students of English education department prefer non-academic reading themes so it gives negative influence on their self esteem in academic life. They do not form the habit of reading academic books to support their academic achievement. Thus, although high self esteem levels of student resulting in their high reading habits do not have a positive effect on their academic activities.

Then the next hypothesis test results explain that if students do academic procrastination, then their self-esteem will be low or negative. While students who do not do academic procrastination, then they have a high or positive self-esteem. In brief, this study explains that students who do academic procrastination will have low self esteem.

Conclusion

This research indirectly shows that students who do academic procrastination will delay their assignment in academic writing, so that will affect their academic writing skill of English, furthermore there is a direct positive influence of self esteem and reading habit to student's academic writing skill. This direct effect suggests that increasing self esteem and reading habits will result in improving student's academic writing skills. However, the findings of this

research confirms that reading habits that must be optimized is academic reading, in order to improve student's academic writing skills optimally.

Moreover, there is an indirect negative influence of self esteem on reading habits of students. In other words, it can be concluded that the relationship between self esteem and reading habits of a person is not directly related. This is related to the personality of a person is formed because of a habit. So, it is assumed that someone who has high or positive self esteem is indirectly accustomed to reading activities. While someone who has low or negative self esteem will not be motivated to get used to reading. Yet, English education students do not form the habit of reading academic books to support their academic achievement. Thus, although high self esteem levels of student resulting in their high reading habits do not have a positive effect on their academic activities.

Then there is a direct negative effect of academic procrastination on student's reading habits and their self esteem. This direct influence shows that academic procrastination will have a negative impact on student's reading habits and self esteem.

Recommendations

The present study recommended the following:

1. The study recommended drawing the attention of the universities to the phenomenon of academic procrastination, through development of plans and strategies, which aimed at reducing this dangerous phenomenon. In addition, there is need to develop preventive and remedial programs to this phenomenon hence, the result of the study revealed the spread of academic procrastination widely among university students, and the provision of training programs within the curriculum, which, contribute to the development of self-esteem and reduce the level of academic procrastination among students.
2. The study also recommends organizing workshops and training programs to reduce academic procrastination among university students with low achievement in academic writing skill based on their self esteem.
3. The study recommended drawing the attention of faculty members and educational guidance committees in the university to the need of urging the students to accomplish their academic duties as soon as possible and not to postpone them, because postpone of the tasks will lead to accumulation of the duties and tasks. The library also need to be provided well, because this will lead the students are difficult to find the source of the tasks and the problem of procrastination will exacerbated. It recommends focusing on improving

- self esteem among students to mitigate the impact failure, where the results of the study showed that self esteem is the strongest reason that leads to the academic procrastination.
4. The study recommended conducting further studies to investigate the relationship of the academic procrastination, self esteem, reading habits and academic writing skill based on gender and age.

References

- Acheaw, M. Owusu & Agatha Gifty Larson. Reading Habits Among Students and Its Effect on Academic Performance: A Study of Students of Koforidua Polytechnic. *Library Philosophy and Practice (e-journal)*, 6-5-2014
- Adler, Mortimer J. & Charles Van Doren. (1972). *How to Read A Book*.
- Akarsu, Oktay & Tevfik Deriyemez, The Reading Habits of University Students Studying English Language and Literature in the Digital Age, *Journal of Language and Linguistics Studies*, 10(2), 85-99
- Arnett, Jeffrey Jensen. *Emerging Adulthood*, http://www.jeffreyarnett.com/EmerAdul_Chap1.pdf. Diakses pada tanggal 28 Oktober 2016.
- Asikhia, O. (2010). Academic procrastination in mathematics: Causes, dangers and implications of control as predictors of academic achievement. *The Journal of Genetic Psychology*, 154, 425-431.
- Bailey, Stephen. (2003). *Academic Writing: A Practical Guide for Students*. NY: Nelson Thornes Ltd.
- Batool, Syeda Sahida, Sumaira Khursheed & Hira Jahangir. Academic Procrastination as a Product of Low Self Esteem: A Mediatonal Role of Academic Self-efficacy. *Pakistan Journal of Psychological Research*, 2017, Vol. 32, No. 1, 195-211.
- Biggs, John, Kember D., & Leung, D.Y.P. (2001). The Revised Two Factor Study Process Questionnaire: R-SPQ-2F. *British Journal of Educational Psychology*. 71, 133-149.
- Brown, H. D. (2003). *Language Assessment: Principle and Classroom Practices*. San Fransisco, California: Longman
- Carel, Jean-Claude, et.al., Self Esteem and Social Adjugement in Young Women with Turner Syndrome—Influence of Pubertal Management and Sexuality: Population-Based Cohort Study, *The Journal of Clinical Endocrinology & Metabolism* 91 (8): 2972-2979.

- Coffin, Caroline, et.al. (2003). *Teaching Academic Writing: A Toolkit for Higher Education*. NY: Routledge.
- Coopersmith, S. (1967). *The Antecedent of Self Esteem*. San Fransisco : WH Freeman and Company.
- Djaali. (2007). *Psikologi Pendidikan*. Jakarta: Bumi Aksara.
- Djamarah, Syaiful Bahri. (2002). *Rahasia Sukses Belajar*. Jakarta: Rineka Cipta.
- Duru, Erdinc dan Murat Balkis. The Role of Academic Procrastination Tendency on the Relationships among Self Doubt, Self Esteem and Academic Achievement. *Education and Science*. 2014, Vol. 39, No. 173.
- Elbow, Peter. (1998). *Writing with Power: Techniques for Mastering the Writing Process 2nd Ed*. New York: Oxford University Press.
- Erol, Ruth Yasemin dan Ulrich Orth, Self Esteem Development from Age 14-30 Years: A Longitudinal Study, *Journal of Personality and Social Psychology*, 2011, Vol. 101 No.3, 607-619.
- Ferrari, J. R. (2000). Procrastination and attention: Factor analysis of attention defect, boredomness, intelligence, self- esteem and task delay frequencies. *Journal of Social Behaviour and Personality*, 15, 185-196.
- Ghufron, M. N. Hubungan Kontrol Diri Dan Persepsi Remaja Terhadap Penerapan Disiplin Orang Tua Dengan Prokrastinasi Akademik, www.mitrapedulicenter.multiply.com
- Gleed, Alasdair. (2013). *Booktrust Reading Habits Survey*. England: DJS Research Limited.
- Haliru, Ramatu Abdurashed, et.al. An Assessment of Reading Habit amog Secondary School Students in Kaduna Metropolis. *IOSR Journal of Humanities and Social Science*
- Hamptom, Amber E. (2015). Locus of Control and Procrastination. www.capital.edu.com
- Homstad, Torild and Helga Thorson. (1994). *Writing Theory and Practice in the Second Language Classroom: A Selected Annotated Bibliography*. The Board of Regents: University of Minnesota
- Imaniah, Ikhfi and Nurul Fitria K.D. The Student's Academic Speaking Skill Achievement in Term of Communication, Personality and Gender. *The Asian EFL Journal*, 2018, Vol. 20 Issue 10.
- Kadir. (2015). *Statistika Terapan: Konsep, contoh dan analisis data dengan program SPSS/Lisrel dalam penelitian (Edisi kedua)*. Leuwinanggung: PT Raja Grafindo Persada.
- Kartadinata, I, & Sia, T. (2008). Prokrastinasi Akademik Dan Manajemen Waktu”, *Anima, Indonesian Psychological Journal*, 23 (2).

- Khieder, Mohamed. (2012). *The Student Awareness of Writing Skill: The Case Study Third Year Students at Biskra University*, Dissertation in Language Science.
- Loan, Fayaz Ahmad. Reading Habits of Rural and Urban Collage Students in the 21st Century. *Library Philosophy and Practice 2012 ISSN 1522-0222*. <http://unllib.unl.edu/LPP>.
Diakses pada tanggal 28 Oktober 2016.
- Lyons, Peter & Howard J. Doueck, *The Dissertation from Beginning to the End*, (New York: Oxford University Press, Inc.
- Maureen A. Manning. *Self Concept and Self Esteem in Adolescent*. (2007). www.naspcenter.org/principles. Diakses pada tanggal 28 Oktober 2016.
- Martens, Nathan L. (2010). *Writing, Processes and Techniques*. New York: Nova Science Publishers Inc.
- National Endowment for the Arts. (2007). *To Read or Not to Read: A Question of National Consequence, Reseach Report #47*. US: Library of Congress Cataloging-in Publication Data.
- Noran, F. Y.(2000). Procrastination among students in institutes of higher learning: Challenges for KEconomy. Available at: <http://www.mahdzan.com/papers/procrastinate/> Ac cessed on 17th November, 2006
- Onwuegbuzie A.J. (2004). Academic procrastination and statistics anxiety. *Assessment Eval. Higher Educ.*, 29 (1),3-19.
- Park, Seung Won, Rayne A. Sperling. (2012). Academic Procrastinators and Their Self-Regulation. *Psychology. Vol.3, No.1, 1223*.
- Pervin, L.A. & O.P. John. (2001). *Personality "Theory and Reseach"*, 8th edition. New York: John Wiley & Sons, Inc.
- Paltridge, Brian. (2004). *Review Article: Academic Writing*. UK: Cambridge University Press.
- Saleem, Marium dan Rafia Rafique. Procrastination and Self Esteem among University Students. *Pakistan Journal of Social and Clinical Psychology, June 2012.Vol. 9, No. 3*.
- Shu, S.B. & Gneezy, A. (2010). Procrastination of enjoyable experiences. *Journal of Marketing Research*, 933-944.
- Richard, Janet C. & Sharon K. Miller. (2008). *Doing Academic Writing in Education, Connecting the Personal and the Professional*. New Jersey: Taylor & Francis e-Library.
- Rumiani, Prokrastinasi Akademik Ditinjau dari Motivasi Berprestasi dan Stres Mahasiswa, *Jurnal Psikologi Universitas Diponegoro Vol.3 No.2, Desember 2006*.
- Seo, Eun Hee. The Relationships among Procrastination, Flow and Academic Achievement, *Social Behavior and Personality*; 2011; 39, 2; ProQuest Sociology pg. 209.

- Syah, Muhibbin. (2005). *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung: PT Remaja Rosdakarya.
- Soedarso. (2006). *Speed Reading: Sistem Membaca Cepat dan Efektif*. Jakarta: Gramedia Pustaka Utama.
- Solimun. (2002). *Structural Equation Modeling: Lisrel and Amos*. Malang: Program Pascasarjana Universitas Brawijaya.
- Srivastava, Rekha dan Shobhana Joshi, Relationship between Self-Concept and Self-Esteem in Adolescents, *International Journal of Advanced Research (2014), Volume 2, Issue 2, 36-43*
- Sternberg, J, R.I Lubert dan R.W. Woodman. (2006). *Theory Organization*, McGraw-Hill Companies, Inc.
- Sugiyono. (2015). *Metode Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Suwanda. (2011). *Desain Eksperimen untuk Penelitian Ilmiah*. Bandung: Alfabeta. Bandung: Angkasa.
- Tarigan. (2008). *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung:
- Trzeciak, John & S.E. Mackay. (1998), *Study Skills for Academic Writing*. London: Library of Congress Cataloging in Publication Data.
- Tuckman, B. W.(1991). The development and concurrent validity of the procrastination scale. *Educational and Psychological Measurement*, 51, 473-480.
- Ulrich, Orth dan Kali H. Trzesniewski dan Richard W. Robins. Self Esteem Development From Young Adulthood to Old Age: A Cohort-Sequential Longitudinal Study. *Journal of Personality and Social Psychology*, 2010, Vol.98. No. 4, 645-658.
- Ursia, Nela Regar et.al. (2013). Prokrastinasi Akademik dan *Self Control* pada Mahasiswa Skripsi Fakultas Psikologi Universitas Surabaya. *Makara Seri Sosial Humaniora*, 17(1): 1-18.
- Vandenhoeck, Tim. Screen Reading Habits among University Students, *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 2013, Vol 9, Issue 2, pp. 37-47.
- Westwood, Peter. (2001). *Reading and Learning Difficulties: Approaches to Teaching and Assessment*. Australia: National Library of Australia Cataloging-in-Publication Data.



The Potential of ICT in Blended Learning Model toward Education 4.0 Need Analysis-Based Learning Design for ELT

Badaruddin¹, Nurdin Noni², Baso Jabu²

¹*Muhammadiyah University of Parepare*

²*Universitas Negeri Makassar, Jl. A. P. Pettarani, Makassar, Indonesia*

E-mail: dharsappa@gmail.com, nurdinnoni@yahoo.com, basojabu@yahoo.com

Abstract

The Fourth Industrial Revolution represents a new challenge for sustainability of a higher education institution in the world. Therefore, Education 4.0 has an important role to produce qualified and marketable human source who can respond to the demands of the fourth Industry. This study aims to present a new blended learning model designed based on the need of the fourth industrial revolution, called Blended Learning 4.0. The Fourth Blended Learning (BL 4.0) is an instructional model integrating traditional meeting and online meeting by harnessing the potential of digital technologies, personalised data, open sourced content, and the new humanity of this globally-connected, technology-fuelled world in Moodle-based Learning Management System (LMS). This model is designed to build the student's long life learning and self-directed learning awareness. This study used research and development approach with ADDIE Model Design. ADDIE Model stands for *Analyse, Design, Develop, Implementation* and *Evaluation*. This study was carried out in Private and State University in Indonesia involving 10 teachers, and 80 students. Data was collected using observation sheet, documentation, and structured interview. Based on the result of need analysis, the finding enables the researcher to design a prototype of Blended Learning Model 4.0 for English Learning and Teaching (ELT).

Keywords: The Fourth Industrial Revolution, Education 4.0, Moodle-LMS, ELT and Digital Technologies

Introduction

The Fourth Industrial Revolution (IR 4.0) is a new era change moving to digital revolution caused by the drastic and modern development of Information and Communication Technology (Mourtzis, Vlachou, Dimitrakopoulos, & Zogopoulos, 2018). The impacts and importance of Industrial revolution 4.0 are reflected in all aspects of human life represents a new challenge for sustainability of a higher education institution in the world (Afrianto, 2018; Hulsman, 2018; Hariharasudan & Kot, 2018; Matukhin & Zhitkova, 2015). These breakthroughs of technology generate a new system of education supporting advanced life-long education (UNESCO, 2017). Advanced life-long education system must be supported by advanced technologies such as Internet of Things, Cloud technology; Augmented and Virtual Reality (Mourtzis et al., 2018).

The IR 4.0 affects not only the business, governance and the people, it also affects education as well, and thus the name Education 4.0 came to existence. Education 4.0 responds to the needs of “Industry 4.0” or the fourth industrial revolution, where man and machine align to enable new possibilities and tendencies harnesses the potential of digital technologies, personalized data, open sourced content, and the new humanity of this globally-connected, technology-fueled world establishes a blueprint for the future of learning – lifelong learning – from childhood schooling, to continuous learning within the physical point, to learning to play a far better role in society ((Hussin, 2018; Krasnova & Demeshko, 2015). Innovative technology provides a number of opportunities and challenges for higher education, both enhancing existing provision and opening up new potential.

Towards Education 4.0, it will present how the adoption of cyber-physical systems and Industry 4.0 technologies in learning activities addressing the increased need for highly-skilled outcomes. Teaching paradigms supported by Industry 4.0 technology will create blended learning approach. Two approaches for describing the role of education in the society. The first approach is education as an instrument for fixation, reproduction and compiling of the existing system of relationships in the society. Hence, education has a crucial role to consider society development. It is simply the condition of the society that defines the content of education and prospects for future amendment. The second approach is based on the idea that education is not only the factor of knowledge reproduction but it is motive power of society development (Krasnova, 2015). Technologies supporting cognition, broadly defined, produce significantly better results than technologies used to present or deliver content (Schmid et al., 2009).

Moreover, Industry 4.0 allows individualised solutions, flexibility and cost savings in industrial processes. Therefore, industry 4.0 already requires automation solutions to be highly

cognitive and highly autonomous (Finance, 2015). The simple networking of cloud-based solutions offers excellent opportunities to host and make efficient use of the big data generated by industry 4.0.

Blended Learning is A Flexible Learning for IR 4.0

Instructional design is a methodology that allows teachers or designers to determine more informed decisions in designing learning activities and interventions, which are pedagogically informed and create effective use of appropriate resources and technologies (Georgsen & Lovstad, 2014). A variety of instructional modes could be explored to build student learning experience (Bakar Nordin & Alias, 2013). The most useful way of using e-learning does not draw on its self-contained forms, but on a combination with a classic form of contact teaching (Hubackova, 2015). The increasing growth in the use of e-learning environments, in which education is delivered and supported through information and communication technologies, has brought new challenges to academic institutions (Duval, 2011). E-learning should enable the university to respond to pressure to increase enrolment; (2) provide a better experience for commuter students; and (3) increase student engagement; 4 improve student learning (Owston, York, & Murtha, 2013).

In the context of e-learning the answer lies in the way technology naturally enables the provision and delivery of flexible learning and pedagogy. The key consideration underlying why and to what extent flexible pedagogies can be promoted and in what ways. Flexible learning enables learners to choose aspects of their study (Azeredo, Henriques, & Sillankorva, 2014). Flexible learning is concerned with (1) **pace** typically focuses on different delivery schedules, which may be part-time, accelerated or decelerated, either as complete programmes (2) **place** is concerned with the physical location, which may be work based or at home, on public transport while commuting, or abroad when travelling, and (3) **mode** covers learning technologies, and blended learning or distance learning (Azeredo et al., 2014).

Cloud-Based Learning Management System

Learning Management System (LMS) are online or Electronic Learning platform (E-learning) used in learning activities outside the class in blended learning or Web-based learning systems with effective and creative uses of technology (Zainuddin, 2015). Success of blended learning is determined by the quality of the course, the virtual environment and the grade to which the students are prepared to work in their virtual study environment (Hubackova & Semradova, 2016). In designing instruction, teacher do some action, namely the

design of teaching materials, development of the software structure, computer design of the content and layout of the software test and its modification, development of methodological guidelines for students and instructors (Matukhin & Zhitkova, 2015).

Technology advancements have always had a crucial impact on industry development affecting even the foremost ancient systems like education. The use of information and communication technologies improved students' attitudes towards independent learning concerning their musical skills (Ruokonen & Ruismäki, 2016). Cloud computing offers an infrastructure, platform and educational services that create an affordable and innovative learning environment (Kiryakova, 2017). Cloud-Based Learning has four benefits, namely:

1. The cloud offers **access** to all of your data and supports more diverse collaboration.
2. Speaking of collaboration, the cloud—with products including *Adobe Buzzword*, *Adobe Creative Cloud*, and *Google Docs*—makes sharing, viewing, and real-time collaborative editing of media not only possible, but engaging and, at times, spectacular.
3. The cloud also supports simpler and more compelling duration of digital work in pursuit of digital portfolios.
4. Smartphone apps, from *Dropbox* to *SugarSync* to *iCloud*—also offer mobile access to digital media.

Thus, Blended learning activities for English Learning and Teaching can be an integrated into cloud-based application, namely *moodle cloud* application. The characteristics of cloud-based learning can be summarized as follow:

1. Virtual classrooms, opening for unsynchronized social learning
2. Learning paradigms bridging formal and informal learning
3. Systematic use of analysis and visualization of real data from the CPMS in both formal and informal learning
4. Utilize asynchronous “pockets of time” for learning activates
5. Adaptive learning and individually tailored learning path, pace and evaluation
6. Active and continuous career planning and management by and for individuals
7. Use of learning factories for synchronized social learning (Tvenge & Martinsen, 2018)

Blended Learning Model Design for ELT in Higher Education

The modern stage of English language development in the university is characterized by domination of ICT which allows intensifying traditional teaching forms and methods and thereby influencing positively the process of foreign language acquisition in whole (Krasnova, 2015). English is the most commonly preferred language in the digital era, with the application of English in the digital environment and Education 4.0 (Hariharasudan & Kot, 2018). English learning and teaching is necessary to be developed (Georgsen & Lovstad, 2014). Ideal ELT always responds to the need in terms of pedagogical goals and methodological appropriateness. It should be targeted in higher education curricula it can be expanded as language for work besides current foreign language teaching depending on teaching some language skills (Yalcinkaya, 2015).

Instructional design considers the learner, learning outcomes, the content of what is to be learned, instructional strategies, and results of instructional interventions (McGee & Reis, 2012). The use of blended learning for ELT offers a model for integrating technology into language learning. Blended learning is an instructional model that combines online learning and the traditional face-to-face instructional time (Owston et al., 2013; Haron, Abbas, & Rahman, 2012; Yigit et al., 2014). The implementation of blended learning model involves three methods in learning cycle, namely (1) the teacher determines the concepts and the programming activities to be taught every week, (2) the teacher categorizes the inefficiencies of the applied methods by examining the activities and (3) establishes links between previously known concepts with the new concepts to be taught (Yigit, Koyun, Yuksel, & Cankaya, 2014). The advantages of blended learning chosen by students pertained to:

1. The flexibility in completing assignments in any place or at any time;
2. The accessibility of not having to come to campus as often;
3. The benefits of the online component when job responsibilities and other commitments make it difficult to attend face-to-face classes (Poon, 2013).
4. Using working in collaborative groups as a pedagogical approach within the designed curriculum supported the development of communities of inquiry (Douglas, Lang, & Ms, 2014). The integration of a blended learning course can be implemented successfully through a combination of online learning and face-to-face classes (Buran & Evseeva, 2015).

Moreover, the other advantages are the following:

1. Improving the students' critical thinking and developing their online research skills.
2. Providing more opportunities for studying anywhere and anytime, or building student's independent learning. Blended learning approach have positive perceptions from the participants although they put forth a number of challenges regarding its implementation (Kofar, 2016). The importance of student interaction with their peers and the instructor within blended courses appears to be critical for creating positive perceptions (Owston, 2018). The respondents were reasonably positive about the course (Nautaa, Platenkampb, & Hettingaa, 2016).
3. By a large amount of information given online, the student can improve their reading skills.
4. Encouraging the student to write. The use of e-mail may help to develop students' interest and confidence in writing, enhance their technological and social skills, develop learners' autonomy, and improve students' attitudes towards English language learning (Romualdo A. Mabuan Gregorio P. Ebron, 2016).
5. Building the students' interest and motivation to learn the English language. In addition to blended learning or as part of it, online game-based learning is an emerging teaching (Khodeir, 2018).
6. Enhancing the student's listening skill by watching the video or listening audio.
7. Offering students more time and in the form of variety of contextual exchange such as forum, discussions, quizzes, short brainstorming and even jokes (Bakar Nordin & Alias, 2013).

The analysis of recent study about blended learning approach makes it possible to mark out a series of blended learning characteristics (Krasnova & Demeshko, 2015):

Promoting Moodle-based Blended Learning for Education 4.0

The Blended Learning is an instructional model integrating traditional meeting and online meeting by harnessing the potential of digital technologies, personalised data, open sourced content, and the new humanity of this globally-connected, technology-fuelled world in Moodle-based Learning Management System (LMS). Three challenges were found in promoting Education 4.0 in English for Survival class which covered lecturers' teaching techniques, students' speaking skill, and facilities. These kinds of hurdles were exposed when the lecturers and students tried to promote several characteristics of Education 4.0 in English for Survival classes (Anggraeni, 2018). Three models of blending based on learning activities:

(1) indulging in different activities online as compared to in class, (2) mixing different students in online and class environments and (3) different instructors in the online environment than in classroom (Kumar & Pande, 2017). Online learning is one of the fastest growing trends in educational uses of technology (Means, Toyama, Murphy, & Baki, 2013).

Two significant result of blended-learning technology into ESP classes, namely (a) students learn quicker and better through a virtual learning environment (VLE) which is learning flexible, offering them autonomy and self-pacing in keeping with their interests and wishes and (b) academics have longer to try to what they are doing best, i.e. use the wealthy resources of the room to produce fascinating lessons (Lungu, 2013). Meanwhile, the factors influencing the adoption of blended learning are (1) perceived usefulness is one of the important construct that influenced the adoption of blended learning. Technology is beneficial to the process of teaching and learning. In this context, correct coaching on the utility of the technology plays a crucial role for concretizing the adoption of emulsified learning among the academicians. Learning goals of an academician reflected the efforts taken to fulfil their personal target through self-learning. Learning goals includes a sturdy relationship with the adoption of emulsified learning. An attainable clarification of this finding is that, the introduction of a replacement technology provides challenges for the academicians. In managing the challenges, academicians exploit their personal or self-strength. The third construct influencing the adoption of blended learning is the educational technology preferences of the academicians (Haron et al., 2012).

Key success factors for effective blended learning experience consider the institutional, faculty-related, student-specific and pedagogical variables (Kumar & Pande, 2017). Cloud-based applications makes it simpler to gather, monitor, distribute and analyse data not only between factories but also across the entire global value chain network (Finance, 2015). Therefore, it needs a new education formats evolving all contents that can be connected, combined and embedded digitally (Hülsmann, 2018).

Moodle and web courses provide easier access to information and knowledge exchange (Okaz, 2015). Moodle is verified through the sensible application of knowledge technology platform. it's an efficient interactive learning platform among the high school curriculum; thus students high-quality learning are often achieved (Jin, 2012). The effective tools of the moodle software and its open and user-friendly nature contribute to the cooperation between teachers and students in their mutual efforts to improve academic achievements (A. Gildin, 2013).

Based on this case, educationalists discuss the many ways in which the content of education—at all levels—and the process of learning will need to change over the years ahead. Whether, it is classroom or workplace, online or offline, structured or unstructured, taught or learnt, standardized or not, certificated or not, then learning is likely to break free from our old mind sets in the coming years.

This conclusion is consistent within the social-constructivist perspective of learning whereby students participate actively in the learning process by discussing their ideas with one another, resolving disagreements, and collaborating on solving complex problems and the role of the instructor is to design contexts and facilitate learning activities. They found that students who engaged in interactive learning (communicating with lecturers, communicating with fellow students, online discussions about study topics, cooperative work) achieved significantly higher than those who learned individually (searching for information, bibliographic searches, looking up course materials, working with bookmarks, subscribing to mailing lists in study area) (Owston & York, 2018).

Method

Research design

This research aimed to analysis the needs of designing blended learning for English Learning and Teaching (ELT) in higher education. This study used research and development approach with ADDIE Model Design. ADDIE Model stands for *Analyse, Design, Develop, Implementation* and *Evaluation*. This model is designed to build the student’s long life learning and self-directed learning awareness.

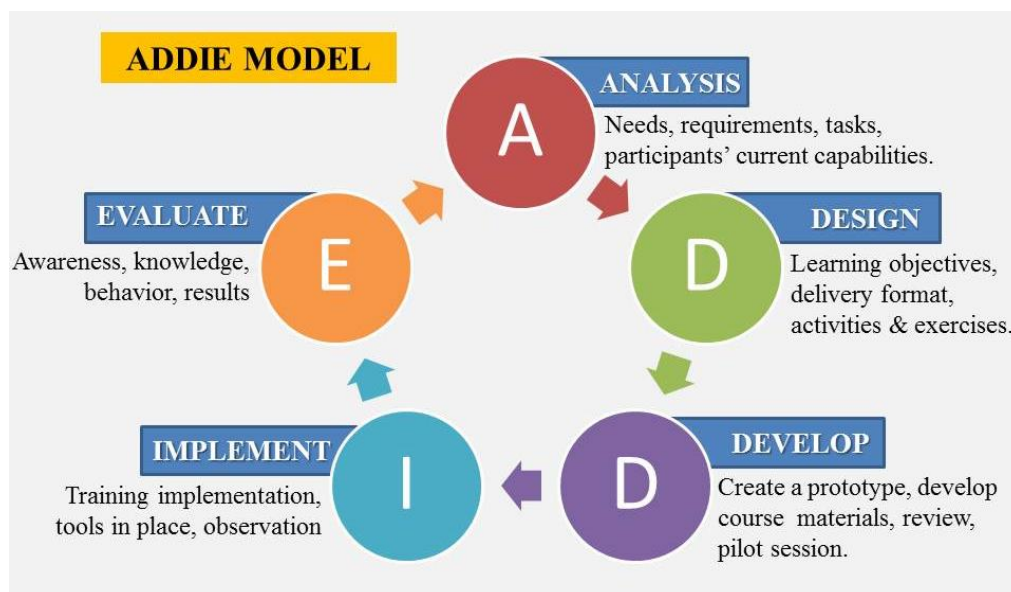


Fig.1 Instructional Design based on ADDIE Model

This research conducted at Universitas Muhammdiayah Parepare and Universitas Negeri Makassar ranging for eight months. The subject of this research was ten lecturers and 80 students of the fifth semester who randomly. The research used two kinds of data consisted of primary data and secondary data which were taken from three sources, namely (1) *event* regarding the whole learning activity in natural setting activities, (2) informant who was participating in English Language and Teaching, and (3) document including written information related to English Language Teaching. In Collecting data, the researcher applied three techniques, they were: (1) participative observation, (2) in-depth interview and, (3) documentation. Furthermore, the data was analyzed through four steps: (1) namely data collection, (2) data reduction, (3) data display and, (4) conclusion. In addition, the research used triangulation method to determine whether the data is valid or not.

Result and Discussion

The items on the survey form focused on the constructs, namely: a) learning independence; b) attitude towards open and blended learning; c) technology readiness; and, d) motivation (Abersek, 2017). Need analysis procedure may involve interview with the students to determine perception of their major language difficulties, observation of students in class, and also need analysis by questioner (Larekeng, 2018). The results of the survey analysis and workshop models of blended learning are analysed through Focus Group Discussion (FGD). FGD produces blended learning model design for English courses. At the design stage of learning English based blended learning models, covering several activities, namely; 1) Formulate learning objectives, 2) determine the learning management system (LMS), 3) develop learning materials, 4) define the learning activity, 5) set the learning method, 6) selecting instructional media, and 7) formulate evaluation.

Result of initial investigation

The first investigation aimed to collect some data including: 1) goal identification and learning analysis, learner characteristics, and learning problem. The data was obtained through direct observation, questionnaire, and interview to learning process.

Learner's need analysis

a. Formulate learning objectives or learning outcomes

Referring to Curriculum KKNI, there were four parameters into consideration in formulating objectives or achievements of English language learning: 1) attitude, good

behaviour and culture as a result of the internalization and the actualization of values and norms that are reflected in the spiritual life and social learning, student work experience, research and or community service related to learning, 2) Knowledge (Cognition), mastery of concepts, theories, methods, and or philosophy of certain knowledge systematically acquired through reasoning in the learning process, work experience students, research and or related community service learning, and 3) skills, the ability to do performance using concepts, theories, methods, materials, and / or community service related to learning.

b. Selecting Learning Systems

Based on the survey results of the workshop and learning, Moodle is a learning management system that is used to organize blended learning models. Moodle -based blended learning model has three main management activities, management of teaching materials and classroom management. The model of blended learning is a learning model that integrates classroom learning (face-to-face) with the learning in the classroom (traditional classroom). Thus, in order to optimize the implementation of blended learning models, first professors make learning tools which have been prepared using the format Semester Lesson Plan (RPS) which is provided by the study program. The learning device contains items such as lesson planning learning outcomes, strategies, approaches, methods and media used, teaching materials, learning steps, and the instrument used. RPS is a guide for faculty to do good learning into face to face (in the classroom) as well as online meetings. Lesson plans are made to be displayed on Moodle, making it easier for educators and students in implementing blended learning models.

In the classroom, the use of information and communication technology was further optimized. Lecturer emphasized applying information technology-based learning and communication. Of course, the intensity of Internet use is further enhanced to display material that can be obtained from you-tube or from educational sites related to the topic or theme of the material being taught. Through the use of a laptop, projector or LCD to display teaching materials, the class will be made more interactive and interesting. Similarly, learning evaluation will also be conducted at the meeting in the classroom by using *Plickers* application. This app will be able to reduce the use of paper (paperless) so that learning to blended learning models are considered more economical. Here are flowchart design blended learning models.

a. Learning Activities

The activities must be designed so that they promote student- to-student and instructor-to-student interactions if the affordances of blended learning are to be realized. We concluded this because students in the High and Medium blends tended to rate questions about inter- actions more favourably than those in the Low and Supplemental blends.

b. Develop teaching materials

Material compiled based on the applicable curriculum at the Universitas Muhammadiyah Parepare. Learning resources obtained from a variety of media, i.e. print books, e-books, and YouTube, English language learning websites available on the internet. Selection of materials based on: (1) discussions with educator's membership package audio video; and (2) consider the timing of the study. Design of teaching material basically contains teaching materials that will be taught. In addition, so learners know the direction of learning activities that will be conducted for each meeting, the teaching materials should contain: basic competencies, indicators of achievement of competencies, learning objectives, learning materials and assignments competence.

Design teaching material basically contains teaching materials that will be taught. Teaching materials are prepared based on the curriculum of the study program. The source material is obtained from various sources such as hard book, web form or e-book article and you-tube. YouTube-based instructional materials shows the integration of three elements in the instructional process, namely: venues, listening activities, and learning strategies (Rafi'ah & Syarifuddin, 2018). For the presentation to be attractive, the material is made in the form of Electronic-Book and displayed by using media such as flipbook creator, Macromedia, Presentation Tube, and Mini-Lyrics. It is intended to build self-reliance Learning English students so that learning objectives can easily be achieved.

c. Selection of Instructional Media

Learning media is the tool used to notice the material. Based on the results of the workshop and focus group discussions, some of the media used in the form of media that are already available in Moodle wall, presentation tube, you-tube, flip books, slide or power point, and mini lyrics, plickers, hot potato, presentation tube, and quizzes.

d. Instrument design of learning

Assignment-based and blended course focusses on: learning design, for blended and or multi-campus instruction, and in a professional learning design team (Clement, Vandeput, &

Osaer, 2016). Evaluation of learning is an instrument used to measure the achievement of objectives as planned. Based on the result of Focus Group Discussion, the shape of the tests used in English Language and Teaching in the form of Blended Learning Model, namely Quiz and final test. Instrument media applied is more focused on technology-based media or software such as, *quizzes, hot potato, quiz-let, plikcers, esl video* and *quiz makers*.

Conclusion

Blended learning aims to obtain students' satisfaction and learning outcomes. Therefore, developing blended learning course should be based on interesting, effective and efficient instructional design model. The CloudMoodle-Based Blended learning Model could lead to a more successful and effective blended learning environment. This model takes into account several issues that are not existence in other model. For example, it is the first model that focuses on designing learning resources in detail as a part of designing blended learning. Moreover, the model provides a comprehensive overview of the most important parts on sequential features of activities design. In addition, selecting the suitable activities for whether face-to-face or online learning are discussed in the model. Due to these advantages, the model was employed to design blended learning for English Language Teaching.

References

- A. Gildin. (2013). Teaching EAP in a blended environment: The MOODLE experience. *CELC Symposium*, 76–82. Retrieved from <http://www.nus.edu.sg/celc/research/books/4thSymposiumproceedings/11>). Gildin and Sorlovich.pdf
- Aberšek, B. (2017). Evolution of Competences for New Era or Education 4.0. *Evolution of Competences for New Era*, (September). Retrieved from <http://cpvuhk.cz/wp-content/uploads/2017/09/Aberšek.pdf>
- Afrianto. (2018). Being a Professional Teacher in the Era of Industrial Revolution 4 . 0 : Opportunities , Challenges and Strategies for Innovative Classroom Practices, 2(1), 1–13.
- Anggraeni, C. W. (2018). Promoting Education 4 . 0 in English for Survival Class : What are the Challenges ? *METATHESIS Journal of English Language, Literature, and Teaching*, 2(1), 12–24. <https://doi.org/10.31002/metathesis.v1i2.676>
- Azeredo, J., Henriques, M., & Sillankorva, S. (2014). PAPER n ° 5 THE PROTECTIVE EFFECT OF GLUTARALDEHYDE IN THE EXTRACTION OF EPS FROM BIOFILMS, (1999), 1–4.
- BakarNordin, A., & Alias, N. (2013). Learning Outcomes and Student Perceptions in Using of

- Blended Learning in History. *Procedia - Social and Behavioral Sciences*, 103, 577–585.
<https://doi.org/10.1016/j.sbspro.2013.10.375>
- Buran, A., & Evseeva, A. (2015). Prospects of Blended Learning Implementation at Technical University. *Procedia - Social and Behavioral Sciences*, 206(November), 177–182.
<https://doi.org/10.1016/j.sbspro.2015.10.049>
- Clement, M., Vandeput, L., & Osaer, T. (2016). Blended Learning Design: A Shared Experience. *Procedia - Social and Behavioral Sciences*, 228(June), 582–586.
<https://doi.org/10.1016/j.sbspro.2016.07.089>
- Douglas, K. A., Lang, J., & Ms, M. C. (2014). The Challenges of Blended Learning Using a Media Annotation Tool. *Journal Journal of University Teaching & Learning Practice*, 11(112). Retrieved from <http://ro.uow.edu.au/jutlphttp://ro.uow.edu.au/jutlp/vol11/iss2/7>
- Duval. (2011). *Content Management for E-Learning*.
- Finance, C. (2015). *Deloitte - Industry 4.0 Challenges and Solutions for Digital Transformation*.
- Georgsen, M., & Løvstad, C. V. (2014). Use of Blended Learning in Workplace Learning. *Procedia - Social and Behavioral Sciences*, 142, 774–780.
<https://doi.org/10.1016/j.sbspro.2014.07.614>
- Hariharasudan, A., & Kot, S. (2018). A scoping review on Digital English and Education 4.0 for Industry 4.0. *Social Sciences*, 7(11). <https://doi.org/10.3390/socsci7110227>
- Haron, H., Abbas, W. F., & Rahman, N. A. A. (2012). The Adoption of Blended Learning among Malaysian Academicians. *Procedia - Social and Behavioral Sciences*, 67(November 2011), 175–181. <https://doi.org/10.1016/j.sbspro.2012.11.318>
- Hubackova, S. (2015). Blended Learning – New Stage in the Foreign Language Teaching. *Procedia - Social and Behavioral Sciences*, 197(February), 1957–1961.
<https://doi.org/10.1016/j.sbspro.2015.07.582>
- Hubackova, S., & Semradova, I. (2016). Evaluation of Blended Learning. *Procedia - Social and Behavioral Sciences*, 217, 551–557. <https://doi.org/10.1016/j.sbspro.2016.02.044>
- Hülsmann, T. (2018). New Ways of Learning for Industry 4.0. *Global Gate*.
- Hussin, A. A. (2018). Education 4 . 0 Made Simple : Ideas For Teaching, (c), 92–98.
- Jin, S. (2012). Design of an online learning platform with Moodle. *2012 7th International Conference on Computer Science & Education (ICCSE)*, (Iccse), 1710–1714.
<https://doi.org/10.1109/ICCSE.2012.6295395>
- Khodeir, L. M. (2018). Blended learning methods as an approach to teaching project management to architecture students. *Alexandria Engineering Journal*.

- <https://doi.org/10.1016/j.aej.2018.10.004>
- Kiryakova, G. (2017). Application of cloud services in education. *Trakia Journal of Science*, 15(4), 277–284. <https://doi.org/10.15547/tjs.2017.04.001>
- Kofar, G. (2016). A Study of EFL Instructors' Perceptions of Blended Learning. *Procedia - Social and Behavioral Sciences*, 232(April), 736–744. <https://doi.org/10.1016/j.sbspro.2016.10.100>
- Krasnova, T. (2015). A Paradigm Shift: Blended Learning Integration in Russian Higher Education. *Procedia - Social and Behavioral Sciences*, 166, 399–403. <https://doi.org/10.1016/j.sbspro.2014.12.543>
- Krasnova, T., & Demeshko, M. (2015). Tutor-mediated Support in Blended Learning. *Procedia - Social and Behavioral Sciences*, 166, 404–408. <https://doi.org/10.1016/j.sbspro.2014.12.544>
- Kumar, R., & Pande, N. (2017). Technology-mediated learning paradigm and the blended learning ecosystem: What works for working professionals? *Procedia Computer Science*, 122, 1114–1123. <https://doi.org/10.1016/j.procs.2017.11.481>
- Larekeng, S. H. (2018). The Asian EFL Journal April 2018, 20(11), 243–249.
- Lungu, I. (2013). The Increasing Need for Blended-learning Models in Courses of English for Specific Courses in Romanian Universities. *Procedia - Social and Behavioral Sciences*, 76, 470–475. <https://doi.org/10.1016/j.sbspro.2013.04.148>
- Matukhin, D., & Zhitkova, E. (2015). Implementing Blended Learning Technology in Higher Professional Education. *Procedia - Social and Behavioral Sciences*, 206(November), 183–188. <https://doi.org/10.1016/j.csr.2009.11.012>
- McGee, P., & Reis, a. (2012). Blended course design: A synthesis of best practices. *Journal of Asynchronous Learning Networks*, 16(4), 7–22.
- Means, B., Toyama, Y., Murphy, R., & Baki, M. (2013). Effectiveness of online and blended learning. *Teachers College Record*, 115(030303), 1–47. <https://doi.org/10.3991/ijac.v3i2.1322>
- Mourtzis, D., Vlachou, E., Dimitrakopoulos, G., & Zogopoulos, V. (2018). Cyber- Physical Systems and Education 4.0 -The Teaching Factory 4.0 Concept. *Procedia Manufacturing*, 23(2017), 129–134. <https://doi.org/10.1016/j.promfg.2018.04.005>
- Nautaa, J. M., Platenkamp, J., & Hettingaa, M. (2016). Development and Evaluation of a Blended Learning Course. *ELmL 2016 The Eight International Conference on Mobile, Hybrid, and On-Line Learning*, (c), 17–19.
- Okaz, A. A. (2015). Integrating Blended Learning in Higher Education. *Procedia - Social and*

- Behavioral Sciences*, 186, 600–603. <https://doi.org/10.1016/j.sbspro.2015.04.086>
- Owston, R. (2018). Empowering learners through blended learning. *International Journal on E-Learning: Corporate, Government, Healthcare, and Higher Education*, 17(1), 65–83.
- Owston, R., York, D., & Murtha, S. (2013). Author ' s personal copy Internet and Higher Education Student perceptions and achievement in a university blended learning strategic initiative ☆, 18, 38–46.
- Poon, J. (2013). Blended Learning: An Institutional Approach for Enhancing Students' Learning Experiences. *Journal of Online Learning & Teaching*, 9(2), 271–289. <https://doi.org/10.1016/j.sbspro.2014.01.992>
- Rafi'ah, N., & Syarifuddin, R. (2018). Designing an Instructional Model of Youtube-Based Materials of Listening Comprehension at Umpar Indonesia. *AEFLJ-Volume-20-Issue-7-July-2018*, 20(7).
- Romualdo A. Mabuan Gregorio P. Ebron, J. (2016). A Blended Learning Approach to Teaching Writing: Using E-mail in the ESL Classroom. *The Asian EFL Journal Professional Teaching Articles July 2016 Issue 93*, (93), 1–41.
- Ruokonen, I., & Ruismäki, H. (2016). E-Learning in Music: A Case Study of Learning Group Composing in a Blended Learning Environment. *Procedia - Social and Behavioral Sciences*, 217, 109–115. <https://doi.org/10.1016/j.sbspro.2016.02.039>
- Schmid, R. F., Bernard, R. M., Borokhovski, E., Tamim, R., Abrami, P. C., Wade, C. A., ... Lowerison, G. (2009). Technology's effect on achievement in higher education: A Stage I meta-analysis of classroom applications. *Journal of Computing in Higher Education*, 21(2), 95–109. <https://doi.org/10.1007/s12528-009-9021-8>
- Tvenge, N., & Martinsen, K. (2018). Integration of digital learning in industry 4.0. *Procedia Manufacturing*, 23(2017), 261–266. <https://doi.org/10.1016/j.promfg.2018.04.027>
- UNESCO. (2017). Educating for the 4th Industrial Revolution - Unesco, 1–6.
- Yalçinkaya, D. (2015). Why is Blended Learning for Vocationally Oriented Language Teaching? *Procedia - Social and Behavioral Sciences*, 174, 1061–1068. <https://doi.org/10.1016/j.sbspro.2015.01.795>
- Yigit, T., Koyun, A., Yuksel, A. S., & Cankaya, I. A. (2014). Evaluation of Blended Learning Approach in Computer Engineering Education. *Procedia - Social and Behavioral Sciences*, 141, 807–812. <https://doi.org/10.1016/j.sbspro.2014.05.140>
- Zainuddin, Z. (2015). Exploring the Potential of Blended Learning and Learning Management. *Englisia*, 2(2), 70–85.



Women of K-12: Exploring teachers' cognition in language policy implementation

Ericson O. Alieto

Western Mindanao State University, Zamboanga City, Philippines

Aprillette C. Devanadera

Southern Luzon State University, Lucban, Philippines

Junette B. Buslon

Western Mindanao State University, Zamboanga City, Philippines

Bioprofile

Ericson O. Alieto is an Assistant Professor III of the Western Mindanao State University. He holds a master's degree in Education with English Language Teaching as area of specialization. Currently, he is finishing a doctorate degree in Applied Linguistics at DLSU, Manila. His research interests are in the field of Sociolinguistics, World Englishes, Language and Gender, and Language Planning.

Aprillette C. Devanadera is an Assistant Professor I of Southern Luzon State University. She holds a master's degree in Applied Linguistics as area of specialization. Currently, she is finishing a doctorate degree in Applied Linguistics at De la Salle University, Manila, Philippines. Her research interests are in the field of Sociolinguistics, Discourse Analysis and Linguistic Landscape. She can be reached at aprillette_devanadera@dlsu.edu.ph

Junette B. Buslon is an Instructor I of the College of Education of the Western Mindanao State University in Zamboanga City. He is a Bachelor of Elementary Education graduate and currently pursuing his Master of Arts in education. His research interests include Sociolinguistics, Psycholinguistics, Language Planning and Discourse Analysis.

Abstract

Women mother tongue educators constitute the larger population as compared to their male counterpart. Therefore women play essential role in the success of the implementation of the latest language-in-education policy. The objective of the study is to determine teachers' cognition on the use of mother tongue in multilingual class. Teacher cognition was described by Borg (1998) as the teachers' various beliefs, attitudes and perspectives towards language teaching. Teacher's cognition of female teachers was explored to elucidate how teacher's beliefs influence their educational practices. It was discovered from the interviews that although the participants believe that the use of mother tongue in multilingual class enhances learning, it also poses challenges among teachers. It is also significant to note that teachers tend to deviate from the Mother Tongue-based Education (MTB-MLE) implemented in the Philippines to suit the needs of their students. It was further probed that teacher cognition influences pedagogical practice in multilingual class.

Keywords: mother tongue, multilingualism, cognition, linguistic background

Introduction

Language, in its multitude forms is a powerful instrument to educate the students. Hence, Perez and Alieto (2018) contended that the success of education relies much on the language to be used in school. Language is the core foundation of a child's linguistic background which is deemed important in the formative years in the basic education.

In the Philippines, with 181 languages spoken in different parts of the country (Lewis, Simons, & Fennig, 2013), the Department of Education (DepEd) recognized the implication on the use of the student's mother tongue. Thus in 2011, the Department of Education launched the K-12 program which has become a law in 2013. There were 12 regional languages under the MTB MLE program. These are Tagalog, Cebuano, Hiligaynon, Iloko, Bikol, Kapampangan, Maguindanaoan, Meranao, Pangasinense, Bahasa Sug (Tausug), Chavacano and Waray. This language policy explains that the child's L1 must be the first language the child must learn and identify with. It aims to develop Filipino and English proficiency by starting basic education with the L1 of learners be it Tagalog, Chavacano, Cebuano or Kapangpangan. The policy adheres that the mother tongue of the child must be used from Kindergarten to Grade 3 in helping the students develop their reading and speaking skills. This new language reform has made mother tongue as the Language of Instruction (LOI) as well as the separate subject area, hence referred to as mother tongue instruction (Burton, 2013).

This initiative of implementing MTB-MLE in the Philippines by the DepEd and the Congress was prompted by the quantitative, longitudinal studies that emphasized the benefits that learners could get from having the mother tongue as the medium of instruction. Some of the bases were the two studies conducted in the United States (Ramirez, et. al.,1991; Thomas & Collier, 1997) and one in the Philippines (Walter & Dekker, 2011) that reiterated higher academic achievements could be experienced by students when they get to be educated in their mother tongue compared to those who are educated in their L2 or L3.

Teachers' Cognition

Teacher cognition, in the study of Borg (2003), is the non-observable cognitive dimension of the teacher involving what he or she thinks, know and believe. He further claims that teachers have cognition to all aspect of their work. Moreover, he pointed that teachers' cognition emerges as powerful influence on teachers' practices. In addition, he reported that teachers' cognition and practices are mutually informing. Therefore, although teacher's training may shape teachers cognition, the greater influence remains to be dependent on the prior knowledge of the teachers.

Teachers' cognition as a terminology has been used in many contexts. In Crookes & Arakaki (1999), teachers' cognition was explored to determine the sources of ideas of 20 ESL teachers in an intensive English program in the USA. Cumming (1989) sought to determine student teachers' conceptions of curriculum decision making. The study had 37 participants who are pre-service ESL teachers in Canada. Gatlinton (1999) carried a study focused on patterns of pedagogical knowledge of experienced ESL teachers, having 7 teachers in the USA as participants. Freeman (1993) explored into the changes of teachers' practices and thinking during teacher education. The study includes four high school French and Spanish teachers. Richards et. al. (1998) studied the pedagogical reasoning of experienced and less experienced teachers. The study included ten trainee teachers, ten graduate TESL teachers and twelve practicing teachers in Hong Kong as participants.

Mother Tongue Education

The implementation of K-12 that promotes the use of vernacular languages under the MTB-MLE program gets different perceptions among teachers. It also gained interests among scholars to study teacher's perception and cognition on this new policy. The perceptions vary from positive to negative views on whether the first language of the learners is best suited for teaching a multilingual class. The study of Wa-Mbaleka (2014) examined the teachers'

perception regarding the importance of the MTB-MLE in the general learning of the students. The participants in the study were 467 teachers in the Philippines. There were 324 teachers from Luzon, 76 from Visayas and only 22 teachers from Mindanao regions. The researcher used survey questionnaires that focussed on the participant's agreement and disagreement on the implementation of the mother tongue policy. The results revealed that majority of participants who answered '*agree*' have positive perceptions on the important role of using the students' mother tongue in basic education. It was emphasized by the researcher that most of the participants answered '*agree*' and not '*strongly agree*' when asked on their perception in the survey questionnaire. Wa-Mbaleka (2014) argued that the option '*agree*' in the survey questionnaire seemed to be a safe option for most of the Filipino teachers as a strategy to avoid conflict and confrontation. He also explained that the number of participants from Luzon where Filipino is mostly spoken and where Filipino textbooks are dominantly published in the Philippines may possibly be one reason for easy implementation of the program. Other results may have been made with participants from other regions in the country. Thus, Wa-Mbaleka (2014) suggested that further studies must be done focusing on teachers dealing with students who have different linguistic backgrounds.

Mahboob and Cruz (2013) examined the perceptions of the participants toward English, Filipino and non-Filipino mother tongues from the attitudinal survey conducted in 2011. The study revealed that 90% of the participants believe that English should be used as a medium of instruction in teaching. Thus, the researchers argued that there is a need to examine the policy in terms of attitudes to language, which may or may not value mother tongues. They also posited that success of MTB-MLE will highly depend on the change in attitude towards languages.

Cummins (2000) posited that children with solid home language foundation will be able to easily transfer knowledge across language. Kiko et. al. (2004) prove that it is more of a common sense to believe that learners taught in the home language would need no more the re-teaching in second or third language. They believe that the home language help the child learn vocabulary faster resulting to both better reading and understanding.

The study of Aquino (2012) supports the idea that it is crucial for young learners to learn basic education using their first language. Aquino used an experimental design for language instruction to determine its effects to monolingual Filipino, monolingual English and bilingual learners. It was found out that that monolingual instruction in either Filipino or English had a stronger effect on the participants' literacy skills compared to bilingual instruction. On the other hand, Cruz (2015) found out in her study that the level of performance

among Grade I pupils in Pangasinan only got “average” in their mother tongue language. She also revealed that Grade 1 teachers do not solely use the mother tongue in teaching but also use other languages such as Filipino or Ilocano in conducting lessons to the students. A case study on the First Language Education project (FLC) in Lubuagan, Kalinga was conducted by Dumatog & Dekker (2003). The study revealed that the students who were taught using their mother tongue as a medium of instruction got higher year-end test scores. The researchers posited that when students’ learning is facilitated in their first language, the students are able to succeed in their academic performance in school. Thus according to them, the FLC project that promotes the use of learners’ mother tongue accomplishes more positive effects not only to students but also to the teachers in Lubuagan, Kalinga.

It is the researchers’ utmost hope that the authenticity of the result from a particular setting which is in Zamboanga City, Philippines where Chavacano language is mostly spoken may provide understanding among language teachers on why teacher’s cognition differ. It is also hoped that the perceptions of Chavacano teachers on the use of mother tongue in a multilingual class may provide substantial contribution on the implementation of MTB-MLE.

Research Questions

The present study aims to answer the following research questions:

1. What are the beliefs of teachers about mother tongue-based education in a multilingual class?
2. What are the reasons of the teachers for these beliefs?
3. How do teachers’ beliefs affect instructional practices?

Methodology

This study is anchored on the theoretical underpinning of Simon Borg (1998) on teacher cognition. Borg (1998) espoused that teacher cognition is the teacher’s various beliefs, assumptions, theories, attitudes, metaphors, conceptions and perspectives towards language teaching. Borg (1998) posited that these teacher’s beliefs and attitudes can significantly affect and influence teachers’ instructional practices. He also pointed out that teachers are knowledgeable about all aspects of their work.

This study utilized a qualitative descriptive research design which according to Denzin and Lincoln (1994), is a method based on inquiry process in a natural setting that involves interpretation of phenomena to understand how people make meaning from their experiences. The qualitative approach is particularly used to explore teachers’ cognition and its relationship to classroom practices relative to mother tongue use in a multilingual class. Qualitative research

according to Creswell (2003) allows researchers to facilitate interview which can be one-on-one interviews and open-ended questions so as to describe the experiences of the participants. In this study, this method aids the researchers to present detailed beliefs of teachers' personal experiences on the use of mother tongue in their multilingual class by conducting interview in a natural setting.

Setting

This study was conducted in three elementary schools in Zamboanga City, Philippines where the MTB-MLE was implemented. The city government order the use of Chavacano as medium of instruction in teaching. The schools were situated in multilingual communities with students who belong to non-Chavacano speakers like the Tausug, Badjao, Bisaya, Samal and others. School 1 is situated in a place that is heavily populated by Tausugs. School 2 is serving the Ilonggo and Bisaya communities. School 3 is attended by Badjaos, Tausugs and Samals. As reported by the teachers during the interview, only one school has few Chavacano speakers while in the other two schools no Chavacano speakers are attending.

Participants

Purposive sampling was used in determining participants to be used in this study. Inclusion criteria were set to determine qualified informants to carry out the objectives of the study. The teacher must be assigned to teach either in grade 1, 2 or 3 during the time of the study. The teacher must at least have two years of experience in teaching mother tongue to serve as concrete basis for the experiences shared. Interviews were conducted individually by the researchers with two of the researchers being fluent in Chavacano language. Although the participants were encouraged to communicate in Chavacano, the five participants used English in expressing their answers to the questions.

Results and Discussions

In the first part of the interview, the participants were asked on what they know about the MTB-MLE implemented in the Philippines.

The following are extracts from the interview:

Participant 1

“Mother tongue- based education primarily focuses on teaching kindergarten and primary grade levels (grade 1 to 3) using their first language (mother tongue) learned by the child as

the medium of teaching inside the classroom.....All the terms, concepts, and all basic knowledge taught for primary levels should be translated in their dialect, which in my case, it is Chavacano.”

Participant 4

“In Zamboanga City, MTB-MLE is properly implemented. A city order came from the former Mayor Celso Lobregat that all elementary schools will use the Chavacano language in teaching MTB-MLE from Kinder to Grade 3 regardless of the ethnic affiliation of the pupils.”

The data on the interviews indicate that the participants are all knowledgeable on the DepEd’s implementation on MTB-MLE. It is the government’s language policy which aims to develop young Filipino students’ language proficiency by cultivating the child’s or mother tongue in teaching basic education. It is apparent from the data that the participants are responsive to the goals of the MTB-MLE program for which the answers given are all in accordance to DepEd’s (2009) objective of promoting the use of the child’s mother tongue in the primary level. At this point, the researchers would like to give emphasis that the participant’s cognition is the central focus of the study.

Teachers’ views about the Mother tongue – based education

The researchers were able to classify the recurring themes that emerged from the three categories in the data which include: (1) teacher’s beliefs, (2) reasons for the beliefs and (c) effects of the beliefs to teaching practices. It was presented in tables 1, 2 and 3 so as to illustrate the occurrences of the categories and themes identified from the corpus.

The categories and themes that emerged from the data are the basis of the researchers in analyzing the teacher’s beliefs on the use of mother tongue based education. Table 1 shows the various beliefs of the participants while table 2 enumerates the reasons cited by the participants on the beliefs on the language policy implemented in the curriculum. Table 3 shows the participants answers on the possible effects or influences of their beliefs on the use of mother tongue in their multilingual. Table 3 also shows the pedagogical practices of the participants in teaching a multilingual class

Table 1.
Views of the participants about the mother tongue-based education

Themes	Excerpts
<p>1. Enhances learning through the use of first language</p>	<p><i>Mother tongue- based education primarily focuses on through teaching kindergarten and primary grade levels (grade 1 to of child’s using their of first language (mother tongue) learned by language the child as the medium of teaching inside the classroom...</i></p> <p>(Participant 1)</p> <p><i>It’s a program or curriculum intended to help children learn concepts and skills better because they are using the language they know well.</i> (Participant 5)</p>
<p>2. A springboard to learning other languages</p>	<p><i>... “first-language education that is, schooling which begins in the first language of the child and transitions to additional languages particularly Filipino and English.</i> (Participant 3)</p> <p><i>... enabling children to operate equally in different languages starting in the mother tongue with transition to Filipino and then English.</i> (Participant 4)</p>
<p>3. Nomination of a language as a mother tongue in a multi-lingual class posts challenges</p>	<p><i>It is hard, especially when the terms are not even familiar to those chavacano speakers too. Not all Zamboanguenos are Chavacano speakers, I am Zambangueno. I was born here but my first language is Bisaya.</i> (Participant 1)</p> <p><i>using Chavacano as medium of instruction in a multilingual class will possibly lead to frustration, absenteeism and low academic performance.</i> (Participant 5)</p>
<p>4. Nomination of Chavacano as the language</p>	<p><i>In my point of view, the implementation of the MTB-MLE in our city doesn’t embrace the idea that the communities living of</i></p>

instruction disregards the diversity of the community *in are diverse in culture and traditions, thus language differ too* (**Participant 1**)

It is only beneficial if the class speaks the same first language but if the class is multilingual, then the real objective of mother tongue in the classroom can never be realized.(**Participant 3**)

Table 1 presents the views of the participants relative to the mother tongue-based education. There are four recurring themes which are presented. The participants provided four beliefs about the mother tongue-based education model which nominates a lingua franca in a multilingual community.

First, for the belief that mother tongue-based education enhances learning, three out of five of the participants believe that the implementation of the language policy which mandates the use of the child's mother tongue enhances learning. The excerpt "*they could translate...because the terms are already familiar to them and could associate the word to the idea or situation*" provides evidence of participant's view that because lessons are taught in the language of the child there would be no barrier or difficulty, eventually leading to easier understanding of ideas discussed in the classroom.

Participant 5 explained that the practice allows the child to become expressive and take active participation in the learning process. Interestingly, participant 5 notes that active participation in learning to an extent is dependent on the child's ability to communicate ideas which is no longer a concern in learning and understanding concepts and lessons when the child's mother tongue is use.

These perspectives are supported by the study of Kiko et. al. (2014) when they claim that the use of foreign language in early education of the child leads to passivity while the use of the child's home language eliminates the barrier of communication giving the child liberty to express themselves freely and making them not suppressed.

Participants also believed that mother tongue-based education is a springboard to learning other language. This is evident as three out of five or sixty percent of the participants express the same. Participant 1 underscores easy translation from the mother tongue of the child to Filipino and English. In the case of 4 participants, the child's mother tongue shall serve as a bridge in learning. This means that in the view of the participants, proficiency in the first

language is link to proficiency in second language. Participant 5 explained that a child with well-founded first language will find no difficulty in learning another language.

This perspective is validated by the claims and reports of researchers. Cummins (2000) claimed that those with solid foundation in their home language could transfer knowledge across languages better than those who are not. Kiko et. al. (2014) discussed in their study that the reason for the better transition and learning is that the first language of the child serves as a bridge which creates a connection between the home experiences with those provided in school. This accordingly makes the child more appreciative and excited about schooling.

One of the participants remarked that he cannot find significance in the teaching of Chavacano to Samals, Badjaos and Tausug students.

The following excerpt suggests the idea:

Participant 3

... the children do not speak the same first language. So in effect, concepts of the lesson cannot be understood by the children instantly.

The participant explains that since Chavacano is not the first language of the students, difficulty in learning the concepts becomes a reality. This may lead to frustration on the part of the learners leading to low academic performance and absenteeism.

The following excerpt is also pointing to this idea:

Participant 5

The pupils are also unable to express themselves or their opinions and understanding even if they understand the lessons taught to them because they find it very hard to speak in Chavacano.

Kiko et. al. (2014) commented that a child is tortured when education is delivered in a language not known to him. Thus, advocates of MTB-MLE believe on the use of the child's home language. Interesting to note that in the practice of nominating a lingua franca as mother tongue in multilingual contexts like the case of Zamboanga City, Philippine provides result similar to that of an education in which the medium is a foreign language. There is also a concern expressed by the participants in terms of the textbooks.

The excerpt below points to this idea:

Participant 2

The learning materials being provided by DepEd does not complement with the city order. They want to promote Chavacano language as a medium of instruction in the elementary schools but they provided us Tausug translated books. Even our Mother Tongue books are all in Tausug translation.

The participant reports that teachers are placed at contradicting predicaments. The government provides instructional materials like textbooks translated in the language of the ethnic community which is Tausug. This report is evident of the inconsistency in the practice and implementation of the language policy, hence the confusion.

The last challenge noted is related to teacher training. Participant 2 claims that there are teacher trainings given, but they seem to be not enough in the personal assessment of the participant.

The following is the excerpt from the transcript:

Participant 2

...there are less teacher training offered to teachers who teach mother tongue.

It can be inferred that the seminars provided to teachers may be targeted to the change in structure and approach in teaching implemented in the K-12 program. The participant claims that trainings directed towards the mother tongue teachers remain limited, thus needing reinforcement. The participants underscore the view that trainings and seminars are important and needed to make teachers effective, eventually determining the successful implementation of the curriculum the Philippine Education System is transitioning to.

Fourth and last, for the belief that the nomination of Chavacano as mother tongue disregards the diversity of the community, four out of five or 80% of the participants reported. Participants believe that choosing Chavacano as language of instruction disregards the diversity of culture and language found in Zamboanga City.

The following is the excerpt:

Participant 1

In my point of view, the implementation of the MTB-MLE in our city doesn't embrace the

*idea that the communities living in are diverse
in culture and traditions, thus language differ too.*

The participant claims that the choice of Chavacano is not in accordance to the idea of MTB-MLE. It is further claimed by the participant that such is a practice which “*does not embrace*” the idea of diversity. The idea is that the use of mother tongue in early education helps protect the vernaculars. However, that is not the case in this context where there is a chosen language over other languages found in the community. Hence, participant 2 finds nothing beneficial in the present scheme and language policy practiced in the city. He said that “*I really cannot find the significance of teaching Chavacano*”. There is evidently no sense purpose found by the teacher in the present language policy. This is a very essential concept to note since the teachers are at the grassroots and direct implementers of the language policy. The attitude of teachers towards the language determines how they effectively teach the language in the classroom. Language attitude as argued by Berowa, Devanadera & David (2018) is a significant factor in the success of learning language/s. Teachers have to advance positive attitudes toward their teaching in order to strive for excellence in teaching and achieve the desired proficiency in the level they seek to teach (Gourneau, 2005), and their roles as models in the classroom play an essential part in improving the personality of their students (Hussain et al., 2011). Moreover, Karabenick & Clemens Noda (2004) claimed that “*Attitudes are important because they affect teachers’ motivation to engage with their students, which can, in turn, translate into higher student motivation and performance*” (p. 56). Khejeri (2014) concurred and stated that that attitude and views the teachers have towards a given language, the way they regard the language, influence language use and behavior.

Participant 4 suggests that the students be group according to first language spoken and the selection of language to be used shall be dependent on it. This is perceived to be a practical approach to a very diverse community like the setting of this study.

The following is the excerpt:

Participant 3

*It is only beneficial if the class speaks the
same first language but if the class is multilingual,
then the real objective of mother tongue in the
classroom can never be realized.*

The participant claims that the present practice is not in line with the objectives of mother tongue. She claimed that should the practice remained unchecked failure of the MTBMLE implementation is foreseen.

It can be inferred that the teachers perceived that early education in the child’s first language is considered beneficial by the teachers. This perspective is supported by the researchers like Kirpatrick (2014), Kiko et. al. (2014) and Cummins (2000). The teachers presented their views that the nomination of Chavacano is not in line with idea and objectives of the MTB-MLE. The participants have seen such practice as a disregard of the diversity and no different from an education taught in foreign language. In addition, the teachers believe that clustering of students according to their mother tongue is a solution to the present challenge on diversity.

Table 2
Reasons of teacher’s beliefs

Themes	Excerpts
1. Observation made	<i>The experiences, I had while observing the grades one and two classes of my co-teachers has lead me to my above views and realizations about the use Chavacano as medium of instruction in such contexts (Participant 5)</i>
2. Personal Experience	<p><i>...my real life experience as a teacher leads to my understanding of the true picture about the use of mother tongue in the class. (Participant 1)</i></p> <p><i>There are instances that the teacher and the pupils cannot understand (Participant 2)</i></p> <p><i>All these feedbacks about the teaching of mother tongue brought about by first-hand experience. (Participant 3)</i></p> <p><i>My personal experience in teaching Chavacano led my realizations and ideas. (Participant 4)</i></p>

*The experiences I had while teaching Chavacano
among Tausug, Yakan and Samal pupils as well as...*
(Participant 5)

Table 2 presents what influences the teachers' belief. The participants provided two reasons to which they attributed their beliefs about the MTB-MLE.

One out of 5 of the participants noted that their beliefs are attributed to the observation made. The participant narrated of having witnessed his co-teachers teaching Chavacano in a multilingual class. It may be inferred that those observations made contributed to the frame of thinking he has about the teaching of Chavacano in their context. It was participant 5 who remarked that such practice is frustrating both o teachers and students and leads eventually to students' low achievement in school and increase of drop-out rates. It must be noted that what contributed to teachers' cognition, in this case, is the observation had. The negative view held about the effectiveness of the policy is constructed by the participant based on his observations.

All the participants attribute their personal experiences as the reason shaping their beliefs and views about the mother tongue-based education. The experiences personally had by the participants when they implemented the use of Chavacano as medium of instruction left impressions on how the MTB-MLE works for or against them and their students. Participant 5 validated his observation about the implementation of the language policy, which is to teach Chavacano to non-Chavacano speaker, by his personal experience.

The following is the excerpt from the transcript:

Participant 5

*The experiences I had while teaching Chavacano
among Tausug, Yakan and Samal pupils as well as...*

The participant narrated an experience having taught to students who do not belong to the ethnic grouping who speaks the nominated vernacular to be used as medium of instruction. This first-hand supports the observation he made that it was not so fruitful an activity. In here, the teacher's understanding and perspective are concretized and continuously proven by personal experience. Participant 2 reported about having instances which means that the experience being noted have recurred enough for them to be convinced that the "true" picture

of MTB-MLE is such as they reported and claimed it to be so. The series of experience makes the participants believe that they have clearly seen what the language policy is beyond its description and claimed effectiveness presented in books.

The following supports this discussion:

Participants 3

All these feedbacks about the teaching of mother tongue brought about by first-hand experience. All theories and lessons in the book are just concepts but if it's done in practice, it is really the other way around.

Evidently, there is claim from participant 3 that the opposite happens inside the class as far as the claims about MTB-MLE are accounted. The participants had first-hand experiences and used observations to negate the positive claims about the language policy implemented in the city. Their cognition is a product of shared experiences. It must be noted that the participants, all of them, have given their perspective based what they have personally witnessed and experience. These experiences led them to make conclusive statements about how ineffective the implementation is in the city where the learners comes from diverse background and of different home languages.

This phenomenon of having teachers' cognition influenced by their experiences is similar to what Breen et. al. (2001) noted in their study about the significant role experiences have on teachers' cognition. This is supported by the discussion of Crookes and Akaki (1999) who argued that the experiences of teachers are source of essential consideration of their choices and practices. This is what Canceran & Temporal (2018) explained that attitude is one of many crucial factors in learning a language since attitude is determined by an individual's beliefs and cognition towards the language.

Breen et. al. (2001) is influenced by experiences. In the study of Crookes and Arakaki (1999), teaches, are noted, to have often refer to their experiences which means that teachers held important in their practices their accumulated experiences.

Table 3
The effects of teachers' beliefs on pedagogical practices

Themes	Excerpts
--------	----------

1. Teachers resort to translation	<i>I must translate the words from Chavacano to Filipino, to Bisaya and to Tausug for my learners..... (Participant 1)</i>
	<i>I translate the words from one language to another. (Participant 3)</i>
	<i>I say the word in different languages. It is very difficult because I am the first one who needs to know the translation of the word in the languages of the learner. (Participant 4)</i>
2. Teachers deviate order and use the first language of the child	<i>I do not follow the instruction given. I speak using the from the language of my students. (Participant 2)</i>
	<i>I use the language of the child in explaining the topics which is very difficult to so, but I believe that is the ways on how things should be. (Participant 5)</i>

Table 3 presents the effects of teachers’ beliefs about mother tongue-based education on their pedagogical practices. Two recurring themes are provided. The first effect is that teachers resort to translation. 3 out of 5 of the participants do translation. Thorn between implementing the order and the reality of multilingual classrooms, teachers decide to use translate words and ideas in their discussion. The teacher hopes to serve two masters by doing so. One is the implementing order for MTB-MLE and the need to cater to their learners need. This practice is noted by teachers as time consuming and difficult.

The following is the excerpt:

Participant 1

It is time-consuming. Accordingly, teaching MTB-MLE should be effortless, however, in the real situation, I must translate the words from Chavacano to Filipino, to Bisaya and to Tausug for my learners for them to connect to their prior knowledge.

The participant pointed that in order for students to understand and be able to connect their prior knowledge the teacher translate from one language to another to be able to teach students well. However, the participant notes that translating is time consuming contrary to the expectation. It appears that the participant had a prior understanding that the implementation of MTB-MLE policy will be “smooth” or in the words of the participant “effortless”. The same impression is presented by participant 3 that as he resorts to translation the work of the teacher becomes difficult.

The following is the excerpt:

Participant 3

I translate the words from one language to another. So, to languages that I do not know I go to the extent of asking teachers or anybody who can help. This makes my work so difficult

The teacher participant elaborated that there is now a need for him to ask teachers who speak the language of the learners for translation of words or ideas. This concern is an issue to teachers assigned to teach mother tongue who do not share the same language as that of the students. It is apparent in this case that teacher’s considers translation is a plausible when met with the challenges of a multilingual context in teaching. However, the practice is also not met without difficulty. Teachers exert effort in asking colleagues and other people who may be able to lend hand in the task of translation. Participant 4 shares the same contention. Sarcastically, he presented the idea that the predicament which the teachers are set demands so much from them; thus saying “*I think this program will make a polyglot out of teachers.*” This statement is reflective of the teachers’ effort to learn the number of language present inside the classroom necessitated to the idea of reaching students and making learning concrete for them through the delivery of education in the language of the child. The desire to remain faithful to the order instructing the use of Chavacano and the intention to reach out to students who do not speak Chavacano provide pressure on the teacher. Teachers’ cognition in this case is to strike a balance between the two seemingly opposing ideas. Teachers have the belief that the use of Chavacano must be adhered to as it is a policy ordered to be done. However, they have the thinking that doing so would make their non-Chavacano learners at a disadvantage. Hence, their cognition is to do translation which causes them to extend effort.

One of the participants pointed that those who provided the order are oblivious to the realities found in the classroom. It can be inferred that the order demanding the use of

Chavacano is seen by the participants to be a top-bottom approach. It can be inferred that the teacher points that because of it being so the policy neglects the true situation of the classroom. This becomes the contention of the teacher justifying non-adherence to the policy. Participant 5 also does not use Chavacano as medium of instruction as provided in the policy for the city. His doing so is perceived by the teacher as the right and appropriate of teaching in a multilingual class.

The following is the excerpt:

Participant 5

I use the language of the child in explaining the topics which is very difficult to so, but I believe that is the ways on how things should be.

The teachers' belief that learning is best using the child first language becomes the basis for the teacher to not follow the order given. Although the teacher notes the difficulty which results from such decision, the teacher becomes willing to do so pointing that such is the appropriate way of doing things. It can be noticed that teachers cognition influences by their first-hand experiences make them decide to digress from the order. As the teacher find it not beneficial, they have decided against the language curriculum's dictates and made decision they deemed sound. At the end of the day, the teachers inside the classroom determine the implementation of programs. Teachers' perceptions and beliefs lead to decisions realized inside the classroom which for this case is defiance form the order.

Conclusion

This study found that teachers' cognition is greatly influenced by their first-hand observations and experiences which lead them to construct personal views, beliefs and attitude towards the language policy. These then result to decisions made inside the classrooms which for the case of this study made teachers deviate from the dictated policy and resort to self-directed practices deemed appropriate and beneficial for the students. Teachers' thinking and decisions are anchored on the learners as to whether such is beneficial or not. Hence, evaluation of the policy's effectiveness is done as teachers realize the language policy inside the classroom. However, they are not simply followers of policy, but keen evaluators that after trying things out they note their experiences as result forming their cognition affecting pedagogical practices.

References

- Aquino, L. (2012). The Effects of Bilingual Instruction on the Literacy Skills of Young Learners. *ELTWorldOnline.com* Volume 4
- Berowa, A., Devanadera, A. & David, S. (2018). Attitude toward English among Vietnamese students in the Philippines, *The Asian EFL Journal*, 20(2), 6-19.
- Borg, S. (1998). Talking about grammar in the foreign language classroom. *Language Awareness*, 7 (4), 159–75.
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81-109.
- Burton, L. (2013). Mother Tongue-Based Multilingual Education in the Philippines: Studying Top-Down Policy Implementation from the Bottom Up. Retrieved Online. December 2, 2016. (Unpublished Ph.D. thesis), University of Minnesota. Retrieved from https://conservancy.umn.edu/bitstream/handle/11299/152603/Burton_umn_0130E_13632.pdf.
- Canceran, D. & Temporal, C. (2018). Attitude of Grade 12 SHS academic tracks students towards speaking English, *The Journal of English as an International Language*, 13(2.2), 219-231.
- Creswell, J.W. (2003). *Research design: Quantitative, qualitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.
- Crookes, G. & L. Arakaki (1999). Teaching idea sources and work conditions in an ESL program. *TESOL Journal*, 8 (1), 15–19.
- Cruz, Nora T. (2015). The implementation of the mother tongue-based multilingual education in Grade 1 in the public el, elementary schools in Pangasinan DLSU Research Congress Vol. 3 2015
- Cumming, A. (1989). Student teachers' conceptions of curriculum: Towards an understanding of language teacher development. *TESL Canada Journal*, 7 (1), 33–51.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Clevedon, UK: Multilingual Matters.
- Denzin, N. K. & Lincoln, Y. S. (1994). Introduction: Entering the field of qualitative research. In N. K. Denzin & Y. S. Lincoln. (eds.). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.

- Dumatog, R.C. & Dekker D. E. (2003). First Language Education in Lubuagan, Northern Philippines, SIL International and Department of Education, Philippines, Retrieved September 1, 2012, from [http:// www. mlephilippines.org](http://www.mlephilippines.org).
- Freeman, D. (1993). Renaming experience/reconstructing practice: developing new understandings of teaching. *Teaching and Teacher Education*, **9** (5/6), 485–97.
- Gatbonton, E. (1999). Investigating experienced ESL teachers' pedagogical knowledge. *The Modern Language Journal*, **83** (1), 35–50.
- K-12, CHED Memorandum Order No. 20 s. 2013, CHED Memorandum Order No. 54 s. (2007)
- Kioko, A. N., Ndung'u, R. W., Njoroge, M. C., & Mutiga, J. (2014). Mother Tongue in Education in Africa: Publicising Reality. *Multilingual Education*, **4**(18), 1-11. doi: 10.1186/s13616-014-0018-x.
- Lewis, P., Simons, G. & Fennig, C. (Eds.). (2013). *Ethnologue: Languages of the World*. (17th Ed.) Dallas, Texas: SIL International. Retrieved November 20, 2016 from <http://www.ethnologue.com>
- Mahboob, A., & Cruz, P. (2013). English and mother-tongue-based multilingual education: Language attitudes in Philippines. *Asian Journal of English Language Studies*, **1**, 1-19.
- Perez, A.L., & Alieto, E. (2018). "Change of "Tongue" from English to a local language: A correlation of Mother Tongue proficiency and Mathematics achievement". *The Asian ESP Journal*, **14**(7.2):136-150.
- Ramirez, J. D., Yuen, S. D., & Ramey, D. R. (1991). Longitudinal study of structured English immersion strategy, early-exit and late-exit transitional bilingual education programs for language-minority children. Final report to the U.S. Department of Education. San Mateo, CA: Aguirre International
- Richards, J. C. & M. Pennington (1998). The first year of teaching. In J. C. Richards (ed.), *Beyond Training* (pp. 173–90). Cambridge: CUP
- Wa-Mbaleka, S. (2014). English teachers' perceptions of the mother tongue-based education policy in the Philippines. *European Journal of Research and Reflection in Educational Sciences*, **17**-32.



Impact of English Language Courses and English Proficiency on Academic Performance of Junior Business Administrators

Caren Casama Orlanda-Ventayen

Pangasinan State University - Lingayen Campus

Lingayen, Pangasinan

Biodata

Caren Casama Orlanda-Ventayen is a faculty of Senior High School Department of Pangasinan State University, Lingayen Campus and a graduate of Master of Arts in Education major in Educational Management. She finished her Bachelor's degree in Elementary Education at the Adelphi College in Lingayen, Pangasinan, and Bachelor of Secondary Education major in Technology and Livelihood Education at PSU Lingayen Campus.

Email: kenvent16@gmail.com

Abstract

The importance of English language in globalization is seen in different institutions as foreign students who want to pursue a degree may have to take a test and assessment of the language. The importance of academic excellence is much needed in today's world because it will be a passport of one student and soon to be a graduate in order to earn decent employment. Indeed, English language proficiency is key to high academic performance. This study emphasizes the importance of English courses to all students taking-up programs outside the language courses. English courses are taken by students during the freshman and sophomore years, to be accepted in Junior years or 3rd year in College, the student should pass all the English courses. The objective of this study is to investigate the impact of the academic performance in English courses, and student's English language proficiency, on the academic performance of the students in minor, foundation and core courses. A data analysis, which includes all the grades of the students was collected to determine the General Weighted Average (GWA) of students in English courses, foundation courses, minor courses, and core courses. A validated examination was tested to determine the language proficiency of the

student which tested the vocabulary, grammar, and reading comprehension. Based on the findings, the English proficiency of the business administration students is low proficient. Lastly, there is no significant relationship between English proficiency and academic performance in core courses. It is recommended that policymakers and school admission and testing, may develop an action plan to improve the language proficiency of college students.

Keywords: English, academic performance

Acknowledgments

The researcher would like to thank the Senior High School Department under the College of Teacher Education and the College of Business and Public Administration of the Pangasinan State University for supporting me in doing this research. The researcher would also like to thank Dr. Randy Joy Magno Ventayen for technical assistance in writing this research paper.

1. Introduction

The success of a business relies on administrators who manage the growth of the organization. Globalization is one way to expand the market and earn more customers globally (Smith, 2018). In order to achieve globalization, a business organization should learn the language that is understood by the global. English is known as the global lingua franca, where it is used in writing and speaking. Future business managers are expected to be expert in the language itself (Neeley, 2012; Nickerson, 2005), one study has shown that the workers' perceptions of their needs, wants and lacks are greatly affected by their attitudes toward English (Al-khatib, 2005). It is expected that as early as college years, students are learning the international language in order to pass the academic requirements and to prepare them in a global environment.

The importance of academic excellence is much needed in today's world because it will be a passport of one student and soon to be a graduate in order to earn decent employment. Indeed, English language proficiency is key to high academic performance.

1.1 Statement of the Problem

This study aims to answer the following questions:

1. What is the Profile of the Graduating Business Administration Students in terms of
 - a. Age

- b. Sex
- 2. What is the English Proficiency of Students?
- 3. What is the Academic Performance of the Students ...
 - a. ...in English Communication Courses
 - b. ...in Minor Courses
 - c. ...in Foundation Courses
 - d. ...in Core Courses
- 4. Is there a significant relationship between the Academic Performance of Students in English Courses ...
 - a. ...and in English Proficiency of Students
 - b. ...and in Minor Courses
 - c. ...and in Foundation Courses.
 - d. ...and Core Courses.
- 5. Effects of English Communication Courses in Academic Performance.

1.2 Significance of the Study

The significance of the study is to determine if there is an effect of language courses on academic performance, specifically in the business administration program. Since the study also measures the English proficiency of the students, It also measures the relationship between English proficiency and academic performance of the students. The result of the study is an eye-opener to the program in order to provide intervention based on the result.

1.3. Definition of Terms

Core Courses – Also known as major subjects. There are the core courses or major subjects in business administration, and it tackles advanced topics in administration.

English Language Courses – also known as English subjects. These are the courses that teach the English language.

Foundation Courses – these are the foundation courses in business in preparation of the student to core courses. These subjects are prerequisite to the core courses in order for the student equipped with basic knowledge in business.

Junior Business Administrators – students of Pangasinan State University taking BS Business Administration program.

Minor Courses – Also known as minor subjects, these include general education subjects such as Literature, Physical Education, and others.

Number of Credits – Also known as Units. Each course has 3 units, and 3 units are equivalent to 3 hours per week of classes.

Programs – It is a degree program offered by the institution. BS Business Administration is a program offered by Pangasinan State University.

2. Related Studies

A study conducted that proficiency in English has effect on academic performance such as revealed in one study that there are significant differences in language proficiency and multilingualism in relation to academic performance (Martirosyan, Hwang, & Wanjohi, 2015) The highest the academic performance was evident among students who had reported high levels of self-perceived English language proficiency, and among students who spoke at least three languages. It is also evident that English language difficulties appear to negatively affect the academic achievement of some graduate students (Berman & Cheng, 2010). Based on the several studies, participants who had high TOEFL scores were more likely to have a high GPA, and those who had low TOEFL scores were more likely to have a low GPA (Cho & Bridgeman, 2012; Ginther & Yan, 2018; Lonir, Wati, Vu, & Vu, 2013; Wait & Gressel, 2009).

In some studies conducted in Grade 8 students, there is a significant relationship between the students' English language proficiency and their academic performance (Racca & Lasaten, 2016), this shows that the English language has an effect on the academic performance of the students in lower grade level and other programs. Based on the review of related studies, A person who does not know English, for instance, may not have access to the world's known scientific and technological discoveries that are predominantly written in English This means that students need to be proficient in English for a better grasp of knowledge in Technology, Science, and Mathematics. This means that the English language is necessary in order to improve knowledge and be globalized.

While several studies conducted that English proficiency has an effect on academic performance, most researchers didn't classify the courses or subjects that may contribute to academic expertise. Several studies only assess self-perceived English proficiency but failed to correlate with academic performance, specifically in English language courses. This study understands the importance of validation by knowing the English proficiency of the students based on the result of the validated examination. It also classifies courses to determine the academic performance of each of the classified courses. Lastly, it measures the English proficiency of future managers, specifically the business administration students.

3. Methodology

3.1 Research Design

This research study will investigate the academic performance of the Graduating Students taking up Business Administration. Document analysis will be the main methodology of the study, where the grades of the students will be investigated. In this research study, the researcher adopted the quantitative and document analysis method of research. It used the survey, document analysis, and interview method of data.

3.2 Sources of Data and Processing

The graduating senior students of Pangasinan State University, Lingayen Campus taking up BS Business Administration for the SY 2018-2019 were the sources of data for this study. All of the students are invited to participate in an English Proficiency Examination, and the researcher requested a copy of the Grades of the students from Freshman to Junior years. A purposive sample used that is selected based on characteristics of a population and the objective of the study.

3.3 Statistical Treatment Used

Frequency and Percentage were used in the first problem. On the second problem, the researcher conducted an English Proficiency Examination to all Graduating Students.

Table 1. English Proficiency Interpretation

Range		Descriptive Equivalent	Passing Equivalent
120.20	150.00	High Proficiency	High Passed
90.40	120.19	Proficient	Passed
60.60	90.39	Low Proficiency	Low Passed
30.80	60.59	Very Low Proficiency	Failed
1.00	30.79	Not Proficient	Failed

Document analysis was used in other problems, while the interview was used in order to determine the effects of English language in academic performance. A Pearson correlation was also used and measured Correlation that is significant at the 0.01 level (2-tailed). In order to simplify statistical computation, all data was inputted into the software SPSS for faster analysis of data.

4. Results of the Study

This part of the study discusses the profile of future business administrators in terms of age and sex. Followed by the result of the English Proficiency of Students based on the test and Academic Performance of the Students based on the grades. Next is, the significant relationship between the academic performance of students in English course in the different variables. Lastly, the result of the interview on the effects of English communication courses in academic performance as perceived by the students.

4.1 Profile of the Graduating Business Administration Students

The 51 Business Administration students from Pangasinan State University, Lingayen Campus are the respondents of this study.

Table 2 Shows the Profile of the Respondents in terms of Sex

Sex	Frequency	Percentage
Female	46	90.2%
Male	5	9.8%
TOTAL	51	100%

Based on the profile of the respondents, the majority of the students are Female with 90.2 percent compared to a few males. This implies that there is a more female student in the program. This data agrees with several statistics that there are more women than man (Petersen, 2018; UN Population, Census Reports, UN Statistical, 2017). In the present time, a study agrees that more and more companies are being managed by women (Ibarra, Ely, & Kolb, 2013).

Table 3 Shows the Profile of the Respondents in terms of Age

Age	Frequency	Percentage
18	4	7.8%
19	24	47.1%
20	21	41.2%
21	2	3.9%
TOTAL	51	100.0%

Based on the profile of the respondents according to Age, majority of the respondents are 19 and 20 years old, which composed of 24 and 21 students with a total of 45 students. These students are the second to the last batch of the students who didn't undergo Senior High School (WENR, 2018).

4.2. English Proficiency of the Students

English proficiency of the students was measured based on the validated examination given to the students. The examination is divided into 3 types of test which consists of Grammar, Vocabulary, and Reading Comprehension.

Table 4 shows the English Proficiency of the Students based on Examination

Type of Test	Average Score	Percentage	Interpretation
Grammar	54.82	60.91%	Low Proficiency
Vocabulary	19.32	64.40%	Low Proficiency
Reading Comprehension	18.18	60.60%	Low Proficiency
Total Scores	92.34	61.56%	Low Proficiency

Based on the result of the examination, the overall average score of students is 92.34 points out of 150 points. In a grammar test, the average points of the students are 54.82 points out of 90, with an average percentage of 60.91%. In a vocabulary test, the average points of the students are 19.32 points out of 30, with an average percentage of 64.40%. Lastly, in the reading comprehension test, the average points of the students are 18.18 points out of 30, with an average percentage of 60.60%.

The result shows that BS Business Administration students have low proficiency in terms of vocabulary, grammar and reading comprehension. This implies that the business administration students are not expert in the field of English language.

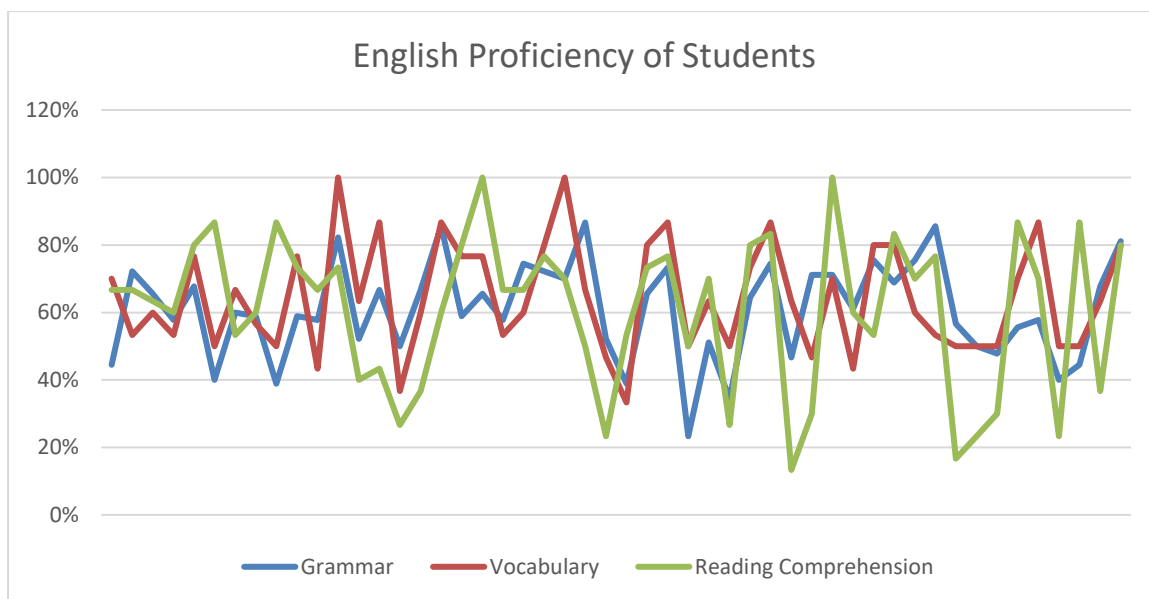


Figure 1 Shows the Graphical Breakdown of Students' English Proficiency

The English language is important in the business to achieved globalization, based on one study the self-perceived English language proficiency and HR practices that promote learning a foreign language have direct and interactive effects on the effective and normative commitment to their firms' globalization (Yamao & Sekiguchi, 2015).

The figure shows the graphical breakdown of students' English proficiency. It shows that most of the students have lower reading comprehension.

4.3. Academic Performance of Students

In Pangasinan State University, the grading system is based on a numerical value, where 1.00 is the highest with an equivalent of 97 to 100, followed by 1.25, 1.50, 1.75, and so on. To pass the course, the student should secure at least 3.00 or higher.

Table 5 Academic Performance of Students

Type	No. of Credits	Average
English Courses	4.00	2.40
Minor Courses	24.00	2.16
Foundation Courses	13.00	2.45
Core Courses	8.00	2.21
Overall General Weighted Average (GWA)		2.31

Based on the documentary analysis of the students' academic performance, the average of the students is higher in minor courses, followed by core courses.

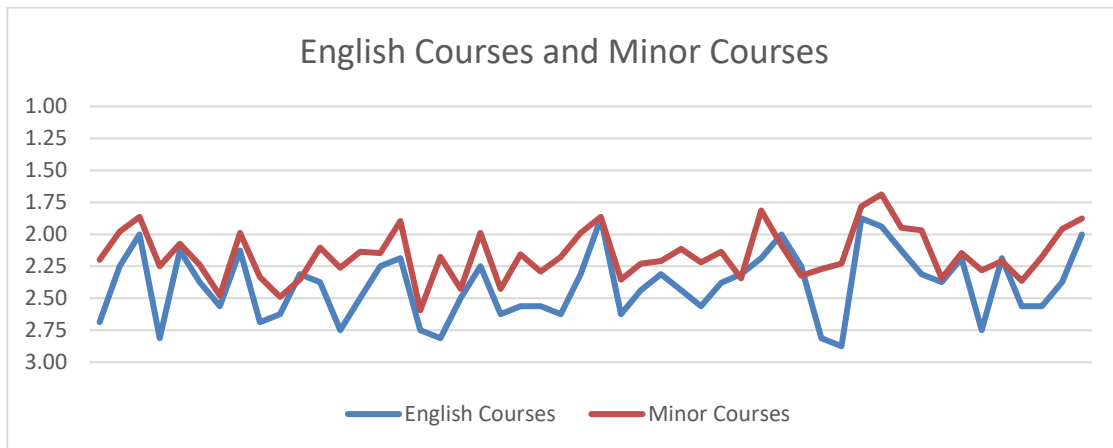


Figure 2 Graphical Breakdown of Academic Performance in English Courses and Minor Courses

The graphical breakdown of academic performance in English courses and minor courses shows that academic performance in minor courses is higher than English courses.

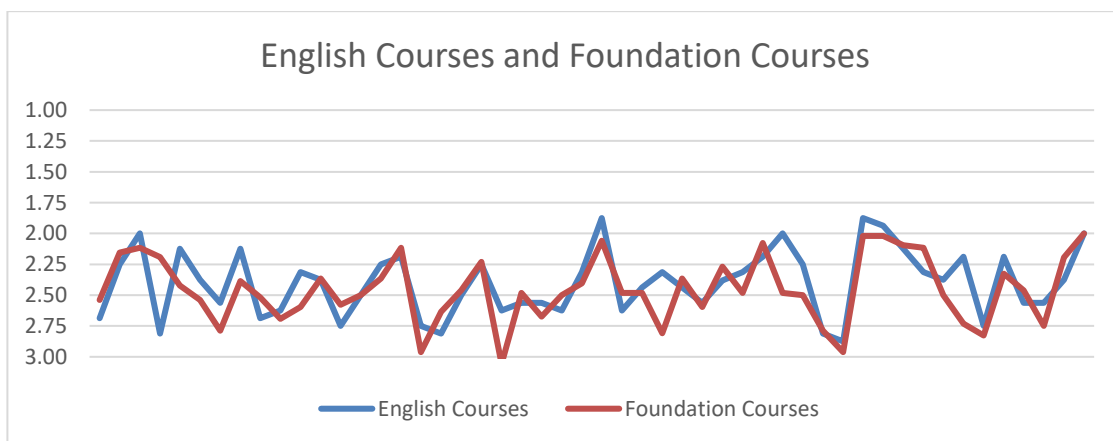


Figure 3 Graphical Breakdown of Academic Performance in English Courses and Foundation Courses

The graphical breakdown of academic performance in English courses and foundation courses shows that academic performance in foundation courses are closer to the English courses.

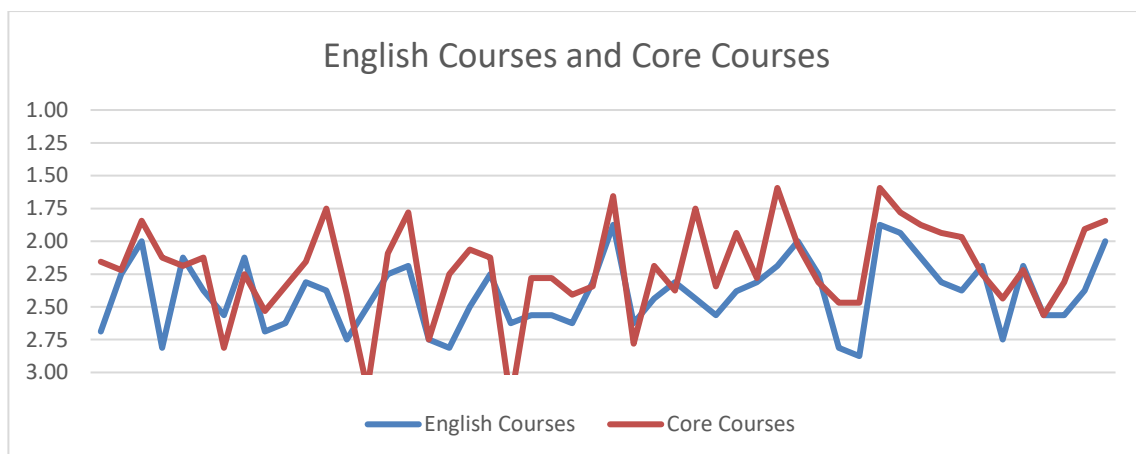


Figure 4 Graphical Breakdown of Academic Performance in English Courses and Core Courses

The graphical breakdown of academic performance in English courses and core courses shows that academic performance in core courses are intermittent together.

4.4. Correlation of English Courses, Proficiency and Academic Performance

The relationship between the Academic Performance of Students in English Courses compared to other courses was computed based on the Pearson correlation. As shown in Table 6, there is no significant relationship between the academic performance in core courses and in English Proficiency of the student.

Table 6 Results of Pearson Correlation

		Correlations				
		Proficiency	English Course	Minor Course	Foundation Course	Core Course
English Proficiency	Pearson Correlation	1	-.462**	-.624**	-.539**	-.262
	Sig. (2-tailed)		.002	.000	.000	.094
	N	51	51	51	51	51
English Courses	Pearson Correlation	-.462**	1	.718**	.689**	.598**
	Sig. (2-tailed)	.002		.000	.000	.000
	N	51	51	51	51	51

Minor Courses	Pearson Correlation	-.624**	.718**	1	.784**	.688**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	51	51	51	51	51
Foundation Courses	Pearson Correlation	-.539**	.689**	.784**	1	.716**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	51	51	51	51	51
Core Courses	Pearson Correlation	-.262	.598**	.688**	.716**	1
	Sig. (2-tailed)	.094	.000	.000	.000	
	N	51	51	51	51	51
**. Correlation is significant at the 0.01 level (2-tailed).						

This implies that English proficiency of the student based on the result of the examination has no effect on the academic performance of the student in Core Courses. Major subjects are in still being taught in English medium, but the courses are more on technology that may not require expertise in the English language. Several countries use local language as a medium of instruction and still produces professional in different fields (Doiz, Lasagabaster, & Sierra, 2011; Hu & Alsagoff, 2010; Llurda, 2013).

The result of the study agrees with several studies that the English instruction has effect on the academic performance of the students (Martirosyan et al., 2015) that the highest the academic performance was evident among students who had reported high levels of self-perceived English language proficiency, In some studies conducted in Grade 8 students, there is a significant relationship between the students' English language proficiency and their academic performance (Racca & Lasaten, 2016), this shows that the English language has an effect on the academic performance of the students in lower grade level and other programs. While several studies measure the overall academic performance, the findings of this study show that there is no significant relationship to the language proficiency of the student, and academic performance in major or core courses.

4.5 Effects of English Courses in Academic Performance

A follow-up interview was made to selected students asking the respondents on the effects of English courses to their academic performance. Majority of them agrees that language courses have affected their academic performance in minor and foundation courses, but language courses have no effect in major or core courses. The result of the interview validates the result of the study that is based on the grades of the students.

5. Conclusions and Recommendations

The result of the study shows that there are more female students than male, and most of the respondents are 19 to 22 years old. The result also shows that BS Business Administration students have low proficiency in terms of vocabulary, grammar, and reading comprehension where the business administration students are not expert in the field of English language. Also, the English proficiency of the student based on the result of the examination has no effect on the academic performance of the student in Core Courses. It is recommended that the institution should create an intervention plan in order to increase the English proficiency of the students in order to be prepared globally.

References

- Al-khatib, M. A. (2005). English in the Workplace: An Analysis of the Communication Needs of Tourism and Banking Personnel. *Asian EFL Journal*.
- Berman, R., & Cheng, L. (2010). English academic language skills: perceived difficulties by undergraduate and graduate students, and their academic achievement. *Canadian Journal of Applied Linguistics / Revue Canadienne de Linguistique Appliquée*. <https://doi.org/10.1002/wdev.86>
- Cho, Y., & Bridgeman, B. (2012). Relationship of TOEFL iBT® scores to academic performance: Some evidence from American universities. *Language Testing*. <https://doi.org/10.1177/0265532211430368>
- Doiz, A., Lasagabaster, D., & Sierra, J. M. (2011). Internationalisation, multilingualism and English-medium instruction. *World Englishes*. <https://doi.org/10.1111/j.1467-971X.2011.01718.x>
- Ginther, A., & Yan, X. (2018). Interpreting the relationships between TOEFL iBT scores and GPA: Language proficiency, policy, and profiles. *Language Testing*. <https://doi.org/10.1177/0265532217704010>
- Hu, G., & Alsagoff, L. (2010). A public policy perspective on English medium instruction in

- China. *Journal of Multilingual and Multicultural Development*.
<https://doi.org/10.1080/01434632.2010.489950>
- Ibarra, H., Ely, R., & Kolb, D. (2013). Women rising: The unseen barriers. *Harvard Business Review*.
- Llurda, E. (2013). English-Medium Instruction at Universities: Global Challenges. *ELT Journal*. <https://doi.org/10.1093/elt/cct045>
- Lonir, S., Wati, O., Vu, L., & Vu, P. (2013). Is the TOEFL score a reliable indicator of international graduate students' academic achievement in American higher education? *International Journal on Studies in English Language and Literature*.
- Martirosyan, N. M., Hwang, E., & Wanjohi, R. (2015). Impact of english proficiency on academic performance of international students. *Journal of International Students*.
<https://doi.org/10.2307/3586734>
- Neeley, T. (2012). Global business speaks English. *Harvard Business Review*.
- Nickerson, C. (2005). English as a lingua franca in international business contexts. *English for Specific Purposes*. <https://doi.org/10.1016/j.esp.2005.02.001>
- Petersen, W. (2018). Population Composition. In *From Birth to Death*.
<https://doi.org/10.4324/9780203791462-3>
- Racca, R. M. A. B., & Lasaten, R. C. S. (2016). English Language Proficiency and Academic Performance of Philippine Science High School Students. *International Journal of Languages, Literature and Linguistics*. <https://doi.org/10.18178/IJLLL.2016.2.2.65>
- Smith, K. E. L. (2018). What is globalization? In *Sociology of Globalization: Cultures, Economies, and Politics*. <https://doi.org/10.4324/9780429493089>
- UN Population, Census Reports, UN Statistical, D. (2017). Population, female (% of total) | Data.
- Wait, I. W., & Gressel, J. W. (2009). Relationship between TOEFL score and academic success for international engineering students. *Journal of Engineering Education*.
<https://doi.org/10.1002/j.2168-9830.2009.tb01035.x>
- WENR. (2018). Education in the Philippines - WENR. Retrieved June 3, 2019, from <https://wenr.wes.org/2018/03/education-in-the-philippines>
- Yamao, S., & Sekiguchi, T. (2015). Employee commitment to corporate globalization: The role of English language proficiency and human resource practices. *Journal of World Business*. <https://doi.org/10.1016/j.jwb.2014.03.001>



Utilizing Google Classroom Application To Teach Speaking to Indonesian EFL Learner

1.Ammang Latifa, 2.Rafi'ah Nur, 3. Amaluddin

Bioprofile

1. First author is Ammang Latifa. He is a Lecturer of English at Universitas Muhammadiyah Parepare/ latifa_ammang@yahoo.com
2. Second Author is Rafi' ah Nur. She is a senior lecturer at Universitas Muhammadiyah Parepare/ rafiahnur@yahoo.com
3. The Third Author is Amaluddin. He is teaching English at Universitas Muhammadiyah Parepare/ amaluddin195@gmail.com

Abstract

This century leads various demand and challenge on the teacher's academic duties. Culturally activity, English teaching has been rapidly moved to global technological use (Fortunasari, 2016). It revealed by the emergence of the technical provider of advanced instruction options of teaching, which makes the learning is exciting and also more productive in terms of improvements, (Budiman & Ngadiso, 2018). Technology presence of education development already became a requirement in the school curriculum to gain the goal of education vision of the institution, (Chen, 2008). Google classroom as one of the teaching medium plays a vital role to raise the teachers and student's motivation to give presentation and participation in teaching English speaking in a classroom. Google classroom also provides practical and efficiency, energy, space, and time to manage the instructional of teaching the English language.

This research aimed to analyze and find the impact of google classroom implementation apps as an instructional media in teaching English. Speaking is the skill which is selected to be

explored to see the of google classroom's impact in the teaching implementation. In this research, the data investigated at Indonesian EFL learner at the secondary level.

Keywords: Teaching Media, Google Classroom, Speaking, Indonesian, EFL Learner

1. Introduction

The global movement of modern education is challenging the teacher to be more creative and innovatively presenting technology in the teaching Implementation (Tondeur, J.et al., 2016). Teaching English presentation has been dynamically providing sophisticated technology in the curriculum (Romualdo et al.,2017). Technology offers so many options as making teaching attractive and also making teaching more productive in terms of improvements (Madhavaiah et al., 2013). Bakare & Olaniyi, (2017) Stated that technology consists of two primary components: a physical component which comprises of items such as products, tooling, equipment, blueprints, techniques, and processes and the informational part which classified into seven features, they are know-how in management, marketing, production, quality control, reliability, skilled labor, and functional areas. (Kenneth, 2016) figured out technology as a configuration of observation that can transfer an object (the technology); it relies on a subjectively determined but specifiabile set of processes and products. The period from 1967 to 1972, it is considered to be a period of consolidation of educational technology (Stosic, 2015), which has become the most commonly used term in the science of pedagogy and the educational process.

In the application, students can utilize the educational technology independently to master the teaching materials; the students also can choose the place of work, to repeat the material which is not sufficiently precise, Brown (1984). After that, the tests performed immediately to get results and track their progress. With the application of educational technology, The teacher and the student can get information one and another. Another reason is the language learners (students) try to learn English as a second language which needs further language support (Karimi et al., 2018). They also need to practice in listening to the language, reading information, speaking the language, and writing the language to develop their experience and skills (Sadiku, 2015)

The addition is from Dewi et al., (2017) states that the impact of technology conveys a significant improvement in teaching and learning the language to enrich the instructor's role. In other words, the role of the instructor together with the role of the technology can lead to excellent learning results (Dollah & Mustaqimah, 2016). Shortly, for doing such tasks, the students require using various tools which can help them to learn the language efficiently and

effectively. However, many teachers take their students outside of the classroom, once, a teacher tries and creates a different experience, atmosphere and dynamic for their teaching and learning; for example, teachers might have successfulness if they organize a group work in their classes (Postholm, 2013). Perhaps that is not such a surprising thing because the teaching participant can learn from their selected materials which are often more immediately relevant to their lives than what they learn from a teacher in a classroom (Tian. X, 2014). They feel connected to people and the world's knowledge. While, at the school, they can contact disconnected and isolated (Roberts et al., 2018). They sometimes think that school is not particularly relevant to their lives.

There are some other implications from the result above; the teachers might try to use modern technologies to teach in the classroom whenever and wherever they can; to make the learning experience relevant to their students, (Khan, 2019)

Ghavifekr & Rosdy, (2016) stated that English teacher should consider the effective media that can engage the students as a modern learner and technology user. Google Education Apps is one of the social networking can help the teacher to connect their students (Faizi, et al., 2013). Google for education has shape platforms to work on enhancing teachers' workflow (Gutiérrez et al., 2017). It is a modern technological application, which provides a set of powerful features that make an ideal tool to use on students learning (US Department of Education & Office of Educational Technology, 2017). Furthermore, Wilson (2018) Classroom help teachers to manage time, to organize the class, and motivating the students to communicate independently.

The term New Technology includes communication techniques for language teaching in which the personal computer plays a central role (Davies, G & Huwer, 2012). However, other technological tools that can be utilized in language learning besides computers, for example, cyber-net (Pasternak, 2007). The technology of cyber-net has been recognized in the language teaching world in the last decade, for example, Google classroom apps are one of the cyber-net product that has been utilized as media in the language teaching world (Bughin et al., 2017). Google classroom can help the teacher to manage the teaching process when the teacher has minimal time and space to deliver the teaching presented in the classroom (Romualdo et al., 2017b).

(Cortez, 2017), Stated that using Google Classroom Application, and teachers can keep their all classes papers' work and organize in one dashboard, with a few clicks, homework can be assigned digitally to each class roster. In the blog EdTechTeachers' posting, (Sondgeroth, 2016) says Google Classroom application makes educators' jobs more manageable because of

a straightforward thing: It eliminates trips to the copier. Furthermore, Cortez stated that the teacher might create a worksheet for the students in a printed word processor, make photocopies; hand it out to her students, and then collect it when they are finished. This process digitally streamlined by using Google Classroom for education, (Sudhakar, 2017)

Google Classroom application Innovation

Google always innovated with updated features of learning service. One of the innovated features of Google is Create assignments for individual or groups, which very helpful for the teacher to arrange an evaluation in teaching activity through google classroom (Lynch, 2018). It is a safe way to provide extra help for the students and teacher in a limited space to teaching and learning activity.

(Romualdo et al., 2017) State that technology empowers students to engage in the learning process. The task shiftily distributed forth and back from teacher to student. Through the flexibility of technology operation, the teaching activity tent to build up the students' prior knowledge and to address student interests (Judith et al., 2016). Research indicates that challenging and engaging academic tasks that build upon students' prior knowledge and enable students to construct their understanding of the content are more apt to enhance student motivation and increase student self-confidence in their cognitive abilities.

Google Classroom As Teaching Media

Google classroom application gives more effective time of operation. It does automatically integrate the other Google apps of operation process, which involves spreadsheets, document and slides the process of administering document distribution, grading, formative assessment, and feedback is simplified and streamlined ((Iftakhar, 2016). Google provides also a collaborative learning system. Teachers can provide and send the teaching material with their peers in one way such as through an editable document or recorded file — and then share a different version with students a record without editing functions. Discussions activity is easy to conduct, which always present the student response, (Beard, 2017) . The technological system allows teachers to start question-driven conversations on their class's virtual page, (Saide, B., &., Giordano, 2014).

According to Heick (2019), Google Classroom application is also a smart monitor for administrators and IT teams. (Bradley, 2010) stated that Alerts let the administrators know if there is suspicious activity. Further, Bradley stated that the administrator could also control password resets for teachers and students, so the wait time is minimal.

Using an application program interface (API), administrators and developers of new ed-tech products can easily synchronize the Google Classroom application rosters and

assignments with other platforms like a learning management system or a student information system Shueh (2015). Application program interface also allows teachers to use add-ons and other apps within the Classroom environment seamlessly (Cortez, 2017)

The google administrators may access all kinds of data with Google Classroom application. They can identify and alert the usage trends, active users and classes, and posts created by students and teachers. These reports, become the exclusive benefit for the teaching and learning issue in the future; the google administrators should have a broader insight. They must provide comprehensible support to their teachers and students, a software engineer for Google Classroom application, in a blog announcing the update.

Google classroom has an excellent advantage for teacher and student at the teaching and learning process (Al-Marroof & Al-Emran, 2018). The teacher does not have to spend their time to review the student's tasks in the paper base to find out the student's score, but the system provides the count automatically. Google classroom application feature can also help the teacher to analyze which material did not majority understand by the students in the meeting. The teacher can review this uncovered material at any time (Azhar & Iqbal, 2018).

What is speaking?

Speaking is one way to communicate ideas and message orally nunan, (Nunan, 1991). It enables students to deliver their goal of communication. People need to apply the language in real communication. According to (Strohner, 2008), speaking is speech or utterances to have the intention to be recognized by the speaker, and the receiver processes the statements to identify their purposes (Iman, 2017). Brown & Yule (1983) stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say.

Speaking is producing words in an ordinary voice, uttering words, knowing and being able to use language, expressing oneself in words, making a speech (Elmiyati, 2019), (Ali, 2018). Department of English Graduate, University of Mataram, While skill is the ability to create a well production; therefore, the writer can infer that speaking is the ability to make use of words or a language present oneself in an ordinary voice. In other words, the speaking skill is the ability to perform linguistics knowledge in actual communication. The ability function is to express ideas, feelings, thoughts, and need orally. Speaking is a part of the language arts that is frequently used by people all over the world. The art of speaking is very complicated. It requires the simultaneous use of the numbers abilities which often develop at different rates.

From the definition above, it is concluded that speaking is an activity which is used by the people to communicate with others to express their ideas, mind, and feeling by words.

An example phenomenon was observed in the stage of teaching speaking subject where number students are not able to express their idea because they have an unmotivated problem to learn. This condition was indicated by the situation where students prefer activating nonacademic activity than focusing on the lesson. Most of the students are careless attention to the teacher; there was less interaction between the teacher. The same thing is from, (Ur, 1996), argued that students have problems in speaking activities, such as inhibition, low motivation, mother tongue use, and nothing to say. Those problems often occurred when students spoke English. It is added by (Harmer, 2007) also noted that there are two elements of speaking which become problems for students; they are comprehensibility and fluency. Those elements are essential for students in speaking English. They have to consider those elements when they are speaking English. It is because without considering those elements, the peoples' speaking will not be good. Lack of fluency and comprehensibility also cause misunderstanding between speaker and listener, if the speaker cannot speak fluently and comprehensibility. s students should pay attention to elements of speaking. Teaching speaking needs innovation to improve students' speaking fluency and comprehensibility. Thus, this research attempts to apply.

Teaching Speaking through Google Classroom application

Google classroom as media in teaching speaking to see whether this media could help students to speak fluently and comprehensibility. The classroom provides secure facilities for learners and instructors to connect wherever and whenever they make. This free platform lets the students store the files, go paperless, and work with students throughout the learning process. There are some steps to use Google Classroom application in teaching speaking: set up google classroom, store class material, make an announcement, create an assignment, use question feature, grading homework, and integrate the other apps, (Lynch, 2018).

Set Up Speaking Class in Google

In this step, the Google user or teacher is free going to web address classroom.google.com. From this part, the user will have some instruction for creating the classroom, (Renard, 2017). In the organized classroom, the user or teacher may have some additional various classes and sections as needed Ulrike (Stadler-Altman, 2015). If the course has been set up, then, the time to sign students up of speaking class as the participant of the google classroom application. Then the students of speaking course need to sign in with the

class code, which Google will generate. The last of this step, the user are ready for the Google Classroom application.

Store Class Materials of Speaking

In this section, the teacher must store relevant classroom material of speaking that. Some critical material can be stored for examples; class syllabus, rules, lesson guides, and lesson materials such as videos for stimulating the students to speak, (Lom, 2012). The videos must be conditioned with the topic speaking, which has been selected based on the objective learning.

Google Classroom works very careful to store the rest of the classroom materials. However, students' work is not saved in a shared folder, so it is separate between the teacher and the student (Wylie, 2019). This storing model provides an easy way to access to grading the student's work, which only needs a computer and internet access.

Make notice Instruction to Practice Speaking

The teacher may put some notices in the announcement feature. If the teacher posts a notice in the announcement in the Google classroom, the students will get the notification through their email, which is located at the top of the classroom thread, (Wolford, 2015).

Assignments of Speaking

The teachers are easy to create paperless assignments by clicking "create an assignment," then give the title of the task, add a description, and due date, Sudhakar (2017). It is also possible to combine several files such as images, videos, and document, Wylie (2019).

2. Research Method

Data collection of this research comprised Descriptive quantitative analysis. It showed from teaching and learning process, while, quantitative data were seen from the speaking test. The researcher involved EFL learner at junior high school level as the source data of this research. To collect the data, the researcher let the respondent to take a participation in a conversation, which then recorded the respondents' conversation. This recording aimed to save the respondent's speech production. The next step is data analysis where the researcher should transcribe the data into in written form, then analyze of each component of the speaking skills. To measure the respondents' speech, the researcher used rubric of speaking as the criteria of scoring the pronunciation, fluency and comprehensibility' ability of the respondent.

Table 1. The Speaking Rubric (Heaton, 1991)

Range	Pronunciation	Fluency	Comprehensibility
81-90	pronunciation only very slightly influenced by mother tongue	Speaks without too greats effort with a fairly wide range of expression. Searches for word an occasionally but only one or two unnatural pauses	Pronunciation only very slightly influenced by mother tongue
71-80	Pronunciation is slightly Influenced by the mother tongue. The most utterance are correct	Has to make an effort at times to search for words. Nevertheless smooth very delivery on the whole and only a few unnatural pauses	The speakers intention and general meaning are fairly clear, a few instruction by listener for the sake of clarification or necessary
51-60	Pronunciation is influenced by the mother tongue but only few serious phonological errors	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand of the speakers' longer or complex sentence.
41-50	Pronunciation is influenced by the mother tongue with errors causing a breakdown in Communication.	Long pauses while he/she searches for desired meaning. Frequently halting delivery and fragmentary. Almost gives up for making the effort a times.	Only small bits (usually short and sentence and phrases) can be Understood and then with considerable effort by someone used

to listening the speaker.

Note: 81-89 : excellent; 71-80 : very good; 61-70 : good; 51-60 : fair; 41-50 : moderate

Scoring the students answer.

Gave score on speaking; the researcher used the following table. Calculating the students' score.

$$\text{students' score} = \frac{\text{score}}{\text{maximum score}} \times 100$$

(Gay, L, 1999)

a. Table 2. Classifying the students' score into five classification


Ordinal Scores	Qualitas	Level Degree		Conversion Scores	Level Degree
4	Sangat bagus	Excellent		86 – 100	Very good
3	Bagus	Good		71 – 85	Good
2	Cukup	Fair		56 – 70	Fair
1	Kurang	Poor		41 – 55	Poor
0-0,9	Sangat kurang	Very poor		< 40	Very poor
				Conversion	

Figure: 1, National Education Standard of Indonesia, (2014, P.12-13)

3. Findings

The findings of this research were collected through speaking test. The test was conducted in two terms, those were: pre-test and post-test.

a) Pre-test.

The classifications of Pre-test score.

Table 3. Percentages score of Pre-test.

No	Classification	Score Interval	Frequency	Percentage
1	Very good	86 – 100	-	-
2	Good	71 – 85	-	-
3	Fair	56 – 70	9	42.85%
4	Poor	41 – 55	12	57.19%
5	Very poor	≤ 40	-	-
Total			21	100%

The data collected in the Table. 1 above showed that speaking ability of the students were in under expectation or still low achievement. None of the students could get the very good classification or even the good classification. Most students were classified into the poor classification and fair classification.

b) Post-test.

The classifications of Post-test score.

Table 4. Percentages score of Post-test

No	Classification	Score Interval	Frequency	Percentage
1	Very good	86 – 100	-	-
2	Good	71 – 85	9	42.85%
3	Fair	56 – 70	9	42.85%
4	Poor	41 – 55	3	14.28%
5	Very poor	≤ 40	-	-
Total			21	100%

The data collected in Table. 2 showed that after giving treatment, there was an improvement of students' speaking ability. It revealed with the Students' scores, classified in

good classification and fair classification of achievement. There were only 14.28% of all the students was as poor classification of achievement. It was different before studying speaking by using Google classroom where most of the students' achievement was in the poor classification of achievement. It means that teaching speaking English through Google classroom apps improved the students' speaking ability.

c) Significant difference between Pre-test and Post-test.

a. Mean score.

Table 5. The mean scores of Pre-test and Post-test

Test	Mean Score	Standard Deviation
Pre-test	57.38	7
Post-test	68.57	7.57

Based on the data about the mean score and standard deviation in the pre-test and post-test, it showed that the result of post test greater than the result in the pre-test.

b. Statistical Analysis of t-Test.

The result of computation of t-Test and t-Table value:

Table. 6

The t-test and t-table of the standard pre-test and post-test

Level of Significance	t-Test Value	t-Table Value
$\alpha = 0.05$	9.82	1.725

After calculating the students' score, finally, the researcher got the t-Test value (9.82). Compared with the t-Table value by using $\alpha = 0.05$, the t-Table value was (1.725). It means that the t-Test value was greater than the t-Table value.

Based on the findings on Table. 4, it could be concluded that the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Halt) was accepted, and it can be said that teaching speaking English through google Classroom improved the students' speaking

4. Pedagogical Implication

The result of this research would confirm that the importance of modern technological media in teaching, such as Google classroom apps to motivate the teacher or learner in order

always get in touch their teaching and learning process, Stosic (2015) . The assistance of google classroom application brings any benefit to the teaching creation either in the classroom or out of the classroom Pamela (Perez, 2015). The teacher and the students have a chance to have a shared connection in a giving and working assignment even in a far distance. The teacher also can manage the classroom process in a considerable number of students by maximizing all features apps, for example, asking for comment orally from their seat even without a directed loud voice from their teacher. The students only get instruction from the apps to speak based on the theme provided in the apps.

5. Discussion.

According to the scoring of students' speech production, the researcher got a result on the all abilities of speaking such as pronunciation, accuracy and comprehensibility in the pre-test and post-test. In the pre-test, the average score of students' speaking achievement was 57.38, while the average score of the students' language production showed better in comprehensibility than others of speaking ability.

In the pre-test, the students did not get good classification of the pronunciation and accuracy. Meanwhile, it was different from the result of the students' answer in the post-test. After getting treatment through the Google classroom, all the ability features (pronunciation, accuracy and comprehensibility) of the students' speech production improved with the average score was 68.57

Teaching speaking English through google Classroom improved the students' speaking competence. It showed in the result of the t-Test value also higher than the t-Table value, with $\alpha = 0.05$. The t-Table value was (1.725), and the t-Test value was (9.82).

In giving treatment to the students in speaking English through google Classroom, the students were able to produce several different answers. For example, data when the students answering some guided questions, such as data in the following.

Data

Question: *What is your ambition in the future? Why?*

After I graduated my senior high school, I would like to join in the Indonesian military. I want to be the police. My ambition in the future is to be a doctor because I want to cure people of their disease. In the future, I want to be a teacher, because teachers job is a great job and also because I like teaching responsibility.

Question: *which one do you like most: pop, rock, or dangdut music? Why?*

I like to hear dangdut music because dangdut is the music of our country. I love rock than pop and dangdut, because rock music can give us a spirit and also it can increase our adrenalin. Pop is my music because pop music has beautiful lyrics and it is entirely of love.

Question: *do you agree if the sex education taught in senior high school? Why?*

he students' answer: Yes, because as a student in high school, we must know about sex education and the dangers of free sex. Yes of course, because sex education is needed to know by all the students, especially for the high school students, that always want to try something. Yes, because as an adult, sex education is essential to know and it is beneficial for our life in the future.

Question: *what makes people use drugs?"*

and the students' answer is: Most people use drugs because they want to try the taste of medicines. People use drugs because of their lifestyle and sometimes because they are frustrated about something or because they have a problem. Many people addicted to drugs because they are influenced with their intercourse.

6. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded that the use of google classroom as media to teach speaking were productive in teaching English, especially for speaking skill. It proved by the result of the mean score of pre-test (57.38) and the mean score of post-test (68.57), while the standard deviation of post-test (7.57) was higher than the standard deviation of pre-test (7). In the level significance of $\alpha = 0.05$, the t-Table value was (1.725), and the t-Test value was (9.82). It means that the t-Test value was higher than the t-Table value. It can be said that the students' speaking ability was improved after being taught through Google classroom.

7. Suggestion

For the educational institutions, hopefully, this technique was considered to use as one media in teaching English speaking.

For the teacher, in teaching English, the teacher must be able to use an excellent technique to make the students enjoy, and comfort, and also the teacher must be able to help the students when they have a problem in learning English. So, the students were quick to improve their competences in English. For the next researchers, they should find another method in teaching English, especially for speaking skill. So, the researchers could get the students' attention. For the students, they should add their frequency of practice in speaking English so that they can talk to English later.

References

- Abid Azhar, K., & Iqbal, N. (2018). Effectiveness of Google Classroom: Teachers' Perceptions. *Prizren Social Science Journal*, 2(2), 52–66.
- Ali, D. A. (2018). Understanding the Complex Process of Oral Communication. *International Journal of Language and Literature*, 6(1), 123–128.
<https://doi.org/10.15640/ijll.v6n1a17>
- Al-Marouf, R. A. S., & Al-Emran, M. (2018). Students acceptance of google classroom: An exploratory study using PLS-SEM approach. *International Journal of Emerging Technologies in Learning*, 13(6), 112–123. <https://doi.org/10.3991/ijet.v13i06.8275>
- Bakare, A. A., & Olaniyi, E. T. (2017). Use and Application of ICT in Teaching and Learning for Quality Higher Education in Nigeria: A Literature Analysis. *Greener Journal of Educational Research*, 7(2), 015–020.
<https://doi.org/10.15580/gjer.2017.2.020617017>
- Beard, S. (2017). *8 Things You Didn't Know Google Classroom Can Do*. Retrieved from <http://blog.whoosreading.org/8-things-you-didnt-know-google-classroom-could-do/>
- Bookok-Teaching-By-Principles-H-Douglas-Brown.Pdf*. (n.d.).
- Bradley, T. (2010). *Google Protects Gmail Users with Suspicious Activity Alert*. Retrieved from https://www.pcworld.com/article/192304/google_protects_gmail_users_with_suspicious_activity_alert.html
- Brown, G & Yule, G. (1983). *Teaching the spoken language*. Retrieved from https://www.worldcat.org/title/teaching-the-spoken-language/oclc/950521593&referer=brief_results

- Budiman, A., & Ngadiso. (2018). EFL teacher's belief and practice on integrating information and communication technology (ICT) in the classroom. *Asian EFL Journal*, 20(4), 7–22.
- Bughin, J., Hazan, E., Ramaswamy, S., Chui, M., Allas, T., Dahlstrom, P., ... Trench, M. (2017). Artificial Intelligence: the Next Digital Frontier? *McKinsey Global Institute*, 1–80. [https://doi.org/10.1016/S1353-4858\(17\)30039-9](https://doi.org/10.1016/S1353-4858(17)30039-9)
- Chen, Y. (2008). Factors Affecting the Integration of Information and Communications Technology in Teaching English in Taiwan. *Asian EFL Journal*, 28(May), 337–372. Retrieved from http://asian-efl-journal.com/pta_May_08.pdf
- Cortez. (n.d.). *Cortez*.
- Davies, G & Huwer, S. (2012). *ICT4LT Module 1.1 Introduction to new technologies and how they can contribute to language learning and teaching*. Retrieved from http://www.ict4lt.org/en/en_mod1-1.htm
- Dewi, I.I., Rifai I., Djuria, S. (2017). Free online high - stake English test exercises: The evaluation, the learning, the teaching, and the model 3. *The Asian EFL Journal Professional Teaching Articles May 2017*, (100), 27–43. Retrieved from <http://www.asian-efl-journal.com>
- Dollah, S., & Mustaqimah. (2016). The attitude of hotel department students towards learning english in relation to their learning strategies and achievement in Indonesian context. *Asian EFL Journal*, (95), 21–33.
- Elmiyati, E. (2019). Improving Students Speaking Ability Through Debate in The Classroom (A Case Study for Students at Second Years Students's of SMAN 3 Kota Bima in Academic Year 2017/2018). *International Journal of Multicultural and Multireligious Understanding*, 6(1), 229. <https://doi.org/10.18415/ijmmu.v6i1.561>
- Faizi, R., El Afia, A., & Chiheb, R. (2013). Exploring the Potential Benefits of Using Social Media in Education. *International Journal of Engineering Pedagogy (iJEP)*, 3(4), 50. <https://doi.org/10.3991/ijep.v3i4.2836>
- Fortunasari. (2016). The use of information and communication technologies (ICTs) in English as foreign language learning: A review of recent practices in Indonesia. *The Asian EFL Journal*, (92), 4–21.
- Gay, L, R. (1999). *Student Guide to Accompany Educational Research: Competencies for Analysis and Application Student Guide to Accompany Educational Research: Competencies for Analysis and Application*. Retrieved from <https://www.amazon.com/s?k=9780135023372&i=stripbooks&linkCode=qs>

- Ghavifekr, S., & Rosdy, W. A. W. (2016). Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools. *International Journal of Research in Education and Science*, 1(2), 175. <https://doi.org/10.21890/ijres.23596>
- Heick, T. (2019). *60 Smarter Ways To Use Google Classroom*. Retrieved from <https://www.teachthought.com/technology/60-smarter-ways-to-use-google-classroom/>
- Iftakhar, S. (2016). *Google classroom: what works and how?* 3, 12–18. Retrieved from http://jesoc.com/wp-content/uploads/2016/03/KC3_35.pdf
- Iman, J. N. (2017). Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill. *International Journal of Instruction*, 10(4), 87–108. <https://doi.org/10.12973/iji.2017.1046a>
- Jeremy Harmer. (2001). (*How to...*) *Jeremy Harmer - How to Teach English-Longman Publishing Group (1997).pdf*.
- Judith M. Harackiewicz¹, Jessi L. Smith², and S. J. P. (2016). *HHS Public Access*. 220–227. <https://doi.org/doi:10.1177/2372732216655542>.
- Karimi F, Chalak A, B. R. (20018). The Asian EFL Journal Quarterly. *Asian EFL Journal*, 20(9.2), 108–137.
- Kenneth, A. (2016). *A Perceptioanl Study On The Association Of Technology And Workers Performance ISSN 2319-9725*. (June). Retrieved from https://www.researchgate.net/publication/303895336_A_Perceptional_Study_On_The_Association_Of_Technology_And_Workers_Performance
- Khan, T, A. (2019). *How Technology Can (and Does) Improve Education*. Retrieved from <https://www.trustradius.com/buyer-blog/author/tahakhan>
- Lom, B. (2012). Classroom Activities: Simple Strategies to Incorporate Student-Centered Activities within Undergraduate Science Lectures. *Journal of Undergraduate Neuroscience Education : JUNE : A Publication of FUN, Faculty for Undergraduate Neuroscience*, 11(1), A64-71. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/23494568>
- Lynch, M. (2018). *10 BENEFITS OF GOOGLE CLASSROOM INTEGRATION*. Retrieved from <https://www.thetechedvocate.org/10-benefits-of-google-classroom-integration/>
- Madhavaiah, G., Nagaraju, C., & Peter, S. (2013). Importance of Technology in Teaching and Learning English Language. *Ijsrr*, 2(3), 146–154. Retrieved from www.ijssr.org
- Martín-Gutiérrez, J., Mora, C. E., Añorbe-Díaz, B., & González-Marrero, A. (2017). Virtual technologies trends in education. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(2), 469–486. <https://doi.org/10.12973/eurasia.2017.00626a>

- Nunan, D. (1991). *Language Teaching Methodology* (Christopher Candlin, Ed.). Retrieved from <https://books.google.co.id/books?id=jpolaQAAIAAJ&sitesec=reviewsiversity+press>.
- Pasternak, D. L. (2007). Is technology used as practice? A survey analysis of preservice English teachers' perceptions and classroom practices. *Contemporary Issues in Technology and Teacher Education*, 7(3), 140–157. Retrieved from <https://citejournal.s3.amazonaws.com/wp-content/uploads/2016/04/v7i3languagearts1.pdf>
- Perez, P. (2015). *How Google Classroom is Making Interactive Learning More Productive*. Retrieved from <https://www.securedgenetworks.com/blog/how-google-classroom-is-making-interactive-learning-more-productive>
- Postholm, M. B. (2013). Classroom Management: What does research tell us? *European Educational Research Journal*, 12(3), 389–402. <https://doi.org/10.2304/eeerj.2013.12.3.389>
- Renard, L. (2017). *The beginners guide to Google Classroom*. Retrieved from <https://www.bookwidgets.com/blog/2017/05/the-beginners-guide-to-google-classroom>
- Roberts, T., Jackson, C., Mohr-Schroeder, M. J., Bush, S. B., Maiorca, C., Cavalcanti, M., ... Cremeans, C. (2018). Students' perceptions of STEM learning after participating in a summer informal learning experience. *International Journal of STEM Education*, 5(1). <https://doi.org/10.1186/s40594-018-0133-4>
- Romualdo A. Mabuan and Gregorio P. Ebron, J. (2017). A Blended Learning Approach to Teaching Writing: Using E-mail in the ESL Classroom. *Asian EFL Journal Professional Teaching Articles*, (100), 80–103. Retrieved from <https://www.asian-efl-journal.com/wp-content/uploads/AEJ-TA-100-May-2017.pdf?>
- Sadiku Manaj, L. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature Studies*, 1(1), 29–31.
- Saide, B., &, Giordano, C. (2014). *Meet Student Needs with Backchanneling*. Retrieved from <http://inservice.ascd.org/meet-student-needs-with-backchanneling/>
- SHUEH, J. (2015). *Google Classroom Update Opens Platform to Education Developers, Publishers*. Retrieved from <https://www.govtech.com/education/Google-Classroom-Update-Opens-Platform-to-Education-Developers-Publishers.html>
- Sondgeroth, B. (2016). *NEW Google Classroom Updates for Back-to-School – From Ben Sondgeroth*. Retrieved from <https://edtechteacher.org/new-google-classroom-updates->

for-back-to-school-from-ben-sondgeroth

- Stadler-Altmann, U. (2015). Learning environment: The influence of school and classroom space on education. *The Routledge International Handbook of Social Psychology of the Classroom*, (January 2015), 252–262. <https://doi.org/10.4324/9781315716923>
- Stosic, L. (2015). The importance of educational technology in teaching. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE)*, 3(1), 111–114. <https://doi.org/10.2298/ZIPI0436106D>
- Strohner, G. R. H. (2008). *Handbook of Communication Competence Edited by Gert Rickheit Hans Strohner*. Retrieved from <https://www.worldcat.org/title/handbook-of-communication-competence/oclc/303646534>
- Sudhakar, J. (2017). *GLORIOUS GOOGLE CLASSROOMS HELPS US TO GLOBALIZE GLORIOUSLY ACROSS THE GLOBE*. Retrieved from <https://www.linkedin.com/pulse/glorious-google-classrooms-helps-us-globalize-across-globe-sudhakar>
- Tian, X, Q. . (2014). Beyond the Traditional Classroom. *Currents in Teaching & Learning 6 Issue 2, 6(2)*, p4–16. 13p. Retrieved from <https://web.a.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=19453043&AN=97769741&h=3qCPXUHvQnZn81ahbNrfRZxX1ZRAy/O1G1z2FIS0t3sNJluSHG1YGuna8SFcgLLpfiYqYeFm7uUObylNn/kzNg==&crl=c&resultNs=AdminWebAuth&resultLocal=ErrCrlN>
- Tondeur, J., Forkosh-Baruch, A., Prestridge, S., Albion, P., and Edirisinghe, S. (2016). *Responding to Challenges in Teacher Professional Development for ICT-Integration in Education. 19(3)*. Retrieved from https://www.j-ets.net/ets/journals/19_3/ets_19_3.pdf
- Ur, P. (1996). *A Course in Language Teaching*. Retrieved from https://books.google.co.id/books/about/A_Course_in_Language_Teaching.html?id=UewpBkK6bpEC&redir_esc=y
- Wilson, D. and M. C. (2018). *Guiding Students to Be Independent Learners Three strategies for helping students become self-motivating and take charge of their learning*. Retrieved from <https://www.edutopia.org/article/guiding-students-be-independent-learners>
- Wolford, D. (2015). *Everything You Need To Know In Google Classroom*. Retrieved from <https://www.bettercloud.com/monitor/the-academy/everything-you-need-to-know-in-google-classroom-part-1/>
- Wylie, J. (2019). *Google Classroom Guide for Educators*. Retrieved from <https://owlcation.com/academia/Google-Classroom-Help-and-Support>



Reading Levels of ESL Elementary Pupils: Basis for the Implementation of Extension Program

Josephine C. Cristobal, Ed.D.

*College of Education, Isabela State University,
Cauayan City Campus, Cauayan City, Isabela*

Bioprofile

Dr. Josephine C. Cristobal holds the academic rank of Associate Professor V of the Isabela State University, Cauayan City, Isabela. She is also presently designated as Campus Director for Extension and Training Services and GAD focal person.

Abstract

The research sought to determine the reading levels of ESL elementary pupils. Data on the profile of the pupils in terms of grade level, gender and age were gathered. Furthermore, the researcher assessed the reading levels of the respondents which were compared according to their profile variables. Finally, the researcher determined whether there is an improvement on the reading levels of the pupils. The study revealed that most of the pupils were word readers during the pre-test and were paragraph readers during the post test. The reading levels of pupils on the higher grade levels are significantly higher than those on the lower grade level while the reading levels of the female pupils do not significantly differ from the reading level of the male pupils during the pre-test which is contrary with the post-test results which showed that the reading level of the female pupils was significantly higher than the male pupils. The reading levels of older pupils were significantly higher than the younger ones and the reading level of the pupils during the pre-test did not increase significantly.

Keywords: reading levels, profile variables, pre-test, post-test

Introduction

Reading is a key to success in school to the development of the out-of-school interest, to the enjoyment of leisure time and personal and social adjustment. It helps the child to adjust to his age mates, to become independent of parents and teachers to select and prepare for an occupation and to achieve social responsibilities. This conceptual definition of reading held many years back is still true today. Reading is truly a very important skill that without it or lack of it will greatly affect an individual's adjustment in life. In spite of this, reading is something most pupils take for granted. They think they know how to read but it is an inescapable fact that many elementary pupils lack the reading skills. An article in *The Philippine Star* dated on December 16, 2010 stated that reading is foundation of academic success and lifelong learning, but the brutal fact remains that a majority of Filipino students do not possess the ability and motivation to read. In 2007, the Department of Education reported that 70% of our nation's learners are incapable of reading within the expected level. Same scenario is observed by the US Department of Education, as cited by Abedi et al (2006) who found out that there are over 6.7 million children and youth with learning disabilities in the United States.

As a part of the extension program of Isabela State University, the faculty members under the BEE Program extended their services to the pupils of Bugallon-Andarayan Elementary School. It is for this reason the researcher was encouraged to undertake this study in order to assess the reading levels of pupils as basis for the implementation of the Reading Program.

Literature Review

Reading in the English Language involves a complex set of process and abilities. Several cognitive processes are assumed to be imperative to the development of reading, particularly the reading of words. Siegel (1993) postulated five processes to be significant in the acquisition of reading. The first involves phonology, the association of sounds with letters and exceptions to the basic sound-letter correspondence rules being one of the most important skills necessary to develop this category. Second, understanding of syntax, or the way in which words are put together to form phrases, or the way in which words are put together to form phrases, is also thought to be an important process in reading. The third process, working memory, refers to the ability to hold information in the short term memory. Semantics, or the comprehension of meaning, is the fourth process thought to be important in reading. Last, orthography or the understanding of writing rules and knowledge of spelling is hypothesized to be integral to the process.

In the study of Aydin and Yildirim (2019), it investigated to what extent intermediate-level adult Turkish EFL learners are aware of lexical and grammatical functions of certain suffixes in English. The study further aimed at exploring the unique contribution of L2 morphological awareness to passage-level L2 reading comprehension above and beyond such reading-related factors as vocabulary knowledge, grammar knowledge and reading strategy use. The results of the study revealed that the participants show at least moderate awareness of English word morphology, and they could judge whether a morphologically complex word comes from a simple word better than they identified the lexical and grammatical functions of certain derivational suffixes in English. The results further revealed that L2 morphological awareness does not make a direct contribution to L2 reading comprehension but it might make an indirect contribution to it via its significant contribution to L2 vocabulary knowledge.

Specific abilities necessary for reading include word identification, phonemic awareness, comprehension, reading fluency, and vocabulary (Adams 1990; Chall, 1967; Clay, 1993; Gough, Hoover. & Peterson 1996; Snow, Burns & Griffin 1998; Stahl & Murray, 1998; Stanovich, 1994, ascited in Buly & Val;encia, 2002). Capable readers draw on these various abilities, ranging from low-level processing skills, such as recognizing individuals words, to high order processing skills such as bringing together information from different sources into “meaningful representations of text” and then relating this text back to prior knowledge (National Accessible Reading Assessment Projects, 2006, p.4). Thus reading involves several levels of process and skills that must be combined to make meaning of written text (Curtis & Glaser, 1983).

Moreover, Banguis (2018) evaluated the significant relationship on the use of literature-based teaching reading strategy and media exposure to the students’ reading level. The findings on the interface of the three variables reveal that the level of practice of literature-based teaching reading strategy of both public and private teachers was categorized as rarely practice. The level of media exposure of public and private students was categorized as high and the students’ reading level from public belongs to instructional while the latter belongs to frustration level which means that students from public schools have higher reading level compared to the students from private schools.

A study was conducted on the variability in reading ability by Napler, Adam (2009). He said that reading compels interest for several reasons. First, reading is widespread but not innate. Unlike spoken language, reading must be explicitly taught. But, like spoken language, reading ability can vary tremendously among individuals, and also within and among families. Thus there is a genetic component to what is ostensibly a trait that is not generically coded.

Secondly, reading ability is not one single process, but is rather the outcome of multiple interacting and supporting processes. It can be decomposed and measured in a variety of ways. Finally, reading ability is relatively distinct from general intelligence.

According to UNESCO, 2010, the percentage of pupils mastering reading/writing nationwide increased from 59.0 % in 1995 to 61.6% in 1998. Males and females had essentially the same rate of increased between 1995 and 1998, but the percentage of females (64.4% in 1995 and 66.9% in 1998) was greater than that of the males (53.4% in 1995 and 56.2% in 1998) during both years. There was only a very slight increase in the nationwide simple literacy rate among 15-24 years olds between 1990 (96.6 %) and 1994 (97.3%). For both years, the gender parity index at almost 1.00, although female literacy levels were slightly higher than that of males. As early as 1994, the Philippines had already posted a substantial achievement in pushing universal literacy in this age bracket, but even the seemingly small percentage of illiterates still translated into 392,000 person at that time.

In a study conducted by Florentino (1998) he found out that the most common problems they meet in teaching oral reading are the following: lack of quality textbooks, big enrolment, poor reading attitudes of pupils, lack of constant practice among the pupils, absenteeism of pupils are not interested in reading books.

Perera (2011) conducted a study on the reading performance of the intermediate grade pupils of the University of Baguio Laboratory Elementary School (UBLES) for the school year of 2007-2008. The reading performance was studied along the following concerns: reading speed level; reading comprehension level; reading competency level as regards the following reading sub-skills literal comprehension, inferential/interpretative comprehension, critical/applied comprehension, affective comprehension /appreciative/creative comprehension and reading ability grouping relating to the moderator variables - grade level, language spoken at home and exposure to mass media.

The Intermediate pupils of the UBLES registered significant improvement in reading rate, level of comprehension and reading competency level from the pre-test to the post-test on account of the intervention program. The reading ability grouping of the pupils by the end of the intervention program denotes that they are fluent readers – good in both comprehension and speed. The pupils background experience by grade level and their extent of exposure to mass media contributed to their very satisfactory performance in reading comprehension and speed at the bend of the intervention programs.

In the study of Stich, he found out that there were no differences in reading or listening performance for men or either average or low mental aptitude. The former scored better than

the latter on all tests of reading and listening comprehension, regardless of the difficulty level of the material, or whether normal or time-compressed listening materials were used. The performance of all aptitude groups declined when the speech rate of the listening materials was increased, but there were no interactions of speech rate and mental aptitude. On the intelligibility tests, lower aptitude did not discriminate individually presented time-compressed words as well as did the higher aptitude.

Osborn and Lehr (2003) provide an excellent summary of ways in which reading fluency can be taught and nurtured in classrooms. Methods for assessing a student's level of achievement at any given moment and for determining growth over time are part of any good instructional program. This paper explores how reading fluency can be assessed in valid efficient ways.

Moreover, Haskell et al. (1992) found that students who received explicit training in letter-sound correspondence were more accurate on word recognition tests consisting of regular and irregular words than students who received whole word training or no training.

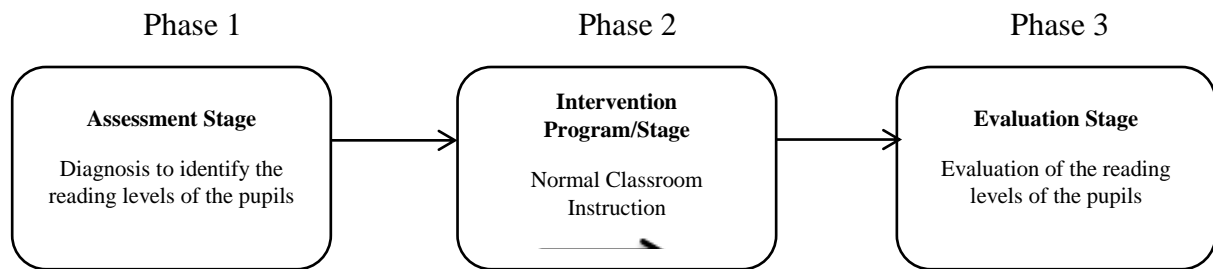
Stanovich (1994) reported that when he began his 20-year career as a reading researcher he believed that meaning-emphasis programs would prove to be better for comprehension. Through his own research he became convinced otherwise. "That the direct instruction in alphabetic coding facilitated early reading acquisition is one of the most well established conclusions in all of behavior science". Foorman (1995) reviewed the research on the great debate and conclude, "Empirical evidence favors explicit instruction in alphabetic coding". Baker and Stahl (1994) emphasized the importance of explicitly teaching alphabetic coding.

Objectives

Generally, this paper aimed to determine the reading levels of the pupils of Andarayan-Bugallon Elementary School. Specifically, this study sought to:

1. Determine the profile of the pupils in terms of their grade level, gender and age;
2. Determine the reading levels of the pupils during their pre-test and post-test;
3. Determine the difference between the reading levels of the pupils when grouped according to their grade level, gender and age; and
4. Determine the difference between the reading levels of the pupils during their pre-test and post-test.

Methodology



The before-and after design, also known as pre-test-post-test design research method was used to measure the change in the remedial reading abilities of the pupils after the normal classroom instructions. The pupils of Andarayan-Bugallon Elementary School were considered the population of the study. The instruments used in collecting data are questionnaire and the PHIL IRI Oral Test Criteria. The faculty researcher went to Andarayan-Bugallon Elementary School to assess the reading level of the ESL elementary pupils. The researcher provided two copies of the reading assessment. The pupils were allowed to read the selection on one line while researchers scored on the other. The chosen selection was dependent on the grade level of the pupils that is based on the PHIL IRI Oral Test Criteria. The researcher was the one who identified the reading level depending on the ability of the child to read the selection. At the end of the school year, the researcher underwent the same process to re-assess the reading levels of the pupils.

The researcher utilized frequency and percent distribution to describe the profile of the respondents as well as their reading levels. One-way analysis of variance and independent samples t-test were used to test the hypothesis. The gathered data were processed through the use of the Statistical Package for Social Sciences (SPSS).

Results and Discussion

A. Profile

Table 1. Frequency and Percent Distribution of the Respondents

Grade Level	Number of Enrollees	Number of Respondents	Percent
Grade 1	25	16	64

Grade 2	16	13	81.25
Grade 3	18	11	61.11
Grade 4	14	10	71.43
Grade 5	12	6	50
Grade 6	16	10	6.25
Total	101	66	65.35

The table shows that 66 out of 101 or 65.35% were involved in the study. Most of the respondents were Grade 1 pupils, since his grade level has the highest enrolment. This is due to the fact that it is expected that there is a gradual decrease in the number of pupils as they are promoted in the succeeding grade level. It is also worthy to mention that among the different grade levels. Grade 2 pupils were the most participative with 13 respondents or 81.25% of the Grade 2 pupils.

Gender	Frequency	Percent
Male	30	45.45
Female	36	54.54
Total	66	100

As can be gleaned from the table, 30 or 45.45 of the respondents are male, while 36 or 54.54% of the respondents are female. Thus, majority of the respondents are females. This is in line with the normal classroom trend the most of the pupils are female

Table 3 Frequency and Percent Distribution of the Respondents according to Age per Year Level

Age	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
6	5	31.25											5	7.28
7	9	56.25	7	53.85	1	9.09							17	25.76
8	2	12.5	5	38.46	6	54.54							13	19.7
9			1	7.69	2	18.18	3	30					6	9.09
10					1	9.09	7	70	4	66.67			12	18.18
11					1	9.09			1	16.67	2	20	4	6.06

12									0	0	7	70	7	10.61
13									1	16.67	1	10	2	3.03
Total	16	100	13	100	11	100	10	100	6	100	10	100	66	100

As shown in the table above, 7-year old Grade 1 respondents have the highest frequency which is 9 or 56.25 %. Hence, the age for typical Grade 1 pupils is 7. On the other hand, it presents that the same age is observed for Grade 2 respondents with 7 out of 13 pupils who are currently 7 years old. Moreover, 6 or 54.54% of the Grade 3 respondents are 8 years old which means that this is the usual age for them are 10 years old with 7 or 70%. Same age is true with the Grade 5 respondents with 4 or 66.67% . Lastly, 7 out of 10, or 70% of the Grade 6 pupils are 12 years old which means that majority of them belong to this age group. It can also be noticed that the age of some of the pupils are beyond the normal grade level. This is maybe due to the fact that their mental ability does not permit them to be promoted for the next level.

B. What is reading level of the respondents during their pre-test and post-test?

Table 4. Frequency and Percent Distribution of the Respondents according to the Pre-Test and Post-Test Reading Indicators

Reading Indicators	Pre-Test		Post-Test	
	Frequency	Percent	Frequency	Percent
Can't recognize letters	2	3.03	0	0
Letter	8	12.12	10	15.15
Syllable	11	16.67	3	4.55
Word	20	30.3	11	16.67
Sentence	10	15.15	12	18.18
Paragraph	15	22.73	30	45.45
TOTAL	66	100	66	100

Generally, it can be gleaned that there is an improvement in the reading skills of the pupils of Anadarayan-Buggallon Elementary School.

C. Is there a significant difference between the reading levels of the respondents when grouped according to their profile variables?

b. Grade Level

Table 5. One way analysis of Variance on the Significant Difference between Reading Levels of the Respondents when grouped according to Grade Level

		Sum of Squares	Df	Mean Square	F	Sig.	Decision	Interpretation
Pre-Test	Between Groups	66.31	5	13.26	11.71	0.000	Reject Ho	Significant
	Within Groups	67.95	60	1.13				
	Total	134.26	65					
Post-Test	Between Groups	62.43	5	12.49	10.40	0.000	Reject Ho	Significant
	Within Groups	72.0075	60	1.20				
	Total	134.44						

The above table shows that significant difference can be observed on the pre-test and post-test reading levels of the respondents when grouped according to grade level as shown in their 0.000 significance value as tested in the 0.05 level of significance. Thus, this implies that the reading levels of the respondents are increasing significantly as they are promoted in higher grade level.

c. Gender

Table 6. Independent Samples t-Test on the Significant Difference between the Reading Levels of the Respondents when grouped according to Gender

	T	Mean Difference	Df	Sig	Decision	Interpretation
Pre-Test	1.780338	0.62	64	0.080	Accept Ho	Not Significant
Post-Test	2.682057	0.91	64	0.0092	Reject Ho	Significant

From table 5 it could be seen that the reading level of the female respondents do not significantly differ from the reading level of the male respondents during the pre-test as shown in the significance level of 0.08 as tested in the 0.05 level of significance. This is in line with

the study of Brantmeier (2003) which revealed no significant differences between males and females in the written recall and multiple choice comprehension scores across passages. So, he claimed that when examining comprehension across multiple passages, males had no advantage over female, and females had no advantage over males.

In contrast to this, the post-test shows that a significant difference exist between the reading level of the males and females respondents with a significance value of 0.0092 as tested in the 0.05 level of significance. The positive mean difference of 0.91 implies that the reading level of the females is significantly higher that the reading level of the male respondents. This is due to the trend that female pupils are more inclined in language than males. This finding is the same with the previous research which suggests that females are better second language learners than males (Huebner, 1995)

d. age

Table 7. One way analysis is Variance on the Significant Difference between the Reading Levels of the Respondents when grouped according to Age

		Sum of Squares	df	Mean Squares	F	Sig	Decision	Interpretation
Pre-Test	Between Groups	52.086	7	7.77	5.25	0.00011	Reject Ho	Significant
	Within Groups	82.17	58	1.42				
	Total	134.26	65					
Post-Test	Between Groups	44.95	7	6.72	4.16	0.00090	Reject Ho	Significant
	Within Groups	89.49	58	1.54				
	Total	134.44	65					

As shown from the table above, the 0.00011 significance value means that there is a significant difference between the pre-test reading levels of the respondents when grouped according to age was tested in the 0.05 level of significance. Thus, the older pupils can read better than the younger ones.

D. Is there a significant difference between the reading level of the respondents during the pre-test and post-test?

Table 8. Independent Samples t-Test on the significant Difference between the Reading Levels of the Respondents during the Pre-Test and Post-Test

	T	Mean Difference	Df	Sig	Decisions	Interpretations
Significant Difference between the Reading Levels of the Respondents during the Pre-Test and Post-Test	-1.70	-0.42	130	0.092	Accept Ho	Not Significant

As can be gleaned from the table, there is no significant difference between the reading levels of the respondents during the pre-test and post-test as shown in the 0.092 significance value tested in the 0.05 level of significance. Thus, this implies that the reading levels of the pupils did not significantly increase after the normal classroom instruction. This can be attributed to the fact that reading is not only focus of the teachers. According to Florentino (1998), this is caused by the following situations: crowd rooms, lack of teachers, over-worked teachers, poor pupils attendance, heavy curricular and inadequacy of instructional materials and teacher’s ineffectiveness.

Conclusions

Most of the respondents were Grade 1 pupils, this is due to the fact that is expected that there is a gradual decrease in the number of pupils as they are promoted in the succeeding grade level. In terms of gender, majority of them are females, which is inline in the normal classroom trend that most of the pupils are female. Lastly, most of the respondents are in the typical age in each grade level, although some of the pupils are beyond the normal grade level. This is maybe due to the fact that their mental ability does not permit them to be promoted for the next grade level. The reading levels of the respondents increased significantly as they are promoted in higher grade level. During the pre-test, the reading level of the female respondents do not

significantly differ from the reading level of the male respondents but during the post test the reading levels of the female pupils is significantly higher than the males. On the other hand, it also showed that the reading level of the older pupil is significantly higher than the younger ones. The reading level of the pupils did not improve after normal classroom instructions. This can be attributed to the fact that reading is not the only focus of the teacher and lack of reading materials.

Recommendations

Remedial reading should be done to significantly improve the reading levels of the respondents. and that a functional reading program should be implemented. The next researchers are suggested to make a follow-up study regarding the roles of parents on their children's reading difficulties and conduct a peer tutoring techniques in improving the reading levels of the pupils.

References

- Aydin, F., Yildirim, O. 2019. Contribution of L2 Morphological Awareness to Passage-Level L2 Reading Comprehension. *Asian EFL Journal*, 21(1).
- Abedi, J., Kao, J., Leon. S. Sullivan. L.2009. *Exploring factors that affect the accessibility of reading comprehension assessments for students with disabilities: A study segment text*. Minneapolis, MN: University of Minnesota Partnership for Accessible Reading Assessment.
- Banguis, R.M. 2018. Literature-Based Teaching Reading Strategy, Media Exposure, and Students' Reading Level. *Asian EFL Journal*, 20(2).
- Brantmeier, C. 2003 Does gender make difference? Passage content and comprehension in second language reading. *Reading in a foreign language* Vol. 15, No. 1. Washington University
- Buhong, J. N. 2009. Effectiveness of remedial reading sessions for kindergarten pupils of Lagawe Central School Lagawe, Ifugao (unpublished master's thesis). Saint Mary's University.
- Buly, M., & Valencia, S. 2002. Below the bar: Profiles of students who fails state reading assessments. *Educational Evaluation and Policy Analysis*, 24(3), 219-239
- Campbell B. R. A study of the relationship of reading ability of students in Grade 4,5 and 6. And comprehension of Social Students and Science Textbook selection. Retrieved July 20, 2011

fromhttp://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED086461&_ERICExtSearch_SearchType_0=no&accno_ED086461

Centeno, L.M 1999. Teaching beginning reading in English. *The Modern Teacher*. Vol. XLVII, No. 6. 203-235

CIA World Factbook (January 1, 2011). Retrieved July 20, 2011 from <http://www.indexmundi.com/g/r.aspx?c=rp&v=39>

Curtis, M. E., & Glaser, R. 1983. Reading theory and the assessment of reading achievement. *Journal of Education Measurement*. 20(2), 133-147

Florentino, N. B. 1998. Oral reading difficulties of Grade 111 Pupils in Ilagan West District, Ilagan Isabela (unpublished master's thesis)

Hidalgo, C. G. 1998. The oral reading performance of the Grade six pupils in Abut Elementary School (unpublished master's thesis). Saint Paul University, Tuguegarao City.

Mendoza, J. A. 2008. Effectiveness of remedial reading instruction in reducing oral reading errors and improving reading levels of selected fourth grade slow readers (unpublished master's thesis). Saint Mary's University.

National Accessible Reading Assessment Project. 2006. Defining reading proficiency for accessible large scale assessments: Some guiding principles and issues. Minneapolis, MN:

Perera, M. D. 2011. Reading performance of intermediate grade pupils of University of Baguio Laboratory Elementary School, Philippines. Retrieved July 20, 2011 from http://www.bukisa.com/articles448078_reading-performance-of-intermediate-grade-pupils-of-the-university-of-baguio-laboratory-elementary-school-philippines/ixzzlShMgxbqG

Siegel, L. S. 1993. Phonological processing deficits as the basis of a reading disability *Developmental Review*, 13(3), 246-257.

Snow, C. E 2000. Improving reading outcomes: getting beyond third grade. Retrieved from http://www.gse.harvard.edu/-snow/Aspen_snow.html

Sticht, T. G. 2011. Some relationship of mental aptitude, reading ability and listening ability using normal and time-compressed speech. Retrieved July 20, 2011 from http://onlinelibrary.wiley.com/doi/10.1111/1.1460-2466.1968.tb00074.x/abstract;jsessionid=584C44A77525B72FF21_219D3D872452B.d03103

UNESCO 2010. Retrieved from

http://www.unesco.org/education/wef/countryreports/philippines/rapport_2_3_html



Lexical Bias among Tagalog-speaking Filipino Pre-school Children

Aprilette C. Devanadera

Southern Luzon State University, Lucban, Philippines

Ericson O. Alieto

Western Mindanao State University, Zamboanga, Philippines

Bioprofile

Aprilette C. Devanadera is an Assistant Professor I of Southern Luzon State University. She holds a master's degree in Applied Linguistics as area of specialization. Currently, she is finishing a doctorate degree in Applied Linguistics at De la Salle University, Manila, Philippines. Her research interests are in the field of World Englishes, Discourse Analysis and Linguistic Landscape. She can be reached at aprilette_devanadera@dlsu.edu.ph.

Mr. Ericson Olario Alieto is an Associate Professor I of the Western Mindanao State University. He holds a master's degree in Education with English Language Teaching as area of specialization. Currently, he is finishing a doctorate degree in Applied Linguistics at DLSU, Manila. His research interests are in the field of Sociolinguistics, World Englishes, Language and Gender, and Language Planning. His main e-mail address is eicsonalieto@gmail.com.

Abstract

This study examined the narrative production of forty (40) Tagalog-speaking Filipino pre-school children to determine the noun bias in the early vocabulary of the participants. The results showed that the noun utterances got the highest percentage of occurrences in the children's narrative production. Thus, a noun bias is present among the young Filipino bilingual children. Although the results revealed

that both male and female do not significantly differ in the production of nouns and adjectives, it is however interesting to point that there is a significant difference in the use of verbs between male and female pre-school children. The female children showed a preponderance in the use of verbs which several studies claimed to be complex for children to learn. In addition, the present study investigated the influence of socioeconomic status of the family in the lexical inventory of the participants. The result of the study illustrated that gender and socio-economic status influence the participants' lexical inventories.

Keywords: noun bias, lexical inventory, narrative production, gender, socio-economic status

1. Introduction

Empirical investigations claimed varied factors influencing language development among children. Researchers like Mundy, Seibert, Hogan, and Fagan (1983) maintained the importance of social interaction as an essential factor in so far as the language development of children are accounted. This means that language learning is greatly dependent on interaction children have with people in the immediate environment. Interaction with the child then is considered essential in language acquisition. However, an opposing view was advanced by Oshima-Takane, Goodz, and Derevensky (1996) who claimed that simplified or adapted speech is not necessary for language acquisition, and that even overheard speech serves as resource for children's language development. Other researchers like Leonard, Schwartz, Folger, Newhoff, and Wilcox (1979) proposed the role of imitation in the successful learning of lexical items among children. They claimed that although imitation did not serve as aid in the spontaneous use of words it was found out that imitation among children is influenced by novelty of both the lexical tokens and their referents.

Another perspective was provided by Mervis and Bertrand (1994) who posited that the reason for the fast acquisition of lexical items is that children have a set of operating principle serving as guide in learning words. Slobin (1985) explained that the operating principle refers to the strategies utilized by children which can

either be explicit or implicit for acquisition of a language which supports the position of Bornstein et al. (2004) that all of the words children speak are learned.

It has been contended that lexical development happens quickly for young children (Rose, Feldman, and Jankowski, 2009). Typically, Mervis and Bertrand (1994) claimed that toddlers are learning basic vocabulary in a very fast pace. Fenson, Dale, Reznick, Bates, Thal and Pethick (1994 cited in Rose et al., 2009) reported that at age 12 months children produce three to four different words. However, simply after six months, children are able to speak ninety (90) words. At twenty four (24) months, they can speak about three hundred twenty (320) words, and shortly after another six months children produce 570 words.

The study of Gentner (1982) served as the benchmark of researchers on children's productive vocabulary analysis. English, German, Japanese, Kaluli, Mandarin Chinese and Turkish were the six chosen languages taken in the cross-linguistic investigation. Bornstein et al. (2004) accounted a total of seven languages to determine the composition of children's vocabulary in a multi-language perspective. Out of the seven languages, three are Romance languages which are French, Italian and Spanish, two are West Germanic which are American English and Dutch, one is Semitic which is Hebrew and the last is Korean which was not classified.

However, much of the researches on child language development have been focused on Western context (Oshima-Takane et al., 1996), and that from the enumerated studies only three languages are Asian, Japanese, Mandarin Chinese and Korean. It is essential to note that in order to determine whether there are universals in language development, it is essential to study child language in a multiple cultural setting (Bornstein et al., 2004).

One of the few studies conducted with Filipino children is the investigation of Lucas and Bernardo (2008) who investigated the Filipino-English bilinguals, and reported as their finding that there is a relative preponderance of nouns and verbs in the early vocabulary of children and attributed it to the characteristic of the linguistic input which is language dependent.

The investigation of Lucas and Bernardo (2008) focused on children provided inputs from two distinct languages, Filipino and English, and sampled respondents from a specific sector of society specifically those from middle to upper

middle class. The study aims to contribute empirical data to the pool of knowledge relative to child language contextualized among Filipino children speaking the *Tagalog* language. This study sought to contribute possible answer to a controversial issue as to whether children across varied languages display similar developmental pattern or there exist different ones (Hao et al., 2015). Moreover, it further aims to provide preliminary data on the influence of the factor gender in the lexical productions of the tagalog-speaking Filipino young language learners.

2. Review of Related Literature

2.1 Lexical development among children

Early language development has been documented by studies. The first signs that infants are able to comprehend words occur at around 9 months (Fenson et al., 1994 cited in Rose et al., 2009). Shortly after, at around 10 to 14 months the first words, which are typically routine words (e.g. *hi* and *bye-bye*), are spoken (Dionne, Dale, Boivin, & Plomin, 2003). This stage will be marked with spontaneous production of words (Fenson et al., 1994) taken by Developmental Psycholinguists signalling the emergence of an aspect of language known as lexical development (Dionne et al., 2003). Rose et al. (2009) characterize the initial word growth as slow, but noted that a spurt occurs around 16 to 18 months which Dionne et al. (2003) described as sudden surge of vocabulary, and that by the time children reaches age 3 they would typically have a vocabulary of over hundreds of words (Rose et al., 2009).

Studies were conducted to determine word growth of children as they age along with different factors that may influence it. Along this line, it must be noted that children vary greatly in both the rate and onset of language learning, and that there is a wide individual difference in the children's vocabulary even among age group (Bornstein, 2004).

Kim, McGregor, and Thompson (2000) reported a similar result when they studied the Korean-learning and English-learning children. Their findings reveal that Korean children's 50 first mark word are dominantly nouns which is very much similar with those English learners. However, they note that the Korean children learned more verbs in comparison with the English-learning children in the study.

Nonetheless, Tamis-LeMonda et al. (1998) explained that early onset of first words was noticed on thirteen-month-old infants whose mothers are verbally responsive during toy play. They then claimed that mother's responsiveness influences child language outcome. A corroborating study reported that children, at 13 months, whose mother engage with them in directives produce more vocabularies when they were at their 22 months, and most of these words are nouns (Akhtar, Dunham, & Dunham, 1991). Similarly, nouns were reported by mothers to be more produced than verbs across the language communities (Spanish, Dutch, French, Hebrew, Italian, Korean and American English) accounted in the study (Bornstein et al., 2004). The researchers were able to confirm the reports of mothers when the result showed that children from each language community produce greater proportion of nouns as compared to other class types. This class prominence is called noun bias in the early vocabulary of children.

The existence of noun bias is attributed to many reasons. Gentner (1982, in Bornstein et al., 2004) discussed that because nouns, which refer to objects and people, as compared to verbs, which refer to activities and actions, are conceptually simpler or in other words more basic making the former easily accessible for young language learners. Furthermore, Gentner (1982, in Bornstein et al., 2004) claimed that the emergence of noun bias may be attributed to the morphology of the language. Additionally, the study of Goodman, Dale and Li (2008, in Hao et al., 2015) confirmed the claim that words frequently used by the parents are the ones produced earliest by children. Collaborating to this was the report of Harris, Barrett, Jones and Brookes (1998) which explained the importance of input frequency. They discussed that the first words of children are the most frequently used by the mother, and that there is a match between the frequently used words of the caregivers and the words learned used by the children.

Choi and Gopnik (1995) reported that in the case of English-speaking children more nouns are produced as compared to verbs. However, it is a different case for the Korean-speaking children who they reported to have produced an equal proportion of verbs and nouns around the first 50-mark words. Tardif (1996) argued that in the case of Asian languages like Mandarin Chinese and Korean the noun prominence does not exist, and that the language pattern of having learned nouns first before other word classes like verbs is not universal as evidenced by Chinese-

speaking children. Similarly, Liu, Zhao and Li (2008, in Hao,2015) claim that the noun bias in the vocabulary of Mandarin and Cantonese speaking children is non-existent, instead an equal proportion of nouns and verbs was found in the conduct of vocabulary inventory.

However, research findings remain inconclusive as other investigations find a different result. Rescorla, Lee, Oh and Kim (2013) found that there exist a noun bias in lexical composition of 18-35 month old of Korean and American children. It was further revealed that the noun bias among Koreans are as large as those of the American participants. This present study then is seen to provide important contribution either to confirm the existing pattern among Asian languages like that of Koreans in Choi and Gopnik (1995) and Mandarin Chinese in Liu et al. (2008) and Tardif (1996) or to disaffirm.

2.2 On lexical development of children and gender

Gender as a construct indeed goes beyond from being simple (Bilaniuk, 2003 cited in Alieto 2018). It is a variable constantly investigated with other variables relating to language use, language ideology and development. Infact, the existence of influence of the child's gender on language development among children has been established (Marjanovič-Umek & Fekonja-Peklaj, 2017). Marjanovič-Umek and Fekonja-Peklaj noted that majority of the findings of studies have consistently revealed that gender affects early language development, having females to be noted better than males. Eriksson et al. (2012) presented a similar report showing that the girls are ahead of their boy counterparts in the study which include 13, 783 European children. The slight advantage of the girls were noted not only in productive vocabulary, but also in communicative gestures and in combining words.

Investigations on the differences in language development with specific interest in gender have been the focus of some studies such as the following : Bauer, Goldfield, and Reznick (2002) which looked into the rate of lexical development and its difference between males and females; Bouchard, Trudeau, Sutton, Boudreault and Deneault (2009) examined the language of boys and girls aged 8 to 30 through the use of the Quebec French version of The MacArthur Communicative Development Inventories; Van Hulle, Goldsmith, and Lemery (2004) were studies of 386 toddlers pairs in their conduct of the Wisconsin Twin Project. The proponents

studied the effect of gender along with the environmental and genetic factors on the expressive language development of toddlers; and, Karrass, Braungart-Rieker, Mullins, and Lefever (2002) conducted a longitudinal study including 87-infant mother dyads. Thus, the present study also aims to determine the influence of gender in the lexical inventory of the tagalog-speaking Filipino children.

2.3 On lexical development among children and the socio-economic status

Child language development and delay have been studied with respect to socioeconomic status as an influencing factor. Sidhu et al. (2013) investigated the language delay of 130 children aged 12-35 months and correlated it with their socioeconomic status. They concluded that income along with maternal education correlates with children's language quotient (LQ). It means that in their study, the respondents with high socioeconomic status have high LQ, and conversely those who come from low family income have poor LQ. They further contend that children from socioeconomic disadvantaged families are at a reduced capacity hindering them from social advances experienced by those belonging to the upper classes. In Walker, Greenwood, Hart and Carta, (1994) opined that it is not the socio-economic status that directly affect the language development of children, instead the parenting. They maintained that parenting relates to language development differs between poor and nonpoor family. The creation of stimulating environment provided by toys and books is likely found in can-afford families. The researcher explained that the development of the stimulating, encouraging environment contribute to the child's language development.

All these findings suggest that the social class or socioeconomic status influences the language development of young children. In the case of this study, the socioeconomic status of the family is taken to test its influence in lexical inventory of the respondents.

3. Research Questions

The current study aims to determine the lexical inventory of the respondents vocabulary. Specifically, the following questions are carried out to be answered:

1. What is the lexical bias produced by pre-school boys in telling a story?
2. What is the lexical bias produced by pre-school girls in telling a story?
3. Is there a significant difference in the lexical productions of the respondents when data are grouped according to gender and socioeconomic status?

4. Methodology

4.1 Research Design

The study utilizes the descriptive-non experimental research design. Calderon (2006 cited in Rillo & Alieto, 2018) maintained that descriptive type of research is a purposive process involving the activities such as data gathering, analyzing, and tabulating about conditions, trends and practices with minimal use of statistics. Likewise, Johnson (2000 cited in Perez & Alieto, 2018) discussed that a study with a primary objective of describing a phenomenon is determined as descriptive. In addition, Setia (2016 cited in Alieto, 2019) explained that investigations with the objective of describing a phenomenon, such as in the case of this study which aimed to characterize the lexical inventory of the respondents, is classified as a descriptive type of research. Additionally, the current investigation utilized neither a treatment nor an intervention, and no comparable group was set; hence, the present research is determined to be non-experimental (Thompson, 2007 in Perez & Alieto, 2018).

4.2 Research Setting

Three pre-schools serve as research sites of the study. The pre-schools are in the area of Quezon Province, Philippines. One of the pre-schools is operating under the management of the Department of Social Works and Development (DSWD). The other one is managed and controlled by a private institution. The preschools are licensed to operate and have been in operation for more than 10 years.

4.3 Participants

Forty (40) children were enlisted for this study proportioned to an equal number of males and females. The age range for the female participants is from 5 years old and 11 months to 6 years old and 10 months. The mean age for the females is 6 years old and 4 months (SD= 3.03). On the other hand, the male respondents' age range is from 5 years old and 11 months to 6 years old and 7 months. The mean age of males is 6 years old and 2 months (SD= 2.72). In total, the mean age of the respondents is 6 years old and 3 months (SD= 3.11).

Inclusion criteria include: (1) the participant is *Tagalog*-speaking, (2) has not been enlisted in a similar study, (3) no history of hearing loss or language impairment, and (4) good fluency in Tagalog according to parental report. For the socio-economic status, the parents were consulted to determine their class status. An income bracket provided by Virola, Adawe and Querubin (2007 in Sicam and Lucas, 2016) was used for the purpose of determining and identification of the economic status to which the respondents belong.

4.4 Procedure

This current study analyzed the lexical inventory of young children through children's narrative production. The choice of the approach in data gathering is mainly informed by Bohnacker (2016) who acknowledged that the use of narratives provides rich data of a children's lexical productivity and diversity among their linguistic abilities. Moreover, the choice of age for this study is anchored on the claim of Bohnacker (2016) that the determined age of the study is within the range when children's narrative abilities evolve strongly.

Consultation of the story to be used in the production of the participants was done with the pre-school teachers. The use of the material was pilot tested to children not taken as participants of the study to determine the appropriateness. After conducting the pilot test, one story material was used as standard for the final elicitation process.

4.5 Method of analysis

To determine the lexical bias in the vocabulary inventory of the participants, the recorded narrative production was transcribed using the Standard Transcription. Afterwards, it was hand tagged to determine categories by three raters. Frequency

count, percentage and mean were used to report the composition of the young children's vocabulary.

For the significant difference in the lexical items of the respondents in relation to gender, coded as 1 for male and 2 for females, and socio-economic status, coded similar in Lucas and Sicam (2016) with Class E as 1, Class D2 as 2, Class D1 as 3, Class C as 4, Class B as 5, and Class A as 6, the means score for the lexical items across the variables were computed. To determine the significant difference, Kruskal–Wallis H test was employed as the statistical tool used for analysis.

5. Results and Discussion

5.1 Lexical bias of boys

To determine the lexical bias of the male respondents of the study, the corpus data gathered from the male participants of this study was hand tagged, and descriptive statistics such as frequency count and percentage were used. The word count per lexical category was determined and ranking was done as presented in Table 1.

Table 1
Lexical bias produced by male Tagalog-speaking Filipino children

Lexical Categories	f	%	Rank
Nouns	480	21	1
Verbs	390	17	2
Adjectives	166	7	3
Other words	1,282	55	
Total Nos. of words	2,318	100	

In table 1, the corpus comprised of 2,318 total number of words uttered by the twenty children who are all boys. The participants when asked to tell a story produced 480 noun utterances or 21% from the data. The category on verbs production yields a range of 390 occurrences or 17% while the adjectives category

accounts for 166 occurrences or only 7% from the corpus. The highest occurrences come from the 'other words' category which was explained in the previous part of this paper as lexical items like articles, pronouns, prepositions etc. used by children in their narrative production in the conduct of the experiment.

The findings in table 1 illustrate the preponderance of noun bias among seven year-old boys. In this stage of lexical development, children's language is a key area in the enrichment of children's lexicon vocabulary. It is in this phase where children within this range of age according to Bohnacker (2016) have a strong and increasing enrichment of their narrative abilities. In the present study, the participants were asked to tell a story which Bohnacker (2016) recognized that the use of narratives can provide rich data in determining children's lexical productivity. The story used in the experiment is a narrative taught by the teacher inside the classroom which can be a big factor on the noun bias among the male children participants. The input from the immediate environment plays a crucial role in accounting differences in children's degree of lexical development. In order for children to learn the lexical items, they must be exposed to the same lexical items which are direct inputs from people around them. This means that the direct interaction from parents, caregivers or immediate family influence the noun bias among the 20 boy participants. In the case of the present experiment, the noun bias among the participants can possibly be attributed to the influence from the teachers who have taught the story to the children.

Contrary to the findings of the present study is the study of Kim, McGregor and Thompson (2000) which revealed that Korean children produced more verbs in their conversational register using their Korean language. According to same authors the Korean speaking caregivers give more activity-oriented utterances that influence the Korean learners to utter more verbs when communicating with other people.

It is noteworthy to mention that the findings of the present study illustrate similar results from most of the previous studies which revealed noun bias among children. The investigation of this study provided the same result to the studies of Akhtar et al. (1991) and Bornstein et al. (2004) which revealed that the prominence use of nouns among children which is now referred to as noun bias is an existing phenomena across different language communities that include Spanish, Dutch,

French, Hebrew, Italian, Korean and American English. However, Oshima-Takane et al. (1996) argued that most studies on children's noun bias have been focused on Western context. Bornstein et al. (2004) advocated studies on language bias in different multiple cultural setting. Thus, the findings of the present study are significant in determining the universality of noun bias among children in different parts of the world.

Contrary to the findings, Kim, McGregor, and Thompson (2000) reported a similar result when they studied the Korean-learning and English-learning children. Their findings reveal that Korean children's 50 first mark words are dominantly nouns which are very much similar with those English learners. However, they note that the Korean children learned more verbs in comparison with the English-learning children in the study.

5.2 Lexical bias of girls

For the lexical bias among the female respondents of the study, classification of lexical items according to categories was done manually. Descriptive statistics, such as frequency and percentage, were used to determine the lexical bias. Ranking of the categories in terms of most number of frequencies was also done and presented in table 2.

Table 2
Dominant lexical bias produced by female Filipino children

Lexical Categories	f	%	Rank
Nouns	611	19	1
Verbs	493	15	2
Adjectives	121	4	3
Other words	2,005	62	
Total Nos. of words	3,230	100	

It is apparent that the data in table 2 exhibit a noun bias among the participants who have produced a total number of 3,230 word-utterances for which the 2,005 words uttered by the children fall under the category '*other words*' that are not included in the analysis of lexical bias on children's early vocabulary.

The corpus yields a range of noun bias among 20 children who are all girls with seven years of age. The noun bias account for 611 occurrences or 19% while the verb utterances account for 493 occurrences or 15% from the corpus. The adjective utterances have the lowest percentage with only 121 occurrences or 4%.

In the present investigation, the noun bias among female children is comparable to the findings on the noun bias among male children in their narrative production. Similarly, the lexical input from the immediate environment of the child may be relatively universal in nature that it is most likely that the more a child interacts with a particular individual, the more lexical items of that person the child can possibly learn. Although the parental input is one of the most important factors that influence a child's early lexicon vocabulary, the lexical inputs from the teachers are equally significant in enriching children's vocabulary. With this, it is clear that the noun bias among the female children in this study is heavily influenced by the teachers to whom the story was learned from. Thus, it is important particularly during the early years of a child's language development that they have sufficient inputs from the schools which is recognized as significant factor in increasing child's vocabulary.

Several studies have focused on the gender differences on lexical development among children. In the study of Eriksson et al. (2012) it was revealed that between boys and girls who are all European children, girls produce more productive vocabulary than boys. The result of the present study revealed that female participants produced 3, 230 word utterances which is higher than the 2,318 word utterances of male participants with in their narrative story telling. This supports the claim of previous studies that female children exhibit a higher lexicon vocabulary than male children even at an early age. However, the corpus in table 2 illustrates the noun bias among female children which is highly similar with the result in table 1 that also illustrate a noun bias among male children participants in the experiment. Thus, the boys and girls participants who are all seven years of age display a noun bias in telling a narrative story. The researchers would like to give emphasis that the

findings of the present study agrees with most of the previous studies presented in this paper. The studies of Akhtar et al. (1991), Choi and Gopnik (1995) and Bornstein et al. (2004) all revealed a noun bias between male and female word production. The noun bias displayed by the female participants in the present investigation can be attributed to many reasons. Hao et al. (2015) for instance posited that the occurrence of noun bias is caused by the difference on the functions of nouns and verbs which according to Bornstein et al. (2004) nouns may be easily learned by children because it is conceptually simple and more basic than verbs that refer to activities and actions.

However, the result of the present study is contrary to the claim of Tardif (1996) that the noun bias is not universal and that noun bias does not exist among Asian languages like Mandarin and Korean languages. Liu et al. (2008) argued that no noun bias is present in the vocabulary of Mandarin and Cantonese speaking children.

5.3 Difference in the lexical productions according to categories in relation to gender

In determining the significant difference of the lexical productions according to categories in relation to gender, test of normality was first conducted to determine the appropriate statistical tool to be utilized. The results show that there is a normal distribution of frequency counts, hence t-test for independent sample was used, and results are presented in table 3.

Table 3
Difference in the lexical production across gender

Lexical Categories	Gender	Mean	Std. Deviation	Sig. (2-tailed)
Noun	Boys	24.05	6.77	0.051
	Girls	30.45	12.33	
Adjective	Boys	8.30	5.43	0.122
	Girls	6.05	3.24	
Verb	Boys	19.50	5.97	0.046*
	Girls	24.65	9.35	

**Significant at alpha = 0.05*

The data reveal that for the lexical categories noun (p-value = 0.051) and adjectives (p-value = 0.122) are both not significant. This means that the boy and girl respondents of the study do not significantly differ in the production of adjectives and nouns in telling a story. Interestingly, there is significant difference in the use of verbs between the male and female respondents of the study as evidenced by the p-value = 0.046 which is less than alpha=0.05. This means that females significantly use more verbs than males in telling a story. Additionally, it can be noticed from the given table that although there is no significant difference in the number of produced nouns between males and females the female respondents' mean score of noun production is 12% higher than that of the male counterpart. This result is in consonance with the claim of literature that maintained linguistic advantage of girls over boys (e.g. Bornstein, Hahn & Haynes, 2005; Karrass et al., 2002; Marjanovič-Umek, 2016; Eriksson, 2012). The significant difference in the use of verbs between gender implies that females are more able to adeptly use verbs in narrating stories than boys do.

5.3.1 Difference in the lexical production in relation to socio-economic status

In determining the significant difference of the lexical productions according to categories in relation to the socio-economic status of the participants, test of normality was first conducted to determine the appropriate statistical tool to be utilized. The result show that there is no normal distribution of frequency counts across socio-economic classes, hence Kruskal–Wallis H test was used and results are presented in table 4.

Table 4
Difference: Lexical Production across socio-economic status

	Noun	Adjective	Verb
Chi-square	3.748	4.360	8.950
Df	5	5	5
Asym. Sig	0.586	0.499	0.111

The data reveal that the lexical categories noun (p -value = 0.586) adjective (0.499) and verb (0.111) are all not significant at $\alpha = 0.05$. This means that the variable socio-economic status does not influence the lexical development of young children. The findings of this study contradict all the previous studies which claim that the socio-economic status is a big influence on children's lexical development. These studies contend that children with parents with high family income who are mostly educated and professionals have a different perspective in guiding their children's language development. These children are mostly bilinguals because they have enough exposure to other languages by watching, listening and reading through materials provided by the parents. This means that the richness of children's vocabulary is dependent on the parents' socio-economic status. However, the study of Walker et al. (1994) argued that the language development of children is not directly influenced by the parents' socioeconomic instead by the parents' style of parenting. This is similar with the result of the present study which reveals that the parent's socio-economic status does not in any way influence the participants' lexical inventories. It is shown in table 4 that the participants, raised by parents' with high SES and those with low SES, were able to produce same number of nouns, verbs and adjectives in telling a story. Thus there is no significant difference in children's lexical productions when grouped according to the parents' socioeconomic status. It is also significant to point-out that the children's input on their narrative production were provided by the teachers that may have influenced the participants' production of nouns, verbs and adjectives in telling a story.

6. Conclusion

Lexical development is a significant period for a child in learning new abilities and producing more vocabularies. This is also a stage where noun bias is apparent among children's lexical inventories. Noun bias refers to children's preference of producing more nouns than verbs in the early vocabulary of children. Gentner (1982) posited that noun bias can be attributed to many reasons. He further argued that nouns are conceptually simpler than verbs; thus, children find the use of nouns, which refer to objects and people, a lot easier than producing more verbs which refers to activities and actions.

It was revealed in the study that there is a noun bias among the participants which confirms most of the related studies discussed in this paper. The result displays that nouns have the highest occurrences than verbs and adjectives. It was also found out that the participants both male and female children do not significantly differ in the production of nouns and adjectives in telling a story. However, it is interesting to point that there is a significant difference on the use of verbs among females than males in telling a story. Several studies claim that there is a noun bias in children's early vocabulary because verbs are more complex and difficult to learn in children's early lexical development. While the concept of noun bias is also true in the present study where more nouns are produced by children in telling a story, it is remarkable to note that when the participants are grouped according to gender, female children produced more verbs.

References

- Akhtar, N., Dunham, F., & Dunham. (1991). Directive interactions and early vocabulary development: The of joint attentional. . In Hoff, E., & Naigles, L. (2002). How Children Use Input to Acquire a Lexicon. *Child Development*, 73(2), 418-433.
- Alieto, E. (2018). Language shift from English to Mother Tongue: Exploring language attitude and willingness to teach among pre-service teachers. *TESOL International Journal*, 13(3), 134-146.
- Alieto, E. (2019). Cognition as predictor of willingness to teach in the mother tongue and the mother tongue as a subject among prospective language teachers. *Science International (Lahore)*, 31(1), 135-139.
- Bauer, D. J., Goldfield, B. A., & Reznick, J. S. (2002). Alternative approaches to analyzing individual differences in the rate of early vocabulary development. *Applied Psycholinguistics*, 23(3), 313-335.
- Bilaniuk, L. (2003). Gender language attitudes and language status in Ukraine. *Language Society*, 32(1), 25-42. In Alieto, E. (2018). Language shift from English to Mother Tongue: Exploring language attitude and willingness to teach among pre-service teachers. *TESOL International Journal*, 13(3), 134-146.

- Bohnacker, U. (2016). Tell me a story in English or Swedish: Narrative production and comprehension in bilingual preschoolers and first graders. *Applied Psycholinguistics*, 19–48. doi:10.1017/S0142716415000405.
- Bornstein, M., Cote, L., Maital, S., Painter, K., Park, S., Pascual, L., & Vyt, A. . (2004). Cross-Linguistic Analysis of Vocabulary in Young Children: Spanish, Dutch, French, Hebrew, Italian, Korean, and American English. *Child Development*, 75(4), 1115-1139.
- Bouchard, C., Trudeau, N., Sutton, A., Boudreault, M., & Deneault, J. . (2009). Gender differences in language development in french canadian children between 8 and 30 months of age. *Applied Psycholinguistics*, 30(4), 685-707. doi:http://dx.doi.org/10.1017/S0142716409990075.
- Calderon, J. (2006). *Methods of research and thesis writing (2nd Ed.)*. Mandaluyong City: National Bookstore.
- In Rillo, R. & Alieto, E. (2018). Indirectness Markers in Korean and Persian English Essays: Implications for Teaching Writing to EFL Learners. *English as an International Language*, 13(2.2), 165-184.
- Choi, S., & Gopnik, A. (1995). Early acquisition of verbs in Korean: A cross-linguistic study. . In Hoff, E., & Naigles, L. (2002). How Children Use Input to Acquire a Lexicon. *Child Development*, 73(2), 418-433.
- Dionne, G., Dale, P., Boivin, M., & Plomin, R. (2003). Genetic Evidence for Bidirectional Effects of Early Lexical and Grammatical Development. *Child Development*, 74(2), 394-412. Retrieved from <http://0-www.jstor.org.lib1000.dlsu.edu.ph/stable/3696320>.
- Eriksson, M., Marschik, P. B., Tulviste, T., Almgren, M., Pereira, M. P., Wehberg, S., Marjanovič-Umek, L., Gayraud, F., Kovačević, M., & Gallego, C. (2012). Differences between girls and boys in emerging language skills: Evidence from 10 language communities. *British Journal of Developmental Psychology*, 30(2), 326–343. doi: 10.1111/j.2044-835X.2011.02042.x.
- Fenson, L., Dale, P. S., Reznick, I. S., Bates, E., Thal, D., & Pethick, S. (1994). Variability in early communicative development. . In Rose, S., Feldman, J., & Jankowski, J. (2009). A Cognitive Approach to the Development of Early Language. *Child Development*, 80(1), 134-150.

- Gentner, D. (1982). Why nouns are learned before verbs: Linguistic relativity versus natural partitioning. .In Bornstein, M., Cote, L., Maital, S., Painter, K., Park, S., Pascual, L., & Vyt, A. . (2004). Cross-Linguistic Analysis of Vocabulary in Young Children: Spanish, Dutch, French, Hebrew, Italian, Korean, and American English. *Child Development*, 75(4), 11.
- Goodman, J. C., Dale, P. S. & Li, P. (2008). Does frequency count? Parental input and the acquisition of vocabulary. .In Hao, M., Liu, Y., Shu, H., Xing, A., Jiang, Y., & Li, P. (2015). Developmental changes in the early child lexicon in mandarin chinese. *Journal of Child Language*, 42(3), 505-537. doi:10.1017/S030500091400018X.
- Hao, M., Liu, Y., Shu, H., Xing, A., Jiang, Y., & Li, P. (2015). Developmental changes in the early child lexicon in mandarin chinese. *Journal of Child Language*, 42(3), 505-537. doi:10.1017/S030500091400018X.
- Harris, M., Barrett, M., Jones, D., & Brookes, S. (1988). Linguistic input and early word meaning. . In Hoff, E., & Naigles, L. (2002). How Children Use Input to Acquire a Lexicon. *Child Development*, 73(2), 418-433.
- Hoff, E., & Naigles, L. (2002). How Children Use Input to Acquire a Lexicon. *Child Development*, 73(2), 418-433.
- Johnson, B. (2000). Toward a New Classification of Nonexperimental Quantitative Research. *Educational Researcher*, 3-13. In Perez, A.L., & Alieto, E. (2018). "Change of "Tongue" from English to a local language: A correlation of Mother Tongue proficiency and Mathematics achievement". *The Asian ESP Journal*, 14(7.2):136-150 (2018).
- Karrass, J., Braungart-Rieker, J.M., Mullins, J., & Lefever, J.B. . (2002). Processes in language acquisition: the roles of gender, attention, and maternal encouragement of attention over time. *Child Language*, 519-543.
- Kim, M., McGregor, K., & Thompson, C. (2000). Early lexical development in English- and Korean-speaking children: Language-general. *Journal of Child Language*, 225-254. doi : 10.1017/S0305000900004104.
- Leonard, L., Schwartz, R., Folger, M., Newhoff, M., & Wilcox, M. (1979). Children's Imitations of Lexical Items. *Child Development*, 50(1), 19-27. doi:10.2307/1129036.

- Liu, S. X., Zhao, X.W. & Li, P. (2008). Early lexical development: a corpus-based study of three languages. . In Hao, M., Liu, Y., Shu, H., Xing, A., Jiang, Y., & Li, P. (2015). Developmental changes in the early child lexicon in mandarin chinese. *Journal of Child Language*, 42(3), 505-537. doi:10.1017/S030500091400018X.
- Lucas, R.I., & Bernardo, A. (2008). Exploring Noun Bias in Filipino-English Bilingual Children. *Journal of Genetic Psychology*, 162 (2), 149 - 163.
- Marjanovič-Umek, L., & Fekonja-Peklaj, U. (2017). Gender differences in children's language: A meta-analysis of slovenian studies. *CEPS Journal : Center for Educational Policy Studies Journal*, 7(2), 97-111.
- Marjanovič-Umek, L., Božin, N., Čermak, N., Štiglic, S., Bajc, S., & Fekonja-Peklaj, U. (2016). Early language development: vocabulary comparison of Slovenian boys and girls. *Journal of Contemporary Educational Studies*, 12-36.
- Mervis, C., & Bertrand, J. (1994). Acquisition of the Novel Name-Nameless Category (N3C) Principle. Acquisition of the Novel Name-Nameless Category (N3C) Principle. *Child Development*, 65(6), 1646-1662. doi:10.2307/1131285.
- Mundy, P. C, Seibert, J. M., Hogan, A. E., & Fagan, J. F. (1983). Novelty responding and behavioral development in young, developmentally delayed children. *Intelligence*, 7, 163-174.
- Oshima-Takane, Y., Goodz, E., & Derevensky, J. (1996). Birth Order Effects on Early Language Development: Do Secondborn Children Learn from Overheard Speech? *Child Development*, 67(2), 621-634. doi:10.2307/1131836.
- Perez, A.L., & Alieto, E. (2018). "Change of "Tongue" from English to a local language: A correlation of Mother Tongue proficiency and Mathematics achievement". *The Asian ESP Journal*, 14(7.2):136-150 (2018).
- Rescorla, L., Lee, Y. M. C., Oh, K. J., & Kim, Y. A. (2013). Lexical development in korean: Vocabulary size, lexical composition, and late talking. *Journal of Speech, Language and Hearing Research (Online)*, (2), 735-747.
- Rillo, R. & Alieto, E. (2018). Indirectness Markers in Korean and Persian English Essays: Implications for Teaching Writing to EFL Learners. *English as an International Language*, 13(2.2), 165-184.

- Rose, S., Feldman, J., & Jankowski, J. (2009). A Cognitive Approach to the Development of Early Language. *Child Development*, 80(1), 134-150.
- Setia, M.(2016). "Methodology series module 3: Cross-sectional studies," *Indian Journal of Dermatology*, 61 (3), 261-264. In Alieto, E. (2019). Cognition as predictor of willingness to teach in the mother tongue and the mother tongue as a subject among prospective language teachers. *Science International (Lahore)*, 31(1), 135-139.
- Sicam, F.P., and Lucas, R.I. (2016). Language attitudes of adolescent Filipino bilingual learners towards English and Filipino. *Asian Englishes*, 1-21.
- Sidhu, M., Malhi, ., & Jerath, J. . (2013). Early language development in Indian children: A population-based pilot study. *Annals of Indian Academy of Neurology*, 16(3):371-5. doi: 10.4103/0972-2327.116937.
- Slobin, D. I. (1985). Crosslinguistic evidence for the language making capacity. .In Mervis, C., & Bertrand, J. (1994). Acquisition of the Novel Name-Nameless Category (N3C) Principle.Acquisition of the Novel Name-Nameless Category (N3C) Principle. *Child Development*, 65(6), 1646-1662. doi:10.2307/1131285.
- Tamis-LeMonda, C. S., Bornstein, M. H., Kahana-Kalman, R., Baumwell, L., & Cyphers, L. (1998). Predicting varia- tion in the timing of linguistic milestones in the second year: An events-history approach. . In Hoff, E., & Naigles, L. (2002). How Children Use Input to Acquire a Lexicon. *Child Development*, 73(2), 418-433.
- Tardif, T. (1996). Nouns are not always learned before verbs: evidence from Mandarin speakers' early vocabularies. . In Hao, M., Liu, Y., Shu, H., Xing, A., Jiang, Y., & Li, P. (2015). Developmental changes in the early child lexicon in mandarin chinese. *Journal of Child Language*, 42(3), 505-537. doi:10.1017/S030500091400018X.
- Thompson, C. (2007). Research study designs: non-experimental. *Air Medical Journal*, 26 (1), 18-22. doi:10.1016/j.amj.2006.10.003. In Perez, A.L., & Alieto, E. (2018). "Change of “Tongue” from English to a local language: A correlation of Mother Tongue proficiency and Mathematics achievement". *The Asian ESP Journal*, 14(7.2):136-150.

- Van Hulle, C.,A., Goldsmith, H. H., & Lemery, K. S. (2004). Genetic, environmental, and gender effects on individual differences in toddler expressive language. *Journal of Speech, Language, and Hearing Research*, 47(4), 904-12.
- Virola, R., Addawe, M., & Querubin, M. (2007). Trends and characteristics of the middle-income class in the Philippines: Is it expanding or shrinking? .In Sicam, F.P., and Lucas, R.I. (2016). Language attitudes of adolescent Filipino bilingual learners towards English and Filipino. *Asian Englishes*, 1-21.
- Walker, D., Greenwood, C., Hart, B., & Carta, J. (1994). Prediction of School Outcomes Based on Early Language Production and Socioeconomic Factors. *Child Development*, 65(2), 606-621. doi:10.2307/1131404.



Promoting Peer Assessment of Oral Presentation Through Learners' Involvement in The Design of Assessment Criteria

Assim Sulaiman Alrajhi

Qassim University

Saudi Arabia

Bioprofile

Assim Sulaiman Alrajhi is Assistant Professor of Applied Linguistics at Qassim University, Saudi Arabia, with more than 13 years of teaching English courses at the university level. His research interest includes technology and language learning, language assessment, and second language acquisition.

* *Tel: 966163696248. Email: dr.asalrajhi@gmail.com. 2905 King Khalid St. AlQassim, Albukairyah, 52728, KSA.*

Abstract

This study explores Saudi EFL students' views of assessment criteria of oral presentation. It attempts to portray how Saudi students in the EFL setting perceive the activity of oral presentation and the areas they tend to focus on in terms of preparation, performance and peer assessment. Employing a quantitative design, a questionnaire consisting of 30 items across 8 assessment criteria was utilized to elicit responses from a sample of 333 Saudi undergraduate students majoring in different disciplines at a Saudi public university. The study examines students' perceptions regarding the most important components contributing to successful oral presentation and the major categories of criteria on which students tend to concentrate. The findings reveal that students perceive certain individual aspects of oral presentation as indispensable, whereas as they treat some other aspects as secondary. Moreover, the findings show that students focus on the following major categories of effective oral presentation: voice/speech quality and idea clarity, interaction with the audience and the audience interest in presentation, and

accuracy/correctness of language. Implications of the findings provide insight into knowing how language learners in this setting might go about peer assessment. The findings provide an invaluable step towards making peer assessment more valid and criteria-based.

Keywords: Peer assessment, oral presentation, assessment criteria, criteria design, EFL university students

Introduction

The merits of peer assessment (PA), as a form of formative assessment, has received attention in the field of language learning and assessment. This is due to its potential to improve language learning outcomes and learners' engagement in their own learning. Topping (2009) defines this form of assessment as "an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners" (pp. 20-21). Several educational and non-educational advantages of peer assessment have been advanced in literature; therefore, this form of assessment has been employed especially in higher education (Race, Brown, & Smith, 2005).

The potential benefits of peer assessment seem not to be highly associated with summative assessment and its outcomes. Within the learning process, the learners' role itself has shifted from being passive to being active as several instructors make efforts to achieve this purpose (Boud & Falchikov, 2005). Active and effective engagement of learners in their learning demand involvement in the assessment processes as well. One type of the tasks and activities that is usually required by students in higher education is oral presentation which is considered a very important skill to develop at this stage of education (Emden & Becker, 2004). When presenting in front audience, students can participate in assessing their peers as to activate students' involvement in the assessment of their performance. Successful engagement requires that criteria for assessment of any task to be assigned specifically (Dochy, Segers, & Sluijsmans, 1999; Orsmond, Merry, & Reiling, 1996; Topping, 2003).

Assessment criteria in which both instructors and learners agree upon are often predetermined by teachers. However, it can also be developed by learners

themselves as to achieve a high level of learners' understanding of criteria as well as effective assessment (Falchikov & Goldfinch 2000). To render successful peer assessment of oral presentation, criteria for assessment need to be clearly identified and comprehended by learners (Race et al., 2005; Papinczak, Young, & Groves, 2007). According to Falchikov and Goldfinch (2000) "Student familiarity with, and ownership of, criteria tends to enhance peer assessment validity" (P. 315). Therefore, it is highly desirable to involve students in designing and developing specific assessment criteria of oral presentation in order to facilitate peers' engagement in assessing oral performance. Moreover, this activity can help learners achieve the desired learning outcomes and broaden knowledge regarding how students think, go about, and assess their own performance.

Research Objectives

This study attempts to investigate the elements of oral presentation that Saudi students tend to value the most, and the categories of assessment criteria of oral presentation that the students are inclined to consider necessary. This investigation aims at promoting the notion of empowering EFL learners' role in their learning through designing and developing their own assessment criteria of oral presentation. Moreover, it aims to look into how EFL learners in this setting perceive oral performance of presentation in English language and how it should be assessed.

Significance of the Study

In an attempt to promote this form of formative assessment, PA, among second language learners in higher education in this context, this study intends to examine one of the key steps that have the potential to help learners effectively engage in the assessment process. The importance of the study is multifaceted. First, it seeks to further investigate classroom practices and activities that can facilitate peer assessment of oral presentation in the EFL context where further exploration of students' involvement in designing assessment criteria is warranted. Second, research that looked into peer assessment of oral presentation in the context of Saudi EFL undergraduate students is scarce. The concept of peer assessment of oral presentation is considered new to most English teachers, teacher trainers, and learners in this setting. Third, little is known about the products/outcomes of EFL

students' engagement in designing and determining assessment criteria of oral performance in the Saudi context where teacher centeredness is prevalent.

Examining students' attitudes towards this performed-in-English activity, has the potential to help teachers and curriculum designers understand how students approach this activity and how they might go about assessing their own performance as well as their peers. Therefore, the current study attempts to broaden the knowledge regarding students' involvement in their own learning and assessment by designing assessment criteria. It is hoped that the findings of this study will contribute to improving aspects in EFL curriculum and assessment practices in higher education in the Saudi setting. It is also hoped that this can be achieved by promoting active use of peer assessment through learners' designing and developing of assessment criteria. It can be done by changing the assessment culture into more learner-centered and encouraging more teachers to effectively engage their students in the learning and assessment processes.

Potential and Issues of Peer Assessment

Several forms of alternative assessment have been suggested and utilized such as diaries, portfolios, peer assessment, and many others. Falchikov (2005) pointed out that peer assessment is the most favored form for engaging learners in the assessment process. Research on peer assessment has explored learners' attitudes towards this form of assessment. Many studies revealed positive attitudes indicating learners' appreciation and enhanced learning as a result of feedback from peers (for example, De Grez, Valcke, & Roozen, 2012; Langan et al., 2008).

The merits of peer assessment that have been advanced in literature are numerous as empirical research has shown that this form of assessment is very promising. Advantages noted in literature include, but are not limited to, receiving feedback from multiple resources (peers) as opposed to merely receiving feedback from instructors, and stimulating instructors to revisit and reconsider purposes, aims, and predetermined criteria of assessment (Topping, 2009). Also, it can contribute to improving learners' metacognitive abilities (Topping, 1998). Further, it can help ameliorate collaboration among learners and the development of their autonomy (Reinders & Lázaro, 2007). Additionally, Peer assessment has the potential to identify levels of learners' interpersonal skills (Lurie, Nofziger, Meldrum, Mooney,

& Epstein, 2006), and promote self-regulation and skills necessary for solving problems (Hwang, Hung, & Chen, 2014; Kim & Ryu, 2013; Spandorfer et al., 2014; Panadero, Jonsson, & Strijbos, 2016). Moreover, another factor that has led to frequent use of peer assessment in higher education is that learners at this level, should develop a particular set of skills (communicative and social) essential for future careers in which peer assessment can contribute to achieve this purpose (Boud & Falchikov, 2006; Topping, 2009).

In spite of the aforementioned potential and advantages of this form of assessment, it has been argued that tasks that involve assigning grades/marks by peers have raised concerns with respect to validity and reliability of assessment (Falchikov & Goldfinch, 2000). In order to render any assessment valid, it has to adhere to predetermined and well-established criteria. Students' participation and involvement in discussing and developing assessment criteria have been suggested to close the gap of assigning different grades/marks between students and instructors; as a result, increasing validity and reliability (Cheng & Warren, 2005; Falchikov & Goldfinch, 2000; Patri, 2002, Race et al., 2005). Broadly speaking, research has shown that peer assessment is sufficiently reliable to judge students' work (Falchikov & Goldfinch 2000; Topping 2003).

Another issue that has received considerable attention is students' familiarity with assessment criteria as a factor hindering quality of performance and valid peer assessment. The involvement of learners in designing assessment criteria of oral presentation has the potential to make them realize ownership of their learning (Race et al., 2005). Orsmond, Merry, and Reiling (2002) pointed out that one of the factors contributing to understanding of assessment standards is learners' involvement in the designing of criteria. Such involvement might have the potential to make criteria clear to all students; therefore, this may strongly lead to improved performance on assessed tasks. Further, Falchikov and Goldfinch (2000) suggested that learners' engagement in the generation of assessment criteria lead to more valid peer assessment. According to Langan et al. (2005) "[t]here seems to be consent that a firm understanding of the assessment criteria, within a study of high design quality, appears to be associated with greater validity of peer assessment" (p. 23). It seems that students' involvement in generating and designing their own assessment criteria of oral presentation would be one of the most favored methods that facilitates the

comprehension and clarity of such criteria. Falchikov (2005) advocated that instructors and students can work jointly to determine criteria for assessment which lead to increasing peer assessment quality and effectiveness.

Peer Assessment of Oral Presentation in the EFL Context

A number of studies in the EFL setting explored several factors that might impact peer assessment of oral presentation. For example, many of those studies looked into the validity and reliability of peer assessment. Other studies examined the effect of students' training on improving assessment and the correlation between students and instructors' assessment. While some research investigated students' attitude towards this form of assessment.

Saito (2008) explored the training impact on peer evaluation and peer comments on oral performance. The results revealed improved quality and quantity of comments by students who received training. Panadero, Romero, and Strijbos (2013) investigated whether construct validity of peer assessment is influenced by the following two factors: close relationships among students and use of rubrics. The findings showed that when rubrics are utilized, more valid assessment is generated. However, even with the use of rubrics, students tended to give higher marks to their close friends. Aryadoust (2017) examined the potential impact of presenters' likeability on assessment of peers. The findings revealed that such an impact may change ratings given by peers.

Cheng and Warren (2005) investigated possible benefits and reliability of peer assessment of English learners utilizing several forms of data collection. The majority of the participants were not familiar with peer assessment, and among what they assessed was oral presentation of peers using predesigned criteria. The researchers found that the experience of peer assessment was beneficial for the participants although their attitude towards this form of assessment was not significantly positive. Additionally, students did not evaluate their classmates' proficiency in a manner that appeared significantly different from other evaluation criteria. Yen (2015) looked into employing peer assessment to enhance students' oral presentation. The findings showed enhanced oral presentations and positive attitude of students towards this form of assessment. Hung, Samuelson, and Chen (2016) examined the use of peer and self-assessment in oral presentation of young

learners, involving them in discussing and agreeing upon the assessment criteria, and examining their attitude towards such implementation. The findings indicated that learners liked the assessment activity, they had the ability to assess, instructors and peer assessment showed relative similarity, and students' impression of the assessment activity was positive. Their findings also advocated that learners' training should include attention to assessment criteria. Patri (2002) explored the impact of provided feedback on self, peer, and instructors' agreement of assessment of oral presentation. The findings revealed that providing feedback from peers positively influenced agreement between peers and instructors' assessment. Ahangari, Rassekh-Alqol, and Hamed (2013) looked into whether oral presentation can be positively influenced by assessment of peers. They found very positive effects of peer assessment; students welcomed this form of activity. Additionally, the findings indicated that when criteria are firmly determined, students' assessment of their peers seems to be not very different from instructors' assessment. Aryadoust (2015) explored self, peer, and teachers' assessment level of quality in terms of oral presentation. Among the findings of this study, it was revealed that teacher assessment showed a high level of similarity to peer assessment. Suñol et al., (2016) investigated the similarity between peers and teachers' marks given on oral presentation. Their findings were inconsistent with many previous studies as they found very low correlation between students' and teachers' marks.

Although many studies such as some of the aforementioned attempted to familiarize students with assessment criteria of oral presentation or discuss the criteria with students; however, few of which have involved students in the process of designing criteria and attempted to know how EFL learners perceive and approach criteria relevant to oral presentation. One of the areas that have been underexplored which demands further investigation is learners' collaboration with regard to designing, developing and identifying criteria (De Grez, Valcke, & Roozen, 2012). In particular, within the EFL context where more knowledge is warranted regarding students' involvement in the generation of assessment criteria of oral presentation as an important skill to improve in higher education (Joughin, 2007; Zappa-Hollman, 2007; Alwi & Sidhu, 2013).

Few studies have been conducted in the EFL context to examine students' involvement in designing and discussing oral presentation criteria. A study

conducted by Otoshi and Heffernen (2008) examined Japanese students' attitudes towards what constitute successful oral presentations. Their sample comprised 304 undergraduate students from four different disciplines who were enrolled in an oral presentation class. The researchers employed a survey questionnaire that consisted of 30 items developed to explore students' perceptions of the key elements of successful oral presentations in English. The researchers centered the design of the items on the following factors as criteria for assessment: time management, originality of presented content, presenters' eye-contact, visual aids utilized (PowerPoint), English language used, body language, clarity of presentation, and presenter's voice. The findings revealed that, among all items, talking in front of audience accompanied with "clear voice" received the highest score. Additionally, the findings showed that students are tolerant with grammatical mistakes if they do not result in miscommunication. After examining the major criteria, the study indicated that there were 3 specific factors that students perceived as key assessment criteria: "clarity of speech and voice quality; correctness of language; and interaction with the audience" (P. 72).

The findings of aforementioned study and the other few studies that examined similar areas called for further examination of students' views of key assessment criteria of oral performance in the EFL context. Further exploration might be highly informative for teachers and researchers regarding the constituents of oral presentation that students tend to focus on when preparing for, performing, and attending to while assessing peers. this study attempts to find out about what individual components as well as major assessment criteria of oral presentation Saudi students tend to value the most.

Research Questions

This study sought to answer two research questions regarding Saudi EFL students' perceptions of successful oral presentations. The first question examined the most important individual aspects of oral presentation that Saudi EFL students view as indispensable:

1) What are the essential individual aspects of successful oral presentation according to Saudi EFL students?

The second question explored the main criteria that are associated with assessing

oral presentation according to Saudi EFL students' perceptions:

2) Which categories of criteria of oral presentation do Saudi EFL students perceive as the most important and tend to focus on the most?

Methodology

Data Collection

To answer the research questions, an online survey questionnaire was used and organized around two blocks: demographic information, and thirty oral presentation criteria-related items adapted from Otoshi and Heffernen (2008) (see Appendix A). The online survey questionnaire was prepared utilizing the survey platform (Google Forms) and distributed to the intended sample electronically using emails. Participants voluntarily completed the questionnaire that investigated their attitudes towards the most important components of oral presentation in English language.

Participants

The sample of this study consisted of 333 Saudi undergraduate students majoring in different disciplines at a public university in Saudi Arabia. They are as follows: males 89% (n= 296) and females 11% (n=37); 97% of students' ages range from 20-25 (*Mdn*=22), whereas 3% are older than 25. The majority of participants 78% (n=262) are students majoring in English & Translation and 21% (n=71) majoring in different disciplines (engineering, architecture & planning, and computer Science). The majority of students 79% were in their second, third, and fourth years at the university; whereas 21% of them were as follows: in their first year 4%, fifth year 9%, sixth year 4%, one student has been enrolled for more than 6 years, and 3% of the students have already graduated. All non-English major respondents are enrolled in different disciplines that require students to have already passed a preparatory program in English preceding official enrollment in those disciplines. In addition, students in some other disciplines are accustomed to studying several courses in English; while in some of those other disciplines, the language of instruction is English. Therefore, all respondents are familiar with the items content and the practice of oral presentation in English.

Instruments

Motivated by Otoshi and Heffernen's study (2008), this study utilized a five-point Likert scale survey developed by the aforementioned authors where they used it to investigate Japanese EFL university students' perceptions and attitude towards what defines successful oral presentation. The questionnaire comprised 30 items representing 8 criteria for assessing and evaluating oral presentation. The specified criteria are "eye-contact; voice; English; originality of content; clarity; Power[P]oint; body language; and time management" (Otoshi & Heffernen, 2008, p. 70). The internal consistency reliability was measured and Cronbach's alpha was .757, which was adequately reliable.

Data Analysis

To obtain answers for the two research questions, the research utilized SPSS v.24 software. For the first research question, descriptive statistics were used which consisted of item-related number of responses and percentages, means, and standard deviations. The survey items took the form of either positive or negative statements. For positive statements, the scale assigned values were from 1 (strongly disagree) to 5 (strongly agree); whereas for the negative statements the scales assigned values were 1 (strongly agree) to 5 (strongly disagree). The negative forming of some items and their related reversed scales were used for the purpose of suitable examination of the respondents' perceptions of the constituents associated with successful oral presentations. With regard to the second research question, Principal Components Analysis (PCA) was performed to retain the major categories comprising successful oral presentation in English. According to Comrey and Lee (1992) a sample size of 300 is considered "good" (suitable) for factor analysis. The sample size of the current study exceeds 300 which indicates the suitability of the sample size for (PCA).

Results and Findings

Students' Perceptions of the Key Individual Aspects of Oral Presentation

The results revealed that among all items in the questionnaire (see Appendix A) students tended to agree the most with item 23 "A presentation should be given in a clear voice" which had the highest score (4.55) (see Table 1). The second item with the highest score was 27 (4.38) "Speakers should speak with confidence". On

the contrary. Items 8 “Speakers should just speak about whatever they want even if the audience does not understand it” and 28 “I don’t mind grammatical mistakes in a presentation as long as the message is clearly delivered to the audience” had the lowest score among all items with (2.32) and (2.59) respectively.

Table 7
Descriptive Analysis for Questionnaire Responses

Items	SD (%)	n	D n (%)	N n (%)	A n (%)	SA (%)	n	M	SD
Item 1	5 (1.5)	28 (8.4)	43 (12.9)	159 (47.7)	98 (29.4)			3.95	.94
Item 2	125 (37.5)	138 (41.4)	37 (11.1)	25 (7.5)	8 (2.4)			4.04	1.00
Item 3	8 (2.4)	12 (3.6)	13 (3.9)	139 (41.7)	161 (48.3)			4.30	.89
Item 4	41 (12.3)	126 (37.8)	62 (18.6)	67 (20.1)	36 (10.8)			3.21	1.21
Item 5	5 (1.5)	16 (4.8)	28 (8.4)	203 (61)	81 (24.3)			4.02	.81
Item 6	35 (10.5)	112 (33.6)	72 (21.6)	89 (26.7)	24 (7.2)			3.14	1.14
Item 7	4 (1.2)	37 (11.1)	31 (9.3)	166 (49.8)	95 (28.5)			3.93	.96
Item 8	85 (25.5)	134 (40.2)	50 (15)	50 (15)	14 (4.2)			2.32	1.13
Item 9	6 (1.8)	8 (2.4)	22 (6.6)	199 (59.8)	98 (29.4)			4.13	.77
Item 10	38 (11.4)	96 (28.8)	53 (15.9)	116 (34.8)	30 (9)			2.99	1.20
Item 11	6 (1.8)	36 (10.8)	26 (7.8)	210 (63.1)	55 (16.5)			3.82	.89
Item 12	28 (8.4)	115 (34.5)	81 (24.3)	92 (27.6)	17 (5.1)			3.14	1.07

Item 13	7 (2.1)	19 (5.7)	51 (15.3)	187 (56.2)	69 (20.7)	3.88	.87
Item 14	2 (0.6)	38 (11.4)	39 (11.7)	172 (51.7)	82 (24.6)	3.88	.92
Item 15	30 (9)	86 (25.8)	49 (14.7)	133 (39.9)	35 (10.5)	2.83	1.18
Item 16	12 (3.6)	54 (16.2)	83 (24.9)	134 (40.2)	50 (15)	3.47	1.04
Item 17	6 (1.8)	10 (3)	36 (10.8)	207 (62.2)	74 (22.2)	4.00	.78
Item 18	70 (21)	100 (30)	37 (11.1)	92 (27.6)	34 (10.2)	3.24	1.33
Item 19	77 (23.1)	134 (40.2)	63 (18.9)	47 (14.1)	12 (3.6)	3.65	1.09
Item 20	8 (2.4)	39 (11.7)	65 (19.5)	154 (46.2)	66 (19.8)	3.70	.99
Item 21	50 (15)	150 (45)	59 (17.7)	57 (17.1)	17 (5.1)	3.48	1.09
Item 22	2 (0.6)	7 (2.1)	15 (4.5)	163 (48.9)	146 (43.8)	4.33	.71
Item 23	2 (0.6)	3 (0.9)	7 (2.1)	119 (35.7)	202 (60.7)	4.55	.64
Item 24	3 (0.9)	16 (4.8)	48 (14.4)	151 (45.3)	115 (34.5)	4.08	.87
Item 25	1 (0.3)	3 (0.9)	9 (2.7)	127 (38.1)	193 (58)	4.53	.62
Item 26	0 (0)	8 (2.4)	19 (5.7)	215 (64.6)	91 (27.3)	4.17	.63
Item 27	1 (0.3)	9 (2.7)	13 (3.9)	150 (45)	160 (48)	4.38	.71
Item 28	17 (5.1)	89 (26.7)	38 (11.4)	120 (36)	69 (20.7)	2.59	1.22

Item	6 (1.8)	31 (9.3)	42 (12.6)	176	78	3.87	.93
29				(52.9)	(23.4)		
Item	62	106	58 (17.4)	86	20 (6)	3.31	1.21
30	(18.6)	(31.8)		(25.8)			

Analysis showed, as indicated in Table 2, that students agreed the most with items (23 (96.4%), 27, 22, 26, 3, 9, 5, 17, 24, 11,7, 1, 13, 14, and 29 (76.3%)). That is, above 75% of students agreed with these items. The most agreed with items indicate that the majority of students perceive them as key and most important individual elements of oral presentation.

Table 2
Items with the Highest Agreement Percentages

Item Statement	Percentage
23. A presentation should be given in a clear voice.	96.4%
27. Speakers should speak with confidence.	93%
22. The size of the letters in a PowerPoint presentation should be easy to read.	92.7%
26. Speakers should pay attention to the speed of the speech.	91.9
3. A presentation should be given in an organized way.	90%
9. Good presentations include detailed examples and reasons.	89.2%
5. Using signal words such as “First” and “Second” are important when giving a presentation.	85.3%
17. Speakers should stick to the objectives of the presentation without confusing the audience.	84.4%
24. The speaker should use some body language while speaking.	79.8%
11. Speakers should pay attention to the audience’s response while they speak.	79.6%
7. Speakers should avoid using difficult terms when giving a presentation.	78.3%
1. Presentation topics should be interesting to the audience.	77.1%
13. Speakers should argue their own ideas or possible solutions in their talk.	76.9%

14. A good PowerPoint presentation includes pictures and photographs.	76.3%
29. A presentation should be delivered with correct pronunciation.	76.3%

On the other hand, students' most disagreement occurred with items (2 (78.9%) 8, 19, and 21 (60 %) respectively (see Table 3), indicating that 60% of the students and above disagreed with these items. This shows that the majority of students do not mind smiling while presenting; they consider that presenters speaking about whatever they want regardless of whether the audience understand the message to be unacceptable; they perceive acting cheerfully while presenting as a positive aspect of oral presentation; they understand that presentation objectives need to be outlined to the audience.

Table 3
Items with the Highest Disagreement Percentages

Item Statement	Percentage
2. Smiling is not good while giving a presentation.	78.9%
8. Speakers should just speak about whatever they want even if the audience does not understand it.	65.7%
19. Speakers don't have to act cheerfully when speaking.	63.3%
21. Speakers don't have to outline the presentation objectives to the audience.	60 %

Major Categories of Criteria of Oral Presentation According to Students' Perceptions

To examine what major categories/factors students tend to focus on as an indication of successful oral presentation, the researcher performed Principal Components Analysis (PCA) in order to reduce the number of variables to smaller sets of major categories/factors representing successful oral presentation according to the views of the participants. The analysis was performed using Varimax rotation technique in which the rotation is used for better interpretation. For a sample size comprising at least 300 respondents, loadings of rotated factors have to be .32 or higher, as a rule of thumb, to suggest statistical significance (Tabachnick & Fidell,

2007). Therefore, for the selection of statistically significant components/factors, the minimum loading has to be .32 for a variable to be included within a factor. All variables loadings of less than .30 were excluded. Consequently, the following major components were extracted:

Table 4

Results of the Principal Components Analysis with Varimax Rotation

Items	Loading	Factor
22. The size of the letters in a PowerPoint presentation should be easy to read.	.755	Voice/speech quality & idea clarity 10.5% of the total variance
23. A presentation should be given in a clear voice.	.754	
26. Speakers should pay attention to the speed of the speech.	.564	
27. Speakers should speak with confidence.	.543	
24. The speaker should use some body language while speaking.	.684	Interaction with the audience & and the audience interest in presentation 8.54% of the total variance
20. Speakers should make eye-contact with the audience.	.666	
1. Presentation topics should be interesting to the audience.	.610	
13. Speakers should argue their own ideas or possible solutions in their talk.	.387	
11. Speakers should pay attention to the audience's response while they speak.	.344	
28. I don't mind grammatical mistakes in a presentation as long as the message is clearly delivered to the audience.	.790	Accuracy/correctness of language
10. I don't mind if I find grammatical errors in a PowerPoint presentation.	.784	
15. Speakers don't have to speak fluent English.	.563	7.52% of the total variance
29. A presentation should be delivered with	.506	

correct pronunciation.

In spite of that study design might come into play when considering a factor/component; however, a factor can be named as one when it has a minimum of 3 or more variables (Tabachnick & Fidell, 2007). It can be seen that all the three retained factors have at least 4 variables. As noted in Table 4, The first extracted factor consists of 4 variables that account for 10.5% of the total variance. The variables 22, 23 (with higher loadings), 26, and 27 (with lower loadings) represent aspects of clarity and quality of presentation and presenter's voice. Therefore, this factor is named (voice/speech quality & idea clarity). The scree plot indicated a sharp drop of the variance for the second retained component accounting for 8.54% of the total variance. The second retained factor comprised 5 variables 24, 20, 1 (with higher loadings), 13, and 11 (with lower loadings), that are associated with the elements of presenter's type of behavior and contact with audience, type of presentation delivery, and audience interest in presentation. Thus, it is labeled (interaction with the audience & the audience interest in presentation). The third factor has 4 variables that account for 7.52% of the total variance. The variables 28, 10 (with higher loadings), 15, and 29 (with lower loadings) are associated with language used in presentation. It is named (accuracy/correctness of language).

Discussion

The findings of the current study provide insight into the individual aspects of oral presentation to which Saudi university students tend to pay attention as indicators of successful oral presentation. The fact that the majority of students agreed with specific items more than others suggest that those items represent what students concentrate on while preparing for presentation and carefully attend to when involved in oral presentation. Therefore, it is highly expected that those constituents are the ones students would focus on when assessing their peers' oral presentations. The three extracted factors/components that comprise the major categories of criteria of oral presentation, according to students' views, indicate students' perceptions of the primary criteria on which oral presentation should be assessed. Elements within each factor represent different dimensions of oral presentation which suggests the complexity of the individual components

influencing students' attitudes and perceptions of the major categories associated with a high-quality presentation.

The first retained factor expresses the readability of the visual aid utilized and clarity of presenters' voice. Students primarily paid attention to the basic elements to which a presenter with a visual aid should attend. In addition, this factor consists of the elements of speech rate and confidence of the presenter; the first might impact audience comprehension of ideas presented; whereas the second might be associated with the level of knowledgeability and presentation skills that a presenter should have. The fact that this factor resulted as (factor number 1) reflects university students' attitudes towards the value of the elements comprising this factor.

The second extracted factor is related to the interaction with audience. Body language and eye-contact represent crucial aspects of the factor as they might contribute to effective communication of ideas in the presentation. Moreover, audience interest in presentation as a third element received students' attention as it could impact the audience's attention, and as a result the whole presentation. Two other elements were found in this factor; arguing ideas or solutions and paying attention to the audience's response during presentation. The former may be viewed as presenters could state what they think about the presented ideas as much as possible and be more informative by providing solutions. This could reflect a well-informed presenter and provide the audience with suggested ideas for solving problems that the presenter mention. The latter may be seen as monitoring the audience's interaction and reaction during presentation as an indication of a successful presentation as well as for making any necessary changes that would result in better response and interaction from the audience.

The third factor concerns correctness of language used in the presentation. Students responses reveal that they are inclined to tolerate language mistakes and errors. They did not mind presenters having issues related to language accuracy and fluency as long as communication occurs. They consider attending to meaning to be more crucial than attending to form. An exception appeared with the aspect of incorrect pronunciation which the students tend not to accept as it might have an impact on communicating the ideas of presentation.

The findings of this study are in line with Otoshi and Heffernen's (2008) findings who examined the factors that Japanese students consider important

regarding what constitutes successful oral presentation. Although the current study and their study explored EFL learners in different contexts within the EFL context, with different students in different cultures, and in different educational systems; however, several identical items in the current study and their study received relatively similar high scores. Moreover, A number of other identical items in both studies received relatively similar low scores. Further, the three extracted major factors in this study and their study are, to some extent, comparable. Such similarity provides support to what Otoshi and Heffernen suggested that the findings of their study can be generalized beyond the Japanese context. Generally speaking, findings from the two studies indicate that many students learning English in the EFL context share, to some extent, similar views of what constitutes a well performed oral presentation.

It is important to note that the factors resulted from this study can be treated as basic categories of criteria of effective oral presentation that students contributed in making. Students can benefit from the guidance and help of teachers to include more major categories to which students might not pay attention. When students engage in designing their own assessment criteria, discuss them with their peers and the teacher, and apply them to their own oral presentations, students become more able to thoroughly and clearly understand the components of successful oral presentations (Topping, 1998). Consequently, as students become more familiarized with the criteria, this has the potential to increase the validity of peer assessment (Langan et al., 2005; Panadero & Jonsson, 2013). Liu and Carless (2006) pointed out that designing and developing criteria for assessment by learners could help them make more accurate assessment. Shared design and development of criteria on which students are assessed might also enhance clarity of learning objectives and render informative feedback on students' performance (Lee & Chang, 2005; Luoma, 2004).

Conclusion and Implications

The current study revealed students' attitudes towards the key individual aspects and major categories of criteria of successful oral presentations. Students tended to consider certain aspects to be indispensable for effective oral presentation. In addition, 3 factors appeared to comprise the major constituents to which presenters should pay attention. The results of students' perceptions of the key

elements and the major factors of oral presentation are informative for instructors who use or intend to use peer assessment in this context. This study examined the views of a large number of respondents and included EFL students from different disciplines. Moreover, the questionnaire consisted of several constituents covering, to a large extent, what have been suggested in the literature as basic and necessary elements of effective oral presentations. Therefore, the findings of this study may allow, to some extent, for generalization within the Saudi setting.

The findings are not merely for understanding what components students appear to attend to, but also, as the scores of some items indicated, what types of components students tend to neglect or treat as secondary. That is, instructors can work with students to maintain their views of the aspects that they treat as important and also raise students' awareness of the ones on which they tend not to consider essential. Students' attitudes towards the key aspects suggest the specific areas to which they pay attention when preparing for and performing oral presentations, and also when assessing their peers.

It is important to mention in this regard that having students design the assessment criteria and discuss them with instructors might not be solely adequate to arrive at effective peer assessment. Students also need training on how to assess (for example, Patri, 2002; Saito, 2008). Instructors need to test the ability of their students to assess their peers accurately especially when grading of oral presentations is involved in the process of assessment.

The findings indicate that it is crucial to examine EFL learners' perceptions of this activity as it can lead to insight into how learners would approach peer assessment. Engaging language learners in the process of designing, developing, and negotiating assessment criteria can lead to better comprehension of the presentation objectives and the expectations of students' performance. Consequently, this may lead to more accurate assessment of their peers. Thus, peer assessment of oral presentation can be improved and students' assessment can be more valid (Liu & Carless, 2006).

As a first step, language instructors can assist their students to become better peer assessors by including them in a discussion of the assessment criteria. Then, instructors and students can negotiate the criteria by indicating whether there is a need to revise them or make some modifications. This may include emphasizing the

important aspects to which students usually attend and familiarizing them with the aspects they tend not to perceive as necessary. Finally, as a result of the aforementioned two steps, students can design a scoring rubric in which all major constituents of successful oral presentations are included and well defined. Broadly speaking, engaging students in this process has the potential to make them clearly understand the requirements and expectations of a high-quality oral presentation in English and also make peer assessment more objective and criteria-based.

References

- Ahangari, S., Rassekh-Alqol, B., & Hamed, L. A. A. (2013). The effect of peer assessment on oral presentation in an EFL context. *International Journal of Applied Linguistics and English Literature*, 2(3), 45-53.
- Alwi, N. F. B., & Sidhu, G. K. (2013). Oral presentation: Self-perceived competence and actual performance among UiTM business faculty students. *Procedia-Social and Behavioral Sciences*, 90, 98-106.
- Aryadoust, V. (2015). Self-and peer assessments of oral presentations by first-year university students. *Educational Assessment*, 20(3), 199-225.
- Aryadoust, V. (2017). Understanding the role of likeability in the peer assessments of university students' oral presentation skills: A latent variable approach. *Language Assessment Quarterly*, 14(4), 398-419.
- Boud, D. & Falchikov, N. (2005). Redesigning assessment for learning beyond higher education. In A. Brew & C. Asmar (Eds.), *Higher education in a changing world: Research and Development in Higher Education*, 28. *Proceedings of the 2005 HERDSA Conference* (pp. 34-41). Sydney: HERDSA. Retrieved from http://conference.herdsa.org.au/2005/pdf/refereed/paper_398.pdf
- Boud, D., & Falchikov, N. (2006). Aligning assessment with long-term learning. *Assessment & Evaluation in Higher Education*, 31(4), 399-413.
- Cheng, W., & Warren, M. (2005). Peer assessment of language proficiency. *Language Testing*, 22(1), 93-121.
- Comrey, A. L., & Lee, H. B. (1992). *A first course in factor analysis*. Hillsdale, NJ: Erlbaum.

- De Grez, L., Valcke, M., & Roozen, I. (2012). How effective are self-and peer assessment of oral presentation skills compared with teachers' assessments? *Active Learning in Higher Education*, 13(2), 129-142.
- Dochy, F., Segers, M., & Sluijsmans, D. (1999). The use of self-, peer and co-assessment in higher education: A review. *Studies in Higher Education*, 24(3), 331-350.
- Emden, J., V. & Becker, L. (2004). *Presentation skills for students*. Basingstoke: Palgrave Macmillan.
- Falchikov, N. (2005) *Improving assessment through student involvement. Practical solutions for aiding learning in higher and further education*. New York: Routledge Falmer.
- Falchikov, N., & Goldfinch, J. (2000). Student peer assessment in higher education: A meta-analysis comparing peer and teacher marks. *Review of Educational Research*, 70(3), 287-322.
- Hung, Y.J., Samuelson, B. L., & Chen, S.C. (2016). The relationships between peer- and self- assessment and teacher assessment of young EFL learners' oral presentations. In M. Nikolov (Ed.), *Assessing young learners of English: Global and local perspectives* (pp. 317-338). New York: Springer.
- Hwang, G. J., Hung, C. M., & Chen, N. S. (2014). Improving learning achievements, motivations and problem-solving skills through a peer assessment-based game development approach. *Educational Technology Research and Development*, 62(2), 129-145. doi:10.1007/s11423-013-9320-7
- Joughin, G. (2007). Student conceptions of oral presentations. *Studies in Higher Education*, 32(3), 323-336.
- Kim, M., & Ryu, J. (2013). The development and implementation of a web-based formative peer assessment system for enhancing students' metacognitive awareness and performance in ill-structured tasks. *Educational Technology Research and Development*, 61(4), 549-561.
- Langan, A. M., Wheeler, C. P., Shaw, E. M., Haines, B. J., Cullen, W. R., Boyle, J. C., ... & Preziosi, R. F. (2005). Peer assessment of oral presentations: Effects of student gender, university affiliation and participation in the development of assessment criteria. *Assessment and Evaluation in Higher Education*, 30(1), 21-34.

- Langan, M., Shuker, D., Cullen, R., Penney, D., Preziosi, R., & Wheeler, P. (2008). Relationships between student characteristics and self-, peer and tutor evaluations of oral presentations. *Assessment & Evaluation in Higher Education*, *33*(2), 179-190.
- Liu, N. F., & Carless, D. (2006). Peer feedback: The learning element of peer assessment. *Teaching in Higher Education*, *11*(3), 279-290.
- Lurie, S. J., Nofziger, A. C., Meldrum, S., Mooney, C., & Epstein, R. M. (2006). Effects of rater selection on peer assessment among medical students. *Medical Education*, *40*(11), 1088–1097.
- Orsmond, P., Merry, S., & Reiling, K. (1996). The importance of marking criteria in the use of peer assessment. *Assessment & Evaluation in Higher Education*, *21*(3), 239-250.
- Orsmond, P., Merry, S., & Reiling, K. (2002). The use of exemplars and formative feedback when using student derived marking criteria in peer and self-assessment. *Assessment & Evaluation in Higher Education*, *27*(4), 309-323.
- Otoshi, J., & Heffernan, N. (2008). Factors predicting effective oral presentations in EFL classrooms. *Asian EFL Journal*, *10*(1), 65-78.
- Panadero, E., & Jonsson, A. (2013). The use of scoring rubrics for formative assessment purposes revisited: A review. *Educational Research Review*, *9*, 129-144.
- Panadero, E., Jonsson, A., & Strijbos, J. W. (2016). Scaffolding self-regulated learning through self-assessment and peer assessment: Guidelines for classroom implementation. In D. Laveault & L. Allal (Eds.), *Assessment for learning: meeting the challenge of implementation*. Springer, In press.
- Panadero, E., Romero, M., & Strijbos, J. W. (2013). The impact of a rubric and friendship on peer assessment: Effects on construct validity, performance, and perceptions of fairness and comfort. *Studies in Educational Evaluation*, *39*(4), 195-203.
- Papinczak, T., Young, L., & Groves, M. (2007). Peer assessment in problem-based learning: A qualitative study. *Advances in Health Sciences Education*, *12*(2), 169-186.
- Patri, M. (2002). The influence of peer feedback on self-and peer-assessment of oral skills. *Language Testing*, *19*(2), 109-131.

- Race, P., Brown, S., & Smith, B. (2005). *500 tips on assessment*. London and New York: Routledge Falmer.
- Reinders, H., & Lázaro, N. (2007). Current approaches to assessment in self-access language learning. *TESL-EJ*, 11(3), 1-13. Retrieved from <http://www.cc.kyoto-su.ac.jp/information/tesl-ej/ej43/a2.pdf>
- Saito, H. (2008). EFL classroom peer assessment: Training effects on rating and commenting. *Language testing*, 25(4), 553-581.
- Spandorfer, J., Puklus, T., Rose, V., Vahedi, M., Collins, L., Giordano, C., ... & Braster, C. (2014). Peer assessment among first year medical students in anatomy. *Anatomical Sciences Education*, 7(2), 144-152. <https://doi.org/10.1002/ase.1394>
- Suñol, J. J., Arbat, G., Pujol, J., Feliu, L., Fraguell, R. M., & Planas-Lladó, A. (2016). Peer and self-assessment applied to oral presentations from a multidisciplinary perspective. *Assessment & Evaluation in Higher Education*, 41(4), 622-637.
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston, MA: Allyn & Bacon.
- Topping, K. (1998). Peer assessment between students in colleges and universities. *Review of Educational Research*, 68(3), 249-276.
- Topping, K. (2003). Self and peer assessment in school and university: Reliability, validity and utility. In M. Segers, F. Dochy, & E. Cascallar (Eds.), *Optimising new modes of assessment: In search of qualities and standards* (pp. 55-88). Dordrecht, the Netherlands: Kluwer Academic.
- Topping, K. J. (2009). Peer assessment. *Theory into Practice*, 48(1), 20-27.
- Yen, D. C. (2015). The use of peer assessment and reflective discussion to improve student participation and oral presentation performance in a technical communication classroom. *Journal of Techno Social*, 7(2), 88-97
- Zappa-Hollman, S. (2007). Academic presentations across post-secondary contexts: The discourse socialization of non-native English speakers. *Canadian Modern Language Review*, 63(4), 455-485.

Appendix A

Questionnaire

Dear Student: Thank you for voluntarily participating in this study. Oral presentations are known to be a common requirement at this level of education (university), and are often required in several courses. Given that presentations are performed in English language, the purpose of this questionnaire is to explore Saudi EFL students' views of the most important components of assessment criteria of oral presentation.

Directions: Read the following questions and choose the answer that best represents you.

1. How old are you? 18 – 19 – 20 – 21 – 22 – 23 – 24 – 25 – older than 25
2. Are you a: a. Male b. Female
3. Major?

- a. English & Translation
- b. Civil Engineering
- c. Mechanical Engineering
- d. General Engineering (non-specified)
- e. Planning & Architecture
- f. Computer Science
- g. Information Technology
- h. Computer Engineering

4. Number of years at university? 1 – 2 – 3 – 4 – 5 – 6 – more than 6 – graduated

Directions: Read the following statements and indicate if you (strongly agree (SA), agree (A), are neutral (N), disagree (D), or strongly disagree (SD) with each statement.

Adapted from Otoshi and Heffernen (2008).

Statement	Degree of Agreement				
	SA	A	N	D	SD
1. Presentation topics should be interesting to the audience.	SA	A	N	D	SD
2. Smiling is not good while giving a presentation.	SA	A	N	D	SD
3. A presentation should be given in an organized way.	SA	A	N	D	SD
4. Glancing at a transcript is not good while giving a presentation.	SA	A	N	D	SD
5. Using signal words such as “First” and “Second” are important when giving a presentation.	SA	A	N	D	SD
6. Using PowerPoint is not necessary when giving a presentation.	SA	A	N	D	SD
7. Speakers should avoid using difficult terms when giving a presentation.	SA	A	N	D	SD
8. Speakers should just speak about whatever they want even if the audience does not understand it.	SA	A	N	D	SD
9. Good presentations include detailed examples and reasons.	SA	A	N	D	SD
10. I don’t mind if I find grammatical errors in a PowerPoint presentation.	SA	A	N	D	SD
11. Speakers should pay attention to the audience’s response while	SA	A	N	D	SD

they speak.					
12. A PowerPoint presentation does not have to include statistical data when speakers mention numerical information.	SA	A	N	D	SD
13. Speakers should argue their own ideas or possible solutions in their talk.	SA	A	N	D	SD
14. A good PowerPoint presentation includes pictures and photographs.	SA	A	N	D	SD
15. Speakers don't have to speak fluent English.	SA	A	N	D	SD
16. Oral presentations should be given in informal language (as opposed to a formal, written style of language).	SA	A	N	D	SD
17. Speakers should stick to the objectives of the presentation without confusing the audience.	SA	A	N	D	SD
18. Speakers don't have to finish the presentation within an allotted time.	SA	A	N	D	SD
19. Speakers don't have to act cheerfully when speaking.	SA	A	N	D	SD
20. Speakers should make eye-contact with the audience.	SA	A	N	D	SD
21. Speakers don't have to outline the presentation objectives to the audience.	SA	A	N	D	SD
22. The size of the letters in a PowerPoint presentation should be easy to read.	SA	A	N	D	SD
23. A presentation should be given in a clear voice.	SA	A	N	D	SD
24. The speaker should use some body language while speaking.	SA	A	N	D	SD
25. A presentation should be given in a clear voice.	SA	A	N	D	SD
26. Speakers should pay attention to the speed of the speech.	SA	A	N	D	SD
27. Speakers should speak with confidence.	SA	A	N	D	SD
28. I don't mind grammatical mistakes in a presentation as long as the message is clearly delivered to the audience.	SA	A	N	D	SD
29. A presentation should be delivered with correct pronunciation.	SA	A	N	D	SD
30. Speakers don't have to speak loudly.	SA	A	N	D	SD



**The Level of Integrative Vocabulary of DOST Scholars as Assessed by the C-
Test**

Narcitas B. Ouano, Ph.D.

Associate Professor V / Campus Executive Officer

Probe Fellow – English

Cagayan State University – Sanchez Mira Campus

Sanchez Mira, Cagayan Valley, Philippines

narcitasbouano@gmail.com

Melba B. Rosales, Ph.D.

Associate Professor IV/ College Dean, CTE
Cagayan State University – Sanchez Mira Campus
Sanchez Mira, Cagayan Valley, Philippines
melbabrosales@gmail.com

Abstract

Modern language tests tap language use and students' communicative ability. In this study, the C-test, being one of the contemporary techniques in language testing, was used to determine the level of integrative vocabulary of DOST scholars. Seventy one DOST scholars coming from Region 02 and CAR served as the respondents of the study. A survey questionnaire and a C-Test material were developed and utilized by the researcher to gather the data. Frequency and percentage distribution, weighted means, and the F-test were the statistical tools used in treating the data in this study. It was found out that most of the scholars are mostly 16 years old, female, from Cagayan province, relatively poor with a monthly family income of not more than five thousand pesos, have parents who are high school graduates, and with mothers who work as housekeepers and fathers who are farmers. Meanwhile, the scholars have high level of integrative vocabulary but the result of the F-test had shown that the scholars level of integrative vocabulary do not differ significantly when grouped according to their profile variables. The DOST scholars, therefore, are good in terms of their communicative ability to use the English language.

Keywords: C-test, integrative vocabulary, DOST Scholars, Cagayan Valley Region, CAR

Introduction

Integrative vocabulary, that is the integration of word-recognition vocabulary and word-meaning vocabulary, significantly effects not only an individual's reading achievement but also his or her ability to fully participate in both social and academic learning routines (Blachowicz, Fisher, & Watts-Taffe, 2005). Furthermore, vocabulary is an important component of language ability and

is present in many intelligence batteries as a measure of language competence (Baghaei & Tabatabaee, 2015).

Since English is the “lingua franca” in almost all arenas of man’s endeavour, it is therefore very important to enhance one’s competency in the language in order for him to be globally competitive.

Throughout the world, we observe various forms of the language. We have the American English, the British English, the Australian English and such other auxiliary as a result of that country’s cultural heritage. No matter what the form is, comprehension among these different peoples is not a problem generally. But when the speaker incorporates vocabularies unique to his culture, then this is where problems arise.

The Filipinos’ version of English is primarily an American influence having been a colony of the United States for more than three decades. Their English proficiency has given them advantage in the world market in terms of job placement. But this is no longer true today!

Recent studies conducted by the Philippine Center for Investigative Journalism (Chua, 2003) revealed an alarming fact. The national average in the 2002 National Diagnostic Test in English, Mathematics and Science were as low as 38 percent to 42 percent in grade school and 28 percent to 30 percent in high school.

Though such data do not categorically point out to English failure alone, the average would have been relatively higher if English performance were very satisfactory. Thus, it can be said that the English performance was likewise poor.

A reflection of this shortcoming can be seen in the classroom itself. Learners are often not motivated to participate in oral discussions because they lack the skill in speaking. They possess limited vocabulary. And if ever they know how to talk, still they are discouraged to do so for fear of being put on the spot because of their incorrect grammar.

Thus, there is a need to evaluate the whole educative components of the teaching-learning process for remedial measures.

As regards English proficiency, one very efficient tool to assess such is the determination of the level of vocabulary knowledge of the learner. This is so because the learners’ performance on the four macro-skills of communication namely listening, reading, speaking and writing is basically rooted in his vocabulary. For

instance, Costales (2019) determined the English lexical knowledge of pre-service teachers through the use of the Productive Vocabulary Levels Test (PVLTs). This is a standardized instrument for measuring Vocabulary knowledge. It has undergone various stages of development and validation such as that sufficient evidence is available regarding its validity particularly for use by the second language learners. Meanwhile, Hoi (2018) measured the learning vocabulary of the respondents through narrow reading. It involves a reading of texts that are thematically related or texts that are written by the same author with a consistent writing style. This present study, though, focused on determining the integrative vocabulary of the DOST scholars specifically through the use of the C-test. This is a test which involves mechanical deletion of every second word and half of each deleted word remain in the texts so as to give the examinee a clue as to what is missing.

A language test today attempts to tap language use, communicative ability connected discourse (not isolated parts) performance, (not just theoretical knowledge) of real authentic language (Shohamy, 2003). Testing is moving away from emphasizing separate linguistic skills, toward practical communication which represents a combination of all skills. Tests include communicative tasks and testing of cultural and sociolinguistic factors. Because testing now includes real tasks of communication, the language learners become more sensitive to whom, at what time, and in what fashion.

Shohamy (2003) further emphasized that today, there is a transition from discrete point (i.e conjugative of verbs) to integrative test, which includes a more global language sample, without reference to specific elements within each sample.

An integrative way of assessing the language competencies of the students is through the use of cloze tests. Cloze tests are short (250 words) screening assessment passages drawn from reading materials found in one's instructional program. Though they are often used with fiction texts, it is felt that their best use is with adopted subject-area textbooks that all students are required to read because of the relatively high frequency of unusual words. They have key words deleted and replaced with a blank line (Johnson, 2001). Students are asked to read the teacher-constructed cloze passages and fill in missing words based on what they believe makes sense using context clues. Students guess the missing words based on

knowledge of a subject, understanding of basic syntax (word order relationships), and word or sentence meaning (semantics).

C-Test is one type of cloze test used in the integrative testing of language abilities of learners (Darwesh, 2015). C-tests are easy to construct and easily scored if the exact word scoring procedure is adopted. With a fifth word deletion rate, a large number of items can be set on a relatively short text. They are claimed to be valid indicators of overall language proficiency as it is believed that the more correct answers one has in the test, the higher is his overall grasp of the vocabulary, and even the general thought of the passage itself.

A C-test involves mechanical deletion of every second word and half of each deleted word remain in the texts so as to give the examinee a clue as to what is missing. Consider the following example taken from Darwesh (2015). Each blank in the test below must be filled by the second half of a word. If the whole word has an even number of letters then exactly half are missing: to = t——, that = th——. If the whole word has an uneven number of letters, one more than half are missing: the = th——; their = the——; letters = let. Have you heard about camera that can peer into the ground and see a buried city ? or another th—— can he—— scientists est—— when a vol—— will er—— ? still ano—— that c—— show—— h—— deep a bu—— has go—— into fl—— ?.

As one can see, the instructions are too long and complicated, but this does not mean that it cannot be given to the examinee. Wier (2008) mentions that with c-tests a variety of texts are recommended and given the large number of items that can be generated on small texts this further enhances the representative nature of the language being sampled.

With this rationale in mind, the researcher has thought of using the C-test to assess the integrative vocabulary level of the Department of Science and Technology (DOST) scholars in Cagayan Valley and Cordillera Autonomous Region.

Objectives of the Study

Generally, this study assessed the integrative vocabulary level of the DOST scholars in Cagayan Valley and Cordillera Autonomous Region. Specifically, it determined the profile of the respondents in terms of Age, Sex

1.1 Province

- 1.2 Family Income
- 1.3 Highest Educational Attainment of Parents
- 1.4 Occupation of Parents
- 2. What is the level of the respondents' integrative vocabulary based on the result of the C-Test?
- 3. Is there a significant difference on the respondents' integrative vocabulary when grouped according to their profile variables?

Framework

In determining the level of integrative vocabulary of the DOST scholars, the researcher conceptualized the use of C - Test since this would integrate the various aspect of language learning. Thus, the richness of a proper and correct vocabulary in a learner would be revealed through the use of a C-Test (Weir, 2013).

The underpinnings of this research can be traced from the Principle of Reduced Redundancy (Spolsky, 1968) and from the Gestalt Psychology (Oller, 1979). These served as the underlying theories that support the C-Test (Baghaei & Tabatabaee, 2015).

According to Baghaei and Tabatabaee (2015), the reduced redundancy principle is based on the assumption that natural languages are redundant, which means that languages contain unnecessary elements. A communication system without redundancy is extremely sensitive to noise and impractical for communication in real life. Therefore a competent language user must be able to understand distorted messages or when noise is imposed (Baghaei & Tabatabaee, 2015). This theory, therefore, is manifested by the presence of incomplete word spellings in the C-test. The missing letters account for the reduced noise in the sentences which the respondents need to complete in order to showcase understanding of the text.

Meanwhile, Gestalt Psychology is also one theory that accounts for C-Test. Oller (1979) explains that the ability of the perceivers to fill in the gaps in imperfect patterns relates to a human being's ability to construct using the same patterns (Baghaei & Tabatabaee, 2015).

This study would therefore revolve around the language proficiency of the scholars by determining their level of lexical knowledge making use of the C-Test.

Though this may not be so conclusive, it will be an effective measure of their language learning.

Methodology

This research made use of the descriptive research design with the C-Test as the primary tool in gathering data as regards their level of integrative vocabulary. There were 71 DOST scholars served as the respondents in the study. These were the ones who passed the screening and who attended the Summer Orientation and Enrichment Program 2015, an annual program conducted by the DOST to enhance the academic abilities of the scholars.

Below is the C-Test used in this study with the corresponding answers.

Cee Test

Direction: In the given selection, supply the missing letters being asked for. If the whole word has an even number of letters, then exactly half the letters are missing (Ex. This = th ____). However, if it is an odd, one more than half of the letters is missing. (Ex. These + th _____). Try and decide what is missing and complete the words in the space provided.

THE JET AGE MALADY

A U.S. male brought up on the East Coast of America stands eighteen to twenty inches away from another male when in conversation. In talking to a woman , he will increase the distance by four inches. To stay at a distance of about thirteen inches usually has a sexual or aggressive connotation. However, in right distance when talking to a person. When a man brought up in a Latin environment tries to talk to a man brought up on the East Coast of the United States, an interesting thing happens. The Latin will try to maintain what he considers the safe talking distance. The America will of course stay back. Both will feel uncomfortable without quite knowing why. All they know is that there is something wrong with the other fellow. Most culture-blind Latins feel that the

Americans are withdrawn and uncommunicative. Most culture-blind Americans feel that Latins are pushy.

In most American urban areas, ten minutes late for an appointment is all right. Three minutes is significant but an apology is not expected. For five minutes the latecomer mutters an apology. In most Latin countries, a five minute-unit is not necessary, an apology is expected only for a time much longer than twenty minutes. Latins influenced by their own cultural conditioning feel that Americans are more polite and are obsessed with time. This is because the Americans make it a point to come to an appointment at precisely the exact time.

In compliance with research ethics protocol, the researcher obtained clearance certificate from the University Review Ethics Committee. The researcher also obtained informed consent from the respondents prior to the gathering of the needed data for this study.

Frequency, percentage distribution, and weighted means were used in statistically treating the data while the F-Test was employed to find out any significant difference on the level of the scholars' level of integrative vocabulary when grouped according to their profile variables.

Result and Discussion

The result of the survey shows that fifty four (54) or 76.1 percent out of the seventy one (71) DOST scholars who served as respondents are 16 years old. The data further show that the mean age of the respondents is 15.2 which is apparently expected as the average age of newly graduated high school students.

Furthermore, 63.4 percent of the scholars are females. Seemingly, this accounts for the idea that more females who have passed the qualifying examination of the DOST for their scholarship and that these females are inclined to science, technology and mathematics fields.

Also based from the survey, thirty (30) respondents came from the province of Cagayan, twelve (12) came from Isabela province, another twelve (12) from Nueva Vizcaya, while the rest of the group came from Ifugao (4), Quirino (2), Kalinga (3), Apayao (6), and Batanes (2).

As regards their family income, it is very evident from the table that 70.5 percent or fifty (50) of the scholars have families with monthly income below 5,000 while there are only 4 whose family income is around 15,000 pesos per month. Nevertheless, the data show that these scholars only deserve to have been included in the roster of DOST Scholarship. Having passed the screening is evidence that they are the 'poor' but deserving students. This is relevant to the next findings showing that most of the scholars have mothers and fathers who only finished high school. Also it was found out that 76.1 percent or majority of the mothers are housekeepers while 42.3 percent of the fathers are farmers. It is to be noted, however, that there are 8 scholars whose fathers are also housekeepers. Nowadays, this really happens especially when the mothers are the breadwinners or when they are working overseas.

The Level of Integrative Vocabulary of the DOST Scholars

Table 1 shows the level of the integrative vocabulary of the DOST scholars as tested by the C-Test. The result of the test shows that out of the 71 scholars who took the C-test, 44 or 62 percent got scores ranging from 84.9 to 106 and are classified in the highest level. The mean score which is 84.24 means that the students have "high" level of integrative vocabulary. This implies that there was a good interplay between their vocabulary skills and their interest in learning science and technology. This further means that the respondents have sufficient knowledge on the different content and function words. This can be said so because the words identified in the C-test do not belong to only one classification thereby allowing a wider coverage of assessing their integrative vocabulary.

Having such considerable level of integrative vocabulary is in consonance with Gallas (1995) whose study concludes that when one has the ability to talk and write well about science, then he or she is doing science. In the UNESCO's report on the current challenges on basic Science education, argues that through such productive talking and writing, students learn science more effectively and at the same time learn ways to live together, make judgments and decisions, and resolve social or group difficulties (UNESCO, 2010). It has to be noted that productive talking and writing about Science and Technology, ladies and gentlemen, can only be possible when one possesses a good level of English vocabulary.

Table 1. Level of integrative vocabulary of the DOST scholars as tested by the C-test.

Level	Score Range	Frequency	Percentage
5	84.9-106	44	62%
4	63.7-84.8	24	38.8%
3	42.5-63.6	3	4.2%
2	21.3-42.4	0	-
1	0-21.2	0	-

Mean score = 84.24

Difference on the Level of Integrative Vocabulary of the DOST Scholars when Grouped According to Profile Variables

The result of the F-test shows that the probability values for all profile variables were lesser than .05 level of significance. This proves that there is no significant difference in the integrative vocabulary of the DOST scholars when grouped according to their profile variables. This result only amplifies the idea that these scholars have passed through the rigid screening procedures of DOST for them to be included in the listing, hence it is expected that they are good academically.

Furthermore, in some informal interviews conducted by the researcher, many of the scholars considered English subject as their least priority in academic because most of them are inclined to Sciences and Mathematics since their priority degree courses are along engineering, arts, and sciences. The result of this study now suggests that the scholars gained holistic development of their academic capabilities because they are not only good in their subjects of interest but they are also good in language. With this, they can be more successful in various academic endeavors in their college or university studies.

Finally, the null hypothesis in this study which states that there is no significant difference on the level of integrative vocabulary of the DOST scholars when grouped according to profile variables is accepted.

Conclusion

Considering the aforementioned findings, it is concluded that the DOST scholars from Region II and CAR have a considerably high level of integrative vocabulary along the English language, hence they can be successful in comprehending concepts presented them in their college education and allows them to understand, talk and write well concepts in science and mathematics.

It is also concluded that the profile variables of the DOST scholars do not cause variations in their integrative vocabulary. There may be some other factors that could affect such.

Recommendations

In the light of the foregoing conclusions, the following recommendations are given:

1. The DOST should continue the conduct of the Summer Orientation and Enhancement Program (SOEP) in order to further develop the abilities of the scholars.
2. Another study should be conducted tracing the performance of DOST scholars in their English courses while in the college.

References

- Baghaei, P., & Tabatabaee, M. (2015). The C-Test: An Integrative Measure of Crystallized Intelligence. *Journal of Intelligence*, 3(2), 46–58. <https://doi.org/10.3390/jintelligence3020046>
- Blachowicz, C. L. Z., Fisher, P. J., & Watts-Taffe, S. (2005). Integrated Vocabulary Instruction: Meeting the Needs of Diverse Learners in Grades K–5. In *Learning Point Associates*. North Central Regional Educational Laboratory. Retrieved from www.learningpt.org
- Costales, R.R. (2019). English Lexical Knowledge of Pre- Service Teachers: Basis for Teacher. Education Language Program Enrichment. The Asian EFL Journal Quarterly, 21 (2.4), 226-251.
- Chuan, Y. 2003. The Philippine Star. “More textbooks, but DepEd problems remain,” 6:11

- Darwesh, A.J. 2015. Cloze tests: an integrative approach. *TESOL Quarterly*, Vol.13 No.2.
- Gallas, K. (1995). *Talking their way into science : hearing children's questions and theories, responding with curricula*. Teachers College Press. Retrieved from https://books.google.com.ph/books/about/Talking_Their_Way_Into_Science.html?id=2FIJypqYVskC&redir_esc=y
- Hoi, V. N., Hang, H. L., Ngoan, N. Q. (2018). Learning Vocabulary through Narrow Reading: A Case of Vietnamese EFL Learners. (J. Adamson, Ed.) *The Asian EFL Journal Quarterly*, 20 (12.1), 126-153.
- Johnson, D. D. 2001. *Vocabulary in the elementary and middle school*. Boston: Allyn & Bacon.
- Oller, J. W. . (1979). *Language Tests at School*. London, UK: Longman.
- Shohamy, E. 2003. *A practical handbook in language testing*
- Spolsky, B. (1968). What does it mean to know a language? Or how do you get someone to perform his competence? In *Second Conference on Problems in Foreign Language Testing, University of Southern California, Los Angeles, CA, USA*.
- Weir, C. 2013. *Understanding and developing language test*.
- UNESCO. (2010). *Current challenges in basic science education*. UNESCO - Education Sector. <https://doi.org/10.1007/s13398-014-0173-7.2>



Reading Comprehension and Mathematics Problem Solving Proficiency of Filipino ESL Learners: An Imperative for Bridging the Gap

Magda L. Frutas, DME

Cagayan State University, Tuguegarao City

mmlanguian@yahoo.com/fmagda485@gmail.com

Abstract

The Philippines' current educational state along Mathematics and English warrants a great deal of attention. As reported by World Bank in 2018 and the United Nations Development Program in 2009, the Filipino students' performance in international examinations administered by the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS) is stuck at the bottom while struggling at a passing level locally. This trend is also reflected in national and regional examinations. The NAT results also confirm the underperformance of students in Mathematics. This problem, of poor performance according to the Department of Education and the DOST, is attributed to students' poor reading comprehension. This means that mathematics performance and reading comprehension are interlinked. If Mathematics performance is to be improved, then serious attention must be given to improving the reading skills of students. Previous researches revealed different findings on the association between reading comprehension and mathematics performance. This paper reports the findings of a correlational analysis between the reading comprehension skills and the mathematics problem solving skills of third year Mathematics students at St. Paul University Philippines. This study examined the reading comprehension skills and mathematical word problem-solving skills of the respondents and determined if they significantly correlate. Findings revealed that the overall students' reading comprehension was significantly correlated to mathematics problem solving skill.

Keywords: reading, reading comprehension, mathematics performance, mathematics problem solving skills/proficiency

Introduction

Academic life demands highly leveled reading ability in order to succeed in pursuing a degree, especially when no one is exempted to learn the rudiments of mathematical concepts. Reading is an important access skill one needs in order to solve mathematical problems. Talking about “reading” comprehension as an issue related to mathematics performance leads us to two meanings of reading. The first one relates to the general ability of reading where one can read and understand any text. The second one is related to specifically read and understand a mathematical text.

This research is based on the cognitive theory that tells us that a reader can think about and understand the text’s content itself when he can focus on the meaning of words rather than on the recognition of words. Reading comprehension is a complex cognitive process that involves decoding symbols order to give meaning. It refers to the mastery of basic cognitive processes to the point where they are automatic that attention is freed for the analysis of meaning.

Cognitive theory views reading not merely as a matter of decoding print to sounds but also a matter of making sense of written language. Reading is a process of connecting information in the text with the knowledge the reader brings. (Smith, 1994)

Innabi (2007) presented reading mathematics is different from reading any other text. He described reading mathematics as a meaningful interpretation of printed symbols, pictures, charts, graphs and tables. Therefore, to read mathematics, students must learn to integrate basic reading skills and some other skills like computational skills and thinking skills. This integration process can be quite complicated.

Reading comprehension and mathematics performance have been shown to be closely related. Light and De Fries (1995) showed that difficulties in mathematics were associated with reading ability development. Jordan et.al (2002) found in a two-year longitudinal study that reading disabilities predicted children’s progress in reading. Genetic studies have shown that the correlation between mathematical performance and reading abilities ranges from 0.47 to 0.76 and that the correlation between disabilities in mathematics and reading is 0.53 (Plomin and Kovas, 2005).

Many studies found relationship between certain linguistic abilities and mathematical abilities (Zhang et. al, 2006)

The Philippines is among the countries in the world with a higher literacy rate at 93.4% in 2008 as shown in the United Nations Development Report of 2009. However, the Hopkin's International Partners 2017 reports that the Philippines lags behind most ASEAN neighbors in English proficiency. In a similar manner, the performance of Filipino students in international Mathematics test is stuck at the bottom in the international and national levels while struggling at a passing level locally. The World Bank in 2018 reported that the Philippines underperformed among its peers in the East Asian, and the Pacific region in international examinations. The Philippines score is below average in the international examinations under the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS). Dela Cruz (2017) reported in the Philippine Daily Inquirer that the Philippines ranked 67th out of 140 countries in the quality of math and science education in 2015-2016 Global Competitiveness Report of the World Economic Forum, and 79th of 138 in the 2016-2017 data. Nationally, Filipino students showed poor mastery in science and mathematics as evidenced by the results of the 2003 to 2009 National Achievement Tests (Imam, 2010).

The Department of Education (DepEd) and the Department of Science and Technology (DOST) singled out the problem on poor reading comprehension as a principal factor on the miserable performance of students in the National Achievement Tests (Rimando,2006).

The researcher, being a Mathematics teacher particularly on the subject mathematical investigations and problem solving often hear comments like: "I don't like the wordings of the problems in the test, I had difficulty understanding it", "I can manipulate numbers and perform mathematical operations, I just don't know what the question was asking in the word problems", and "the reading level is too high that an average student like me have difficulty to interpret" when she gives . These statements suggest that the ability to answer correctly a word problem in mathematics lies in the ability of the student to comprehend the mathematical text. This corroborates with Brenda Morales' claims that solving a word problem in Mathematics is challenging because it requires students to read and understand the

text of the problem, identify the question that needs to be answered, and finally come up with numerical equation and solve the problem. (Bernardo, 2005).

These scenarios in the international, national, regional and local arena are evidences showing the dismal state of our education in terms of mathematical and English proficiencies. With this problematic condition, reading comprehension cannot be taken for granted if mathematics performance needs to be enhanced.

Influenced by findings of previous studies and the current state of our education, the researcher was prompted to look into the association between mathematical word problem solving performance and reading comprehension skills. This study adds to previous research by examining which particular reading comprehension skill is related to mathematics word problem solving skill. Hence, the study is framed on the Callahan and Clarks (1988) levels of comprehension. It puts together reading comprehension in three levels, reading the lines (literal level), reading between the lines (interpretive level) and reading beyond the lines (applied level). (Carnine et al, 2010)

The literal level requires readers to retrieve information that has been explicitly stated in the text. Common questions under this level include what, who, where and when. This level involves the ability to recognize the specific information given in the text or in a math class a word problem. The interpretive level requires the students to interact with the text, read between the lines and draw inferences (Day and Park, 2005).

The applied or evaluative level involves thought processes like evaluating, judging, defending choices, predicting, hypothesizing and interpreting. (Vacca, 1986).

Reading Skills in Mathematics

Communication is one skill necessary to survive in the 21st century. Schools are warned that without skill in communication, one cannot function well in the 21st century. Communication is a basic human need (Bangayan-Manera, 2019). To add Medriano and Maguddayao (2019) stated that academic institutions are pretty much concerned with this endeavor because it has embraced the fact that though shelter is the first learning area...school is considered their second home. Speaking of communication, reading is an aspect of communication. And reading is regarded as

an indispensable part of mathematics and “mathematical knowledge”. And with the implementation of the K to 12 program, being versatile is a must for every in service and pre-service teacher. Consequently, teachers are obliged to boost the quality of teaching especially in mathematics to attain educational advancement. Hence the call for every math teacher to be a reading teacher.

Galileo’s famous quote says the whole universe is written in mathematical language and one cannot understand it without learning its letters. Mathematical knowledge involves the ability to interpret and understand mathematical text. Therefore, reading in itself is an essential part of mathematics and mathematical knowledge.

Mathematics is a form of language invented by humans to discuss abstract concepts of numbers and space according to James Bullock, 1994. He stated that this language has the power of enabling scientists to construct metaphors called “models.” These mathematical models enable us to explore in depth their underlying ideas and critically think about physical phenomena. Mathematics education traditionally isn’t really education but training, It has deprived our students of becoming truly literate. Knowing what procedures to perform on cue, Just as a trained animal performs tricks on cue, performing set of procedures is not the basic purpose of learning mathematics. We have not learned the discipline unless we can apply mathematics to real life.

Teachers should teach students to be engaged meaningfully with mathematical text if they want them to understand mathematical concepts rather than to produce specific performances. Students must be prompted to ponder on the ideas that a mathematical text present. The meaning that readers draw will depend largely on their prior knowledge of the information and on the kinds of thinking they do after they read the text (Draper, 2002): Can they synthesize the information? Can they decide what information is important? Can they draw inferences from what they've read?

Martinez and Martinez (2001) as it appeared in Barton et al(2002) highlight the importance of reading to mathematics students: [Students] ... learn to use language to focus and work through problems, to communicate ideas coherently and clearly, to organize ideas and structure arguments, to extend their thinking and knowledge to encompass other perspectives and experiences, to understand their

own problem-solving and thinking processes as well as those of others, and to develop flexibility in representing and interpreting ideas. At the same time, they begin to see mathematics, not as an isolated school subject, but as a life subject—an integral part of the greater world, with connections to concepts and knowledge encountered across the curriculum.

The dramatic change on the theories of learning from behavioral to holistic approach in the turn of 20th century has also changed the thinking about reading comprehension from merely a static activity in the past into a dynamic process where readers create meaning from the written text (Center for Educational Research and Innovation, 2008). This reader-text interaction describes how reading comprehension takes place which provides impact to new learning situation such as understanding mathematics. When considering reading as a factor identified to have bearing on students' performance in mathematics achievement test, it is important to take a look at how both areas are related. Since reading was established as a tool in learning other fields including mathematics, various researches have been undertaken to examine the relationship of the two especially on the aspect of comprehension which is a critical skill to solve word problems in mathematics. Ability to read successfully is seen as a significant contributor in mathematics achievement. Previous studies reveal the existence of close relationship between mathematics performance and reading skills.

It is in these points that the research reports answers to the following questions:

1. What is the level of the reading comprehension in the English language of the respondents?
2. What is the mathematics word problem solving performance of the respondents?
3. Is there a significant relationship between the students' reading comprehension in the English language and their mathematics word problem solving proficiency?

Research Method

Research Design

The study used descriptive correlation research design. It described the performance level of the third year students in reading comprehension skills and in Mathematics word problem solving and investigated if there is correlation between reading comprehension skills to students' proficiency in solving Mathematics word problems.

Sample and Sampling Technique

The study had 29 student-respondents from St. Paul University Philippines. Majority of the respondents belonged to the BEED program. In the selection of respondents, the study used total enumeration.

Research Instruments

The study made use of two instruments, one to determine levels of reading comprehension of the students and the second to determine the Mathematics word problem solving proficiency of the student. The instrument used to determine students' level of reading comprehension was adopted from the Classic Learning Test (CLT) series of 2016 developed by Classic Learning Initiatives. This instrument is developed for college admissions for a number of schools in the United States of America and Canada to provide an alternative to other standardized test such as the SAT. The reading comprehension test covered the three levels of comprehension, namely, literal ,interpretive and applied. To determine the mathematics word problem solving performance of the students, the "Mathematics Problem Solving Thinking Skills Test" developed and validated by Montero (2009) was used. These tests were administered personally by the researcher on two separate sessions, the students being her students in mathematical investigations and problem solving. The scores of students in the first and second tests were correlated using Pearson r to establish the relationship between reading comprehension skills and students' mathematics word problem solving proficiency. All tests were set at 0.05 level of significance. 3.

Results and Discussion

Level of Students' Performance in Reading Comprehension Skills

The Level of students' performance in reading comprehension skills are categorized into three levels: Very competent (88% - 100%), Competent (75% - 87%) and not competent (below 75%).

Range of Scores per Reading Comprehension Level	Percentage	Descriptive Value
10 – 12	88-100	Very Competent
6 – 9	75 – 87	Competent
1-5	Below 75	Not competent

To describe the mathematics problem solving proficiency level of the respondents, the following intervals were used.

Mathematics Problem-solving Proficiency Level

Score Interval	Descriptive Value
41-48	Very High Proficiency
31-40	High Proficiency
21-30	Average Proficiency
11-20	Low Proficiency
Below 10	Very Low Proficiency

Table 1 shows students' performance in reading comprehension. The students performed competently in two reading comprehension levels: literal level (84.34)

and interpretive level (81.75). In the applied comprehension level, however, the students are not competent (79.17). Applied comprehension involves skills that are required in mathematics word problem solving such as judging/making decisions, predicting and interpreting. In general, the students are competent along the three types of reading comprehension skills.

Table 1. Reading comprehension skills of students (N = 29)
Performance in the Three Levels of Reading Comprehension Skills

	Literal		Interpretive		Applied		Over all	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Very Competent	6	20.69	5	17.24	2	6.90	3	10.34
Competent	20	68.97	19	65.52	5	17.24	20	68.97
Not Competent	3	10.34	5	17.24	22	75.86	6	20.69
Over all Mean	84.34		81.75		74.43		79.17	
	Competent		Competent		Not Competent		Competent	

Level of Students' Performance in Mathematics

The poor performance of Filipino students in mathematics in international, national and local levels have been well documented in different reports. Table 2 shows students' Mathematics Problem Solving proficiency levels. Based on the result, majority of the students 51.72 % or (15) had low proficiency, 34.48% (10) had average proficiency and 6.90 (2) of the respondents had very low proficiency; and 6.90%(2) of them got a high proficiency in solving word problems in mathematics. The obtained overall mean score of 19.02 is interpreted as low proficiency in word problem solving. This finding implies that the students' ability to tackle problems is below the average level. This means that they have not fully acquired the derived level of problem- solving proficiency. This result goes along the result of Mathematics performance of Filipino students in international, national and local examinations. (Imam, 2010).

Table 2. Frequency and Percentage Distribution of Students Grouped in Terms of their Mathematics Problem Solving Proficiency Level

Qualitative Description	Frequency	Percentage
-------------------------	-----------	------------

Very Low Proficiency (below 10)	2	6.90
Low Proficiency (11-20)	15	51.72
Average proficiency (21-30)	10	34.48
High Proficiency (31-40)	2	6.90
Total	29	100.0
Mean: 19.02 (Low Proficiency)		

Correlation between Reading Comprehension Skills and Students' Performance in Mathematics Problem Solving

Table 3 provides data on the relationship between and among the types of of reading comprehension skills and students' Mathematics word problem solving proficiency. As shown in the Table, the students' comprehension along the applied level significantly and positively correlate to their mathematics problem solving proficiency ($r = 0.128$, $p < 0.05$). This result supports claim by experts that solving word problems relies on language comprehension skills such as inferencing and drawing conclusions. (Blisky, et. al,1986) and (Ping, 2008). However, it can be gleaned from the result that the literal and the interpretive reading comprehension levels do not significantly relate to students' word problem solving proficiency. This implies that these comprehension skills may be applied differently in reading and math.

Table 3. Correlation coefficient of reading comprehension skills and students' mathematics problem solving proficiency	<i>r</i> coefficient	Sig.
Reading comprehension skills		
Literal	-0.020	.926
Interpretive	0.188	.328
Applied	0.128	.048*
Overall <i>r</i> coefficient	0.103	.039*

The overall students' performance in reading comprehension skills is significantly and positively correlated to their mathematics problem solving proficiency ($r = .103$, $p < .05$). Although this finding supports previous researches (Carnine et al, 2010), which emphasized the important role of reading skills in mathematics, the weak relationship established by the present study indicates that reading comprehensions skills is not enough to explain the students' performance in mathematics. It is also worthy to note that

Conclusions

Problem solving has been identified as one of the critical thinking skills schools must develop among the 21st century students. Without it, they will not be able to successfully participate in the global economy. Mathematical problem solving requires students to be competent readers to allow them to evaluate printed information presented to them.

Based on the findings, the following conclusions were drawn.: The level of performance in reading comprehension skills in general is competent. However, in the

evaluative/applied reading comprehension, an inherent reading skill required for problem solving, the students were found to be not competent.

The study also revealed that and mathematics word problem solving proficiency of the students is poor. Students seemed to be struggling with both mathematics problem solving skills as well as the skills needed to be a proficient reader.

A significant positive correlation between reading comprehensions skills and mathematics word problem solving proficiency was established. However, the relationship is negligible.

Recommendations

The following are hereby recommended: The low performance of the students in both reading comprehension and word problem solving warrants attention. Thus, bold steps must be undertaken to advance the level of the student in these two areas.

The three levels of reading comprehension must be integrated or applied in the teaching and learning of Mathematics because when students acquire these skills it will most likely effect better performance in Mathematics. The three levels of reading comprehension must be developed well among the students particularly to the pre-service mathematics teachers.

The teachers must be made aware of findings of this study, that there is a significant relationship between reading comprehension and mathematics problem solving proficiency to help them acquire necessary skills for the integration of the three levels of reading comprehension into their teaching.

Curriculum planners and makers should develop learning materials that will enhance the reading comprehension and mathematical problem solving skills of the students.

Trainings and workshops may be conducted to train teachers on strategies that will in turn make students read effectively and meaningfully.

Future researchers may conduct studies along this interest to validate results of the present study and to include variables like study habits, etc, which were not investigated in this study.

References

Bangayan-Manera,A. (2019). Textual Analysis of School Graffiti . The Asian EFL Journal.17381460, 21 (2.3), 273-285.

[Barton, M. L., & Heidema, C. (2002). Teaching reading in mathematics. Aurora, CO: Mid-Continent Research for Education and Learning.

- Bernardo, A. I., (2005). Language and modeling word problems in mathematics among bilinguals. *The Journal of Psychology*, 139(5), 413-425.
- Bilsky, L., Blachman, S., Chi, C., Mui, A., & Winter, P. (1986). Comprehension Strategies in Math Problem and Story Contexts. *Cognition and Instruction*, 3(2), 109-126. Retrieved from <http://www.jstor.org/stable/3233534>
- Bullock, J. O. (1994). Literacy in the language of mathematics. *The American Mathematical Monthly*, 101(8), 735-743.
- Dela Cruz, Mario James S. Philippine Daily Inquirer march 11, 2017
- Draper, R. J. (2002). Every Teacher a Literacy Teacher? An Analysis of the Literacy-related Messages in Secondary Methods Textbooks. *Journal of Literacy Research*, 34(3), 357–384. https://doi.org/10.1207/s15548430jlr3403_5
- Imam, O. (2010). Reading skill predictors of students' performance in Mathematics and Science. Unpublished Doctoral Dissertation, Notre Dame University, Cotabato City, Philippines.
- Innabi, H., & El Sheikh, O. (2007). The change in mathematics teachers' perceptions of critical thinking after 15 years of educational reform in Jordan. *Educational Studies in Mathematics*, 64(1), 45-68.
- Jarret, D. (1999). *The Inclusive Classroom: Teaching Mathematics and Science To English Language Learners - It's Just Good Teaching*. Portland: Northwest Regional Educational Laboratory. Retrieved March 8, 2009 from http://nwrel.org/msec/just_good/8/
- Jordan, NC.et al(2002). Achievement Growth in Children With Learning Disabilities in Math: Findings of a two-year longitudinal Study. *Journal of Educational Psychology*, 94, 586-598
- Light, GJ, De Fries, J.C.,(1995). Comorbidity of Reading and Mathematics Disbalities: Genetic and Environmental Etiology. *Journal of Learning Disabilities*,28,96-106
- Jennifer M. Montero.Problem Solving: Best of Four Methods of Teaching College Algebra Liceo *Journal of Higher Education Research*⇒vol. 6 no. 1 (2009)
- Matel, Pablo B., Reading and Mathematical Problem-Solving Skills of Fourth Year High School Students of Tagaytay City Sciece National High School, SY 2013-2014 Master's Thesis. Master of Arts in Education major in Mathematics Cavite State University, Indang, Cavite. October 2013.

- Medriano, R. Jr. and Maguddayao, R (2019). Sojourning of Foreign Students in the Philippines in their Level of Intercultural Communicative Competence as EFL Learners. *The Asian EFL Journal*. 21 (2.2), 337-363
- Moschkovich, J. N. (2008, December). Beyond Words: Language(s) and Learning in Mathematics. Presentation at the December Workshop of the Silicon Valley Mathematics Initiative, Fremont, CA.
- Ping, Y., Wiles, B., & Lin, Y.-Y. (2008). Teaching Conceptual Model—Based Word Problem Story Grammar to Enhance Mathematics Problem Solving. *The Journal of Special Education*, 42(3), 163–178. <https://doi.org/10.1177/0022466907312895>
- Plomin R., and Kovas, M.,(2005). Generalist Genes and Learning Disabilities. *Psychological Bulletin*, 131, 592 – 617.
- Rimando, T., (2006, August 24). Cause of Poor Skills In Math, Science Bared, Culprit is low Reading Comprehension, DepEd Official Says. *Manila Bulletin*, 404 (24).
- Robertson, Kristina (2009). Math Instruction for English Language Learners
<http://www.ldonline.org/article/30570/>
- Smith, F., (1994) *Understanding Reading*, 55th Edition Hillsdale, NJ:Lawrence Erlbawn
<http://region2.deped.gov.ph/wp-content/uploads/2019/05/2018-NATIONAL-ACHIEVEMENT-TEST-NAT-610-12-RESULTS-AND-ANALYSIS-.pdf>



Workplace Wellbeing and Performance Level of Faculty Members in Higher Education Institution

Loraine S. Tattao, PhD.

tattaoloraine@gmail.com

lorainetattao2013@gmail.com

Cagayan State University - Andrews Campus

Tuguegarao City, Cagayan, Philippines

Abstract

This study examined the workplace wellbeing of faculty members along with the areas of work satisfaction, organizational respect for the employee, employer care, and intrusion of work into private life as well as their performance level. The study utilized the descriptive correlational research design with 88 respondents. The instrument used is the Wellbeing questionnaire. Most of the respondents are female, married, master degree holder, Instructor, ages 31-40, 1-10 years of service, very satisfactory performance level, and with more than 21 units' faculty workload. Respondents have a high level of work satisfaction, organizational respect for the employee, and employer care while having a moderate level in the intrusion of work into private life. There is a significant difference in the workplace wellbeing when grouped according to workload while organizational respect for the employee and performance level are significantly related. The giving of overload is a way of appreciating faculty members. Thus, the University through the college deans needs to invest in teacher wellbeing, for it contributes to positive learning outcomes.

Keywords: employer care, intrusion of work into private life, organizational respect for the employee, performance level, work satisfaction, workplace wellbeing,

Introduction

The organization considers employees as the most critical asset. They are the backbone of an organization. With this, wellbeing is an increasingly relevant and necessary consideration in the modern workplace. A workplace that recognizes and accepts employees for their individuality and the unique skills they bring to their jobs is a pleasant work environment. It addresses whole-person wellness and allows employees to work in the way that best fits their needs. The policies, processes, work arrangements, safety, cooperation, communication, occupational healthcare, expertise, leadership and management of an organization are indicators of workplace wellbeing (Feher, 2016)

As cited by Pascha (2019), Martin Seligman, one of the founders of positive psychology, developed five core elements of psychological well-being and happiness. These are positive emotion, engagement, relationships, meaning and purpose, and accomplishment. Seligman proposes five elements can help people work towards a life of fulfillment, happiness, and meaning. Positive emotion is the most apparent link to happiness. Focusing on positive emotions is more fulfilling: it is the capacity to be looking at the brighter side of life in a constructive manner. A positive perspective facilitates relationships and motivate others to be creative and take risks. Life consists of highs and lows. The low points in life increase your chances of developing depression, although the equation for depression is very complicated. Undertakings that meet the need for movement enable the positive neurotransmitters and hormones to raise the sense of wellbeing. Relationships through connections with others lead to a meaningful life. This is not realistic. People are social animals who are hard-wired to bond and depend on other humans. Hence, the basic need for healthy relationships.

People flourish in relationships that stimulate love, closeness, and a strong emotional and physical bond with other people. Positive relationships with one's family, relatives, peers, coworkers, and friends is a crucial ingredient to overall joy. Having an answer as to reasons for being on earth is a crucial ingredient that can drive people towards satisfaction and contentment.

Understanding the impact of one's work and why one chooses to show up at the office may help a person enjoy the tasks and become more satisfied with what he does. Having goals and ambition in life can help a person achieve things that can give a sense of accomplishment. One should make realistic goals that can be met and just putting in the effort to achieving those goals can already give a sense of satisfaction when one finally achieves those goals a sense of pride and fulfillment. Accomplishments in life are essential to push ourselves to thrive and flourish.

Well-being Theory, as proposed by Seligman (2000), highlights the attainment of well-being. Well-being theory of positive psychology postulates that character strengths are relevant to maximize positive emotion, engagement, relationships, meaning and purpose, and accomplishment (PERMA). Maximum wellbeing enables a person to flourish. Wellbeing is based on self-realization and full functionality. Seligman describes five factors of well-being: positive emotion, engagement, relationships, meaning and purpose, and accomplishment (PERMA).

Research reveal that well-being makes a person feels good. Employees who have higher levels of well-being perform better at work, have more satisfying relationships, are more cooperative, have stronger immune systems, have better physical health, live longer, have reduced cardiovascular mortality, have fewer sleep problems, have lower levels of burnout, have greater self-control, have better self-regulation and coping abilities, and are more prosocial.

Similarly, the wellbeing of faculty members is vital for they cater to diverse students every day. As employees in an academic institution, these faculty members face various day to day activities that may exhaust their energy in the process. There is a bulk of activities in school which they encounter, which may be challenging to deal with or may affect their personal lives. Faculty members report the highest level of occupational stress. The causes of high levels of faculty members' stress include workload, workplace conditions and climate, the pressure of assessment targets, conflict with management and colleagues, and adapting and implementing a new curriculum. In this regard, appropriate and timely intervention can prevent many problems from escalating and can improve workplace function by ensuring appropriate workloads and excellent interpersonal communication. (Cross, 2014)

In the teaching profession, the wellbeing of faculty members should be a primary concern because of the crucial role of the teachers in handling the emotional health of the learners. Similarly, Cagayan State University, like any educational institution, promotes the wellbeing of faculty members through the college deans who have direct supervision on the faculty members. The college deans are responsible for the management of the college along with the areas of instruction, research, and extension.

Investment in teacher wellbeing contributes to improved health and wellbeing for faculty members and students, and ultimately, to positive learning outcomes. The education of student learners is at the core of faculty members' work, and learner success underpins the daily effort, enthusiasm, and commitment from them. Faculty members' wellbeing is, therefore, of critical importance for the future of education (McCallum et al.).

Thus, the researcher embarked on this study. Aside from looking into the workplace wellbeing of faculty members, their performance level was determined as well as its relationship to their workplace wellbeing.

Objectives of the Study

The primary objective of the study is to determine the workplace wellbeing of faculty members, along with work satisfaction, organizational respect for the employee, employer care, and intrusion of work into private life. The purposes of the study included the following: (1) determine the profile of the respondents in terms of sex, age, civil status, educational attainment, academic rank, length of service and faculty workload; (2) ascertain the performance level of the respondents; (3) determine the level of workplace wellbeing of the respondents along work satisfaction, organizational respect for employees, employer care and intrusion of work into private life; (4) assess the significant difference in the workplace wellbeing of the respondents when grouped according to profile variables; and (5) find out the relationship of performance level of the respondents with their workplace wellbeing.

Methods

The descriptive correlational research design is used in the study. This design describes the relationship among variables, without seeking to establish a causal correlation. The regular faculty members in the College of Teacher Education at Cagayan State University are the respondents of the study.

The study used the Workplace Wellbeing questionnaire developed by researchers of the Black Dog Institute. It is a self-report measure of wellbeing in the workplace consisting of 31 items which identified whether one has low, moderate or high workplace wellbeing along with work satisfaction, organizational respect for the employee, employer care, and intrusion of work into private life. The Cronbach Coefficient Alpha is used to calculate the reliability of scales for each of the domains. Reliability for full scale is .91.

The sampling technique applied is a complete enumeration, 88 respondents. The researcher asked permission from the University President for the conduct of the study. After the approval, the researcher prepared a request letter for the Campus Executive Officers from the different campuses of Cagayan State University for the floating of the questionnaire to the regular faculty members of the College of Teacher Education. To assure retrieval, the researcher personally administered the questionnaire to the respondents of the study.

The data gathered were tabulated and statistically analyzed. The study employed frequency and percentage distribution for the profile variable. The independent sample t-test, analysis of variance and Pearson's chi-square test of independence were utilized to determine the significant difference in the workplace wellbeing when grouped according to profile variables as well as to test the significant relationship between the performance level and workplace wellbeing.

Results and Discussion

The result shows that there are 62 or 70.5% who are female respondents, while 26 or 29.5% are males. The result indicates that the teaching profession is female dominated. This finding supports the previous study about the role of female teachers in increasing the literacy rate and their increased career satisfaction (Awan, 2015).

Also, 32 or 36.4% of the respondents are 31 to 40 years of age, 22 or 25% are ages 41 to 50, 21 or 23.9% have ages ranging from 51-60, 10 or 11.4% are 21-30 years of age and 3 or 3.4% are ages 61-65. The mean age of the respondents is 43. This result implies that most of the respondents are in the middle adulthood stage. Middle age is a period of human adulthood that immediately precedes the onset of old age. (<https://www.britannica.com/science/middle-age>). In a study of Martin and Smith (1990), it revealed that middle-aged faculty members were recognized by learners to perform better in classroom organization, motivation, communication, and competence.

Findings in the study further revealed that most of the respondents are married while some are single, and only a few are widowed. Odanga, Aloka, and Raburu (2015) found out in a study conducted to teachers that marriage improved the teachers' self-efficacy in classroom management. Married people are considered as emotionally stable, and having children makes the teacher more tolerant.

Along with educational attainment, 44 or 50% of the respondents are master's degree holder, 43 or 48.9% have doctorate degrees while 1 or 1.1% is a BS degree graduate. This result is consistent with Memorandum Circular No. 10, series of 2012 issued by the Civil Service Commission that the minimum requirement for an entry position in State Universities and Colleges is master's degree in the area of specialization (CSC MC 10, s. 2012).

In terms of academic rank, there are 30 or 34.1% of the respondents who are occupying Instructor rank, 26 or 29.5% are Assistant Professors, 27 or 30.7% are Associate Professors while only a few are Professors. These findings mean that more respondents are in the first two levels of entry position in state universities and colleges.

For the length of service of the respondents, 38 or 43.2% have rendered 1 to 10 years of service at Cagayan State University, 17 or 19.3% are with the institution for 11 to 20 years, 19 or 21.6% served the university for 21-30 years, 13 or 14.8% have rendered 31-40 years and 1 or 1.1% is with the University for more than 41 years. The mean length of service of the respondents is 16. This result shows that most of the respondents have served the University for almost two decades.

Lastly, 58 or 65.9% of the respondents have more than 21 units' faculty workload, while 30 or 34.1% have 21 units. Majority of the respondents have more than 21 units faculty workload. The academic policies of the university state that a maximum overload of nine (9) hours is allowed each faculty member provided that the faculty member has obtained a supervisor's evaluation of Very satisfactory in the previous semester or with exemplary teaching performance. The University through the college deans gives additional remuneration to faculty members with overload on top of the regular salary they are receiving. The regular workload of faculty members is 21 units based on the Academic Manual of the University. (CSU Academic Manual 2013)

The Civil Service Commission issued a Memorandum Circular No. 06, series of 2012 that sets the guidelines on the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies. Cagayan State University as a government institution abides by the CSC memorandum through the accomplishment of the Individual Performance Commitment Rating(IPCR) to measure the performance level of the employees.

Data reveal the performance level of the respondents as measured by the Individual Performance Commitment Rating(IPCR) with a computed mean of 3.955, which falls under Very Satisfactory performance level.

The IPCR measures the teaching effectiveness of the faculty members as well as their involvement in research and extension. Target setting is usually done before the start of each semester and evaluated at the end of the semester. Findings show that 84 or 95.5% of the faculty members have a numerical rating that ranges from 3.41 – 4.20 with an interpretation of Very Satisfactory. This result means that the faculty members' accomplished more than 15% to 29% of the planned targets for the semester in which their performance surpasses expectations.

Moreover, 4 or 4.5% of the faculty members have a rating that ranges from 2.61 – 3.40 with an interpretation of Satisfactory. The result means that the faculty members accomplished 100% to 114% of their targets. From the data, it shows that faculty members are performing their jobs very satisfactorily, exceeding their targets. This result further indicates that faculty

members execute their function with quality, efficiency, and effectiveness in the delivery of instruction as well as involvement in research and extension services.

Results of the study show the level of workplace wellbeing of the respondents along with work satisfaction. The table reveals that work satisfaction has a mean of 2.898, which falls under a high level of work satisfaction. Work satisfaction indicates the degree to which the respondents view work as fulfilling and whether it increases self-worth, provides life with some purpose and meaning, and advances one's skills. Findings disclose that 79 or 89.8% of the respondents have a high level of work satisfaction. High level of work satisfaction means that the faculty members find their work as gratifying, work activities give them a sense of worth and meaning, brings them a sense of satisfaction, makes them feel flourishing as a person as well as it challenges them to advance their skills and feel personally connected to the organization's values.

This result is affirmed by Bryson, Forth, and Stokes (2014) who found out that the characteristics of jobs which influence higher workplace wellbeing include autonomy over how they do their job, clarity of work, opportunities to use and develop their skills and positive interpersonal contact.

Also, this result is substantiated by the study of Awang and Ahmad (2010) who found out that an employee who is satisfied with his job would perform his/her duties well and committed to his/her job, as well as the organization. Work satisfaction represents the level of divergence between what a worker expects to receive and what he or she experiences in the workplace. Also, work satisfaction is a collection of a worker's feelings about the nature and conditions of work.

Work satisfaction is a good indicator for employers of how workers are interacting with organizational policies and procedures. Moreover, an employee should have a connection to the job itself. When he/she is working happily inside and outside the workplace, this results in an outstanding performance. It shows how the employee is persistent and dedicated to the work assigned to him/her. Hence, employees who have a high level of work satisfaction are competent in delivering quality services. This finding is consistent with the respondents' Very Satisfactory performance level.

Data reveal the organizational respect for the employee with a mean of 2.705 falling under a high level of organizational respect for the employee. The organization manifests organizational respect for the employee when employees feel that the administration cares about and values them, treat them well, and believe in their worth in the organization. There are 62 or 70.5% of the respondents have a high level of organizational respect for the employee.

This result means that the respondents judge the senior people in the organization as trustworthy and having ethical values, feel content with the way their superiors treat them and believe in the principles by which their boss operates.

Like any organization, respect is important because it signals that individuals are not only treated as employees but as people. The result of the study supports a finding in a previous study cited by Walker (2014), which states that respect is a core value within an organization. Hence, many organizations give importance by making it a bottom line requirement; ensuring for a respectful work environment is maintained at all times. Respect is vital because it is tantamount to organizational recognition, engagement, and healthy culture. The organization retains talented employees, as well as employees, are committed to the organization when an organization establishes strong values of respect in the workplace.

The high level of organizational respect for the employee is related to the length of service among the faculty members. The faculty members are with the University for almost two decades because they feel that the University through the college deans provides an environment of respect, support, self-worth, and professional development as well as appreciation and recognition for a job well done. Hence, the level of respect that employees feel can be a determinant of their dedication, motivation, and overall employee morale. These factors are essential to the success of the overall organization.

Furthermore, findings of the study disclose the workplace wellbeing along with employer care with a mean of 2.602, which falls under a high level of employer care. Employer care measures explicitly how well the boss treats the employees, whether he/she is caring, willing to lend an ear, and understanding about work concerns.

Data reveal that 57 or 64.8% of the respondents are high levels in Employer Care, 27 or 30.7% belong to the moderate level, while 4 or 4.5% fall on a low level. A high level on employer care means that at difficult times, bosses are willing to listen, care for them, are empathic, and treat the employees the way they should be treated. In the organizational structure of the University, the faculty members are with the direct supervision of the College Deans.

The finding of the study shows that the University through the College Deans provide an environment where the faculty members feel the attention and care. This result corroborates with the findings of Tattao (2013), which revealed that the college deans at Cagayan State University, place a high value on understanding, involvement, and positive relationships. The college deans act more as 'stabilizers' than leaders in the workplace, try to find the "fair" solution as well as find compromises rather than to overwhelm others which make them merely

good negotiators. Hence, the deans as middle managers make the faculty members feel that they have someone to depend on during tough times.

Moreover, the result shows a moderate level along with the intrusion of work into private life with a mean of 1.932. The intrusion of work into private life means that one feels stressed and pressured at work to meet targets and judges that work eats into private life thus impacts negatively on self-esteem. There are 19 or 21.6% of the faculty members who have a low level of work into private life, 56 or 63.6% falls on the moderate level while 13 or 14.8% have a high level. From the result of the study, the faculty members moderately feel that their work eats into their private life, stressed in organizing work and excessively pressured to meet demands and find it hard to wind down.

This result substantiates a study conducted by Adams (2001), who found out that teaching is one of the most stressful job compared to other occupations. Teachers do not only teach content, but they also inspire and stimulate students, trying to be abreast and expected to be accountable, to come to class prepared, to be skilled in assessment, and to positively interact with students, parents, co-teachers and administrators, all in their quest to facilitate learning. Some teachers feel “used up” at the end of a working day, emotionally drained, burned out and overworked. Moreover, others can feel alienated from their school, from their co-teachers or administrators.

Likewise, a similar study confirms this result. Mingoa (2017) found out that the five most common sources of stress for Filipino teachers are having too much paperwork, high cost of living, insufficient salary and other money concerns, oversized classes, and being too busy (including simultaneous activities as being enrolled in school, being employed, parenting, community service, and so on). However, for the faculty members in this study, this feeling of intrusion of work into private life is felt on a moderate level.

The findings of the study disclose that there is a significant difference in the work satisfaction of the respondents when grouped according to faculty workload. Work satisfaction differs depending on whether the faculty members have an overload or not because overload means additional pay on top of the regular salary received by the faculty members. Aside from this, based on the university policies, only those who have very satisfactory performance are qualified to be given overload.

The result of the study has been confirmed by Sohin and Sahingoz (2013), who pointed out that work satisfaction and the workload of employees are directly correlated. Work satisfaction increases productivity. Furthermore, this is substantiated by Gurbuz (2007), who stated that one of the most critical factors which affect the behaviors of the workers in the

establishments is the feeling of work satisfaction. The efficiency and quality of work increase when employees are satisfied. Also, job satisfaction contributes positively to the organization by reducing stress and increasing the adherence of the workers to the policies. Satisfied employees have higher productivity, higher quality of output, and higher overall performance.

Moreover, there is a significant difference in the organizational respect for the employee of the respondents when grouped according to faculty workload. This finding implies that the organizational respect for the employee among the respondents varies depending on faculty workload. The faculty members feel organizational respect when the college dean gives them additional workload. The faculty members feel appreciated when given overload because of additional remuneration received. This result has been corroborated by Burchell (2011), who stated that an organization with strong values of respect could retain talented and productive employees. It also has employees who are committed to the organization. An employee who feels he/she is respected is more likely to have a productive relationship with a team, a manager, or the overall organization. Also, this is substantiated by Tatta (2013) who found out that college deans give overload to cooperative faculty members, as a way of rewarding those who support the college policies and programs. Similarly, the college deans grant overload to faculty members whom they can work well with, devoted, and loyal to the policies of the college and have a very satisfactory rating.

There is a significant difference in employer care of the respondents when grouped according to faculty workload. This result means that the college deans treat the faculty members the way they like to be treated by giving them overload when they perform very satisfactorily. Faculty members enjoy overload as a reward for being a performer as well as supportive of the goals and objectives of the college.

This result is confirmed by Burchell (2011), who asserted that an employee who is listened to by a boss is more likely to cooperate and collaborate with other members of the organization. Hence, letting an employee feel that he/she is respected can yield empowerment, innovation, and creation, all things beneficial to the entire organization.

On the other hand, Cross (2014) cited that the causes of high levels of faculty members' stress include workload, workplace conditions, and climate, the pressure of assessment targets, adapting and implementing a new curriculum. However, for the respondents, the giving of overload by the college deans is seen as an incentive as well as an economic advantage because of the additional pay they receive.

Results of the study disclose that there is no significant difference in the intrusion of work into the private life of the respondents when grouped according to profile variables.

Hence, regardless of age, sex, civil status, highest educational attainment, academic rank, length of service, and faculty workload, they feel that their task as faculty members moderately affect their private life.

Furthermore, there is a significant relationship in the performance level of the respondents with organizational respect for the employee. This finding means that the performance level of faculty members is related to the show of care of the administration through the college deans. College deans make the faculty members feel that they are treated well. The faculty members feel their worth in the organization. It is essential to develop a workplace flooded with respect because respect is synonymous with many other values and feelings, including trust.

Respect, as stated by Burchell (2011), is how leaders set a tone and how employers see the contribution of employees. Workplaces that harbor respect has le who demonstrate a legitimate interest in their workers as individuals, and not just as employees. It is essential to recognize and respect employees by acknowledging their contribution to the organization. When a leader cares for the self-worth and professional development of employees, the leader gains support. When a leader establishes respect in the workplace, productivity yields back as employees become more aligned, connected, and engaged for the organizational goal. Hence, the degree of respect faculty members experiences determines their performance level. Their very satisfactory performance shows their dedication, motivation, and overall employee morale because they feel that they are treated not just as employees but as persons.

Conclusion

The faculty members have a high level of workplace wellbeing along with work satisfaction, organizational respect for the employee, and employer care. High level in these areas can be associated with a greater degree of collaboration and cooperation. Employees who have a high level of workplace wellbeing are more likely to be dedicated to their jobs because they know and feel that they are supported and appreciated. Employees want to know and feel that their employers recognize their contributions and achievements in the workplace, thus performing beyond what is expected. The presence of incentive through the giving of additional faculty workload serves as a way of showing that the faculty members are appreciated. Because of this, they are more willing to go that extra mile, knowing their efforts are recognized and rewarded. Also, high employee wellbeing means high staff engagement and a real intention to do well for the workforce. Employees desire to be treated as a person, not merely as a human resource. High level of workplace wellbeing can raise the productivity of the faculty members.

The college deans who have direct supervision to the faculty members have the most crucial role in establishing an environment loaded with respect. Thus, the University through the college deans must invest in teacher wellbeing, for it contributes to positive learning outcomes. The learners' success depends on the daily effort, enthusiasm, and commitment from the faculty members.

Recommendation

In as much as the study revealed that majority of the respondents have a high level on work satisfaction, organizational respect for the employee and employer care, the Human Resource Department may design program and activities that can sustain this level of workplace wellbeing among the faculty members.

Also, it is recommended that the college deans should continually provide social support and a physically healthy work environment to sustain the high level of workplace wellbeing among the faculty members.

Moreover, in as much as the respondents feel that their work intrudes into their private life on a moderate level, the deans may consider providing enough time to the faculty members, to get their work done and to balance work and personal activities. Flexible working practices could be an alternative through which the respondents can manage conflict between their work and their lives outside.

Also, organizational respect for the employee should be sustained by the college deans for this is related to the performance level of the faculty members. The college deans may continue the giving of additional faculty workload to performing faculty members as it is a way of appreciating and recognizing the contributions of the faculty members to the attainment of the college goals and the organizational goals in general.

Further study can be conducted to include more variables and interview with the respondents and their college deans to elicit more data for a more comprehensive study.

References

- Adams, E. (2011). *A Proposed Causal Model of Vocational Teacher Stress*. Retrieved from Journal of Vocational Education and Training 53/2:223-246.
- Awan, A.G., Riasat, A. (2015). *Role of Female Teachers in Increasing Literacy Rate: A Case Study of D.G. Khan*. Retrieved from Pakistan Journal of Literature, Languages and Linguistics. An International Peer-reviewed Journal Vol. 13: www.iiste.org ISSN 2422-8435

- Awang, Zainudin and Ahmad, Junaidah Hanim (2010). *Modelling Job Satisfaction and Work Commitment Among Lecturers: A case of UiTM Kelantan*. Retrieved from https://researchgate.net/publication/266294260_Modelling_Job_satisfaction_And_Work_Commitment_Among_Lecturers_A_Case_of_UiTM_Kelantan
- Bryson, Alex, Forth, John and Stokes, Lucy. (2014). *Does Worker Wellbeing Affect Workplace Performance? University College London*. Retrieved from <https://pdfs.semanticscholar.org/e3ef/7f210c2a5c4ffc165a59637dcafd5d273b0d.pdf>
- Burchell, Michael, and Jennifer Robin (2011). *"Respect." The Great Workplace: How to Build It, How to Keep It, and Why It Matters*. . Retrieved from San Francisco: Jossey-Bass, 61-95.
- Cagayan State University Academic Manual* . (2013).
- Civil Service Commission Memorandum Circular 10, s. 2012: "Education Requirement for Faculty Positions in State Universities and Colleges (SUCs) and Local Colleges and Universities," CIVIL SERVICE GUIDE: A Compilation of Issuances on Philippine Civil Serv.* (2012). Retrieved from <https://www.csguide.org/items/show/702>.
- Civil Service Commission Memorandum Circular 6, s.2012: "Guidelines in the Establishment and Implementation of Agency Strategic Performance Management System.* (2012).
- Cross, D. (2014). *Teacher Wellbeing. The University of Western Australia*. Retrieved from http://www.research.uwa.edu.au/__data/assets/pdf_file/0010/2633590/teacher-wellbeing-and-student.pdf
- Feher, H. (2016). *The Effect of the Work Environment on Workplace Wellbeing – Research at a Youth Centre. Laurea University of Applied Sciences*. Retrieved from <https://www.theseus.fi/bitstream/handle/10024/108729/Effect%20of%20the%20work%20environment%20on%20workplace%20wellbeing.pdf?sequence=1>
- Gurbuz, A. (20017). *An Assessment on the Effect of Educational Level on the Job Satisfaction from the Tourism Point of View*. Retrieved from journal.dogus.edu.tr/index.php/duj/article/download/97/pdf_agurbuz
- Martin, K. S. (1990). *Effects of Teachers' Age and Gender on Student Perception. Educational Resources Information Centre (ERIC) U.S.A*. Retrieved from <http://www.multidisciplinaryjournals.com/wp-content/uploads/2015/07/paper-INFLUENCE-OF-TEACHERS%E2%80%99-AGE-MARITAL-STATUS>.
- McCallum, F., Price, D., Graham, A. and Morrison, A. *Teacher Wellbeing: A review of the*

- literature retrieved from http://search.ror.unisa.edu.au/record/UNISA_ALMA11147887720001831/media/digital/open/9916146004101831/12147887710001831/13149286280001831/pdf
- Mingoa, T. R. (2017). *Filipino Teachers' Stress Level and Coping Strategies* . Retrieved from <http://www.dlsu.edu.ph/conferences/dlsu-research-congress-proceedings/2017/LLI/LLI-I-020.pdf>
- Odanga, S. J. (2015). *Influence of Marital Status on Teachers' Efficacy in Secondary Schools of Kisumu County, Kenya. Academic Journal of Interdisciplinary Studies. MCSER Publishing, Rome-Italy*. Retrieved from <http://www.mcses.org/journal/index.php/ajis/article/viewFile/8169/7833>
- Pascha, M. (2019). *The PERMA Model: Your Scientific Theory of Happiness*. Retrieved from <https://positivepsychologyprogram.com/perma-model/>
- PERMA THEORY OF WELL-BEING AND PERMA WORKSHOPS. (n.d.). Retrieved from Positive Psychology Center: <https://ppc.sas.upenn.edu/learn-more/perma-theory-well-being-and-perma-workshops>
- Sahin, H. a. (2013). "The Relationship between Personnel Workload and Work Satisfaction within Accommodation and Nutrition Establishments" *American International Journal of Social Science Vol. 2 No. 3; May 2013* . Retrieved from https://www.aijssnet.com/journals/Vol_2_No_3
- Tattao, L. S. (2013). *Decision Making Styles of CSU College Deans: A case of Managerial Ethics*. Retrieved from IAMURE International Journal of Multidisciplinary Research.
- Walker, A. N. (2014). "The Examination of Organizational Respect in Relation to Organizational Culture". *Honors Theses and Capstones. 206*. Retrieved from <https://scholars.unh.edu/honors/206>
- (n.d.). Retrieved from <http://csc.gov.ph/phocadownload/userupload/itduser/mc6s2012SPMSguide.pdf>
- (n.d.). Retrieved from <https://www.britannica.com/science/middleage>



The Saudi EFL Learners' Complaint Behavior: A Study on Interlanguage Pragmatics

Dina Abdel Salam El-Dakhs¹, Maruf Rahman², Musinah Muhammad³ & Fouzia Amroun⁴

¹⁻² College of Humanities, Prince Sultan University, Riyadh, Saudi Arabia

³⁻⁴ Deanship of Educational Services, Prince Sultan University, Riyadh, Saudi Arabia

Abstract

The current study examined the complaint behavior of Saudi learners of English as a foreign language (EFL) to contribute to interlanguage pragmatic research. To this end, a total of 60 Saudi EFL learners of two levels of language exposure and 60 native speakers of Arabic and English performed complaint-inducing role-plays. Statistical comparisons showed the preference of Saudi EFL learners for indirect and non-confrontational complaint strategies and their use of a variety of initiators and modifiers to redress the negative force of complaints. The comparisons also showed a positive influence for increased language exposure on the development of L2 pragmatic competence. Despite a small influence for gender on the complaint behavior, the EFL learners showed great sensitivity to the factors of social distance and dominance, similar to native speakers of English. The results are discussed in light of the existing literature and models of pragmatic competence and politeness. Pedagogical implications are proposed.

Keywords: speech act; complaint; Saudi EFL learners; pragmatic competence; interlanguage pragmatics

1. Introduction

With the increasing importance of effective communication in today's world and the fast-growing globalization which underscores the significance of forming successful international and inter-cultural dialogue, the focus in second language (L2) learning has shifted from mere linguistic knowledge to a balance between linguistic and pragmatic knowledge. Thus, pragmatic competence, which has been defined by various scholars (e.g., Backman, 1990; Canale and Swain, 1980; Chomsky, 1980; Xiao, 2015), has attracted increasing attention

over the last few decades. Among its various definitions, Canale (1988) refers to pragmatic competence as “illocutionary competence, or the knowledge of the pragmatic conventions for performing acceptable language functions, and sociolinguistic competence, or knowledge of the sociolinguistic conventions for performing language functions appropriately in a given context,” (p. 90). In the same vein, Rose (1999) proposed a working definition of pragmatic competence, which has been popular in interlanguage pragmatics. According to Rose (1999), pragmatic competence refers to the ability to use available linguistic resources in a contextually appropriate manner. It is widely recognized that language learners do not only need to learn the formal features of the language, such as sounds, meaning and structure, but they also need to be able to use language effectively according to different situations and to convey culturally appropriate messages. The use of speech acts (e.g., thanking, apologizing, requesting, etc.) to enhance and assess learners’ pragmatic competence has become a common practice in L2 learning (e.g., Kasper & Schmidt, 1996; Koike, 1989; Norouzian & Eslami, 2016; Tajeddin & Moghadam, 2012). The current study examines the complaint behavior of Saudi learners of English as a foreign language (EFL) (a second language is considered foreign when learners have limited access to the L2 outside the language classroom/school) and compare it with the complaint behavior of native speakers of English and Arabic as a baseline (1) to discover how adequate the complaint strategies of Saudi EFL learners are, (2) to examine the potential influence of the first language (L1) and (3) to contribute to our understanding of how L2 pragmatic competence develops.

An important model of pragmatic competence is Backman and Palmer (2010) who view pragmatic knowledge as consisting of functional knowledge and sociolinguistic knowledge. Functional knowledge involves the use of the accurate linguistic forms to convey the message while the sociolinguistic knowledge allows users to appropriately use linguistic form according to situational variation and other important variables, including social status, power relations and social distance. To assess learners’ pragmatic competence, it is thus necessary to consider both their linguistic resources as well as their ability to produce appropriate utterances that will be judged as adequate by native speakers of the target language. In studies on speech acts, such as the current study on complaints, pragmatic competence is a main focus since the use of relevant strategies should reflect appropriate linguistic and sociolinguistic knowledge. Cultural differences also need to be carefully considered in this regard since speech acts are culturally-specific products (Kryk, 1990) that must be examined within their relevant contexts (Mey, 2010). Studying complaints, which can be defined as “an illocutionary act in which the speaker (the complainant) expresses his/her disapproval, negative feelings etc., towards the state of

affairs described in the proposition (the complaint) and for which he/she holds the hearer (the complaine) responsible, either directly or indirectly,” (Trosborg, 1995, 311-312) involves various perspectives; i.e., linguistic, socio-pragmatic and cultural.

Another important perspective in the current study is politeness. The speech act of complaint is considered a face-threatening act in terms of the Politeness Theory (Brown & Levinson, 1987). Complaining threatens the hearer’s positive face (need to be admired and appreciated) because the speaker expresses his/her dissatisfaction with the hearer. Complaining also threatens the hearer’s negative face (need to be free from imposition) because it often requires the complaine to repair/remedy the fault. Hence, the speaker often handles complaining with special care in order to convey the message and persuade the hearer into action while maintaining rapport with the hearer. As Olshtain and Weinback (1993) highlighted, the complainant often weighs off several considerations before performing the speech act of complaint in order to avoid the damage a wrong move can cause (e.g., losing a friend or losing the case by causing too much embarrassment to the complaine). Hence, it is intriguing to examine the strategies the complainant adopts with respect to Brown & Levinson’s (1987) set of politeness strategies: (1) bald-on-record (unambiguous, direct act which performs the face-threatening act effectively without any face work), (2) positive politeness strategies (on-record strategies that cater for the hearer’s positive face), (3) negative politeness strategies (on-record strategies that accommodate the hearer’s negative face), (4) off-record strategies (ambiguous and indirect strategies, such as metaphors, hints, rhetorical questions and understatements, that reduce the hearer’s commitment to the face-threatening act and allows room for negotiations) and (5) opting out (avoiding the face-threatening act and prioritizing harmony).

The current study is motivated by three main reasons. First, Arab learners of English are relatively under-represented in the field of interlanguage pragmatics, particularly with the speech act of complaint (see the literature review). Hence, the current study aims to fill a gap in the literature. Second, Saudi learners of English need to develop their pragmatic competence since Saudi universities often recruit expatriate and non-Arabic speaking professors with whom Saudi undergraduates, the target population of the current study, need to communicate effectively and appropriately. Saudis are also highly encouraged by the government to pursue their graduate studies in English-speaking countries, which constitutes another strong reason to improve their pragmatic competence. Finally, the Saudi job market is extremely competitive, and most well-paying jobs require work in multi-cultural contexts where English is the main language for communication. Developing their pragmatic competence is thus a requirement

for Saudi learners of English to advance a successful career. With this multi-fold motivation in mind, the current study investigates the complaint behavior of Saudi EFL learners. The investigation is reported here in a number of sections. First, the relevant literature is surveyed and research questions stated. Second, the methodology is described and results presented. This is followed by three sections: discussion of results, pedagogical implications and conclusion.

2. Literature Review

Research on the speech act of complaints includes studies on the complainant's L1 (e.g., Al-Khawaldeh, 2016; Al-Shorman, 2016; Chen, Chen & Chang, 2011; Hartley, 1998; Kozlova, 2004; Meinl, 2010; Migdadi, Badareh and Momani, 2012) and other studies on interlanguage pragmatics (e.g., Deveci, 2015; Li & Suleiman, 2017; Umar, 2006; Zhang, 2001). The current literature review will survey the complaint studies on interlanguage pragmatics for their relevance to the current study. Such studies have been conducted on a variety of learners. For example, Zhang (2001) examined the complaint behavior of Chinese advanced learners of English while living in the US. The comparison was between native speakers of American English, Chinese learners of English who had been living in the US for an average of 3.2 years versus those who had been living in the US for an average of six months. Chinese learners here are considered learners of English as a second language (ESL) because they practice English in natural contexts outside the language classroom/ school (e.g., on the bus, at the supermarket and at the hospital). Significant differences were noted between the Americans and Chinese in the use of semantic components, level of directness and opting out choices and reasons. Some similarities were also noted between the American and Chinese complaint behavior, which indicated that the Chinese learners were attempting to sound native-like. What seemed to hinder this development were traces of L1 fossilization and some influence of the Chinese culture. All the same, the factors of social distance and situational variation seemed to greatly influence the performance of all groups.

Different results were noted when the complaint behavior of Chinese learners of English was examined in an EFL context. For example, Li and Suleiman (2017) investigated the Chinese undergraduates' ability to produce complaints and its relationship with L2 proficiency. Using a DCT and a holistic rating rubric for the overall appropriateness of the complaints, the results showed the inability of Chinese EFL learners to produce appropriate complaints. An influence of the Chinese culture was also noted. Yuan and Zhang (2018) also examined the complaint behavior of Chinese EFL learners through a longitudinal study over two academic years. Data were collected twice over the two academic years using a DCT and

subjective reports. The findings showed similar patterns of sociopragmatic competence in terms of their ability to produce appropriate complaints relevant to social distance and power. Some differences were noted, however. For instance, phase two participants produced more downgraders and more upgraders with complainers of distance/less power than phase one participants. The authors of two studies on EFL Chinese learners highlighted the importance of classroom instruction and increased language proficiency on developing the learners' pragmatic competence.

More research was conducted on Iranian learners of English. Mofidi and Shoushtari (2012) investigated whether the amount of contact with English and duration of stay in English-speaking countries supported the development of ESL and EFL learners' pragmatic competence. To this end, a comparison was made among four groups of participants; native speakers of English, native speakers of Persian, Iranian EFL learners and Iranian ESL learners. The findings showed no significant relationship between the amount of contact with English or length of residence in an English-speaking country and the pragmatic competence of Iranian English learners. Another study by Kakolaki and Shahrokhi (2016) examined the gender differences in complaining among Iranian upper-intermediate EFL learners. The study revealed a strong influence for gender on the complaint behavior of EFL learners with men producing more direct complaints than women who used more indirect strategies. The authors concluded that men tended to be more aggressive than women who were viewed as more polite. The authors also supported the claim that women are more cooperative, facilitative and less competitive in conversations (e.g., Coates, 1995; Holmes, 1991), and that women show more concern than men about the face needs of their addressees (Brown and Levinson, 1987). Additionally, Eshraghi and Shahrokhi (2016) compared the complaint behavior of Iranian female EFL learners and female native speakers of English. The results showed that native speakers of English used much more direct complaint strategies than Iranian learners, but the two groups were influenced by the contextual variables of social distance and power. The authors concluded that linguistic competence must be supplemented by pragmatic competence for EFL learners to use complaint strategies appropriately, and they also highlighted the role of cultural differences on interlanguage pragmatics.

In research on Indonesian learners of English, Wijayanto, Laila, Prasetyrini and Susiati (2013) examined the complaint behavior of Indonesian EFL learners. The learners' complaints sounded too direct, particularly to lower-unfamiliar interlocutors. In terms of Brown and Levinson's (1987) politeness theory, the learners mainly produced bald-on record and positive politeness strategies across status levels and social distance. Less frequently used were the

strategies of negative politeness. As for off-record strategies, they were rarely used across status-level and social distance. Another study on Indonesian learners of English that adopted a genre perspective was Ayu and Sukyadi (2011). Using DCTs and oral interviews, the authors compared the complaint behavior of male versus female advanced learners of English. It was found that men used more direct accusations than women who tended to produce more indirect ones. It was also noted that men-to-men interactions were generally direct while women-to-women interactions included much more hints. Women, however, adopted a more direct attitude in their conversations with men. The social factors of distance, dominance and gender seemed to greatly influence the Indonesian learners' complaint behavior.

Other studies were conducted on Turkish learners of English. Deveci (2003) examined the complaint speech act as produced by Turkish EFL learners in their interaction with commiserating and contradicting teachers. Analyzing the learners' role-plays showed evidence of both positive and negative transfer. For example, the learners produced 'explanation of purpose,' 'complaint,' 'justification', and 'request' as forms of positive transfer with the commiserating teacher. However, the use of 'demand' was an indication of negative transfer. As for the contradicting teacher, the participants made positive transfer in their use of the components 'explanation of purpose', 'complaint' and 'justification' while they negatively transferred the component of 'demand.' Similarly interested in the pragmatic transfer phenomenon were Bikmen and Marti (2013) who investigated whether and how Turkish EFL learners transferred L1 pragmatic knowledge into their English complaints. Based on an analysis of 3000 written DCT responses, the results revealed that Turkish EFL learners used the strategies of 'requests,' 'hints,' and annoyance' most frequently, which was similar to the native speakers of English and Turkish. The EFL learners also used the strategies of 'hints,' 'ill consequences,' 'direct accusations' and 'threats/ warnings' to similar frequencies to native speakers of English. The three groups behaved similarly with regards to the strategies of 'annoyance,' and 'blame,' but a weak negative pragmatic transfer was noted in the use of 'modified blame' by Turkish EFL learners.

Studies on the complaint behavior of Arab learners of English are quite rare. Two studies in this regard are Umar (2006) and Deveci (2015). Umar (2006) investigated the pragmatic competence of advanced Sudanese EFL learners who were all graduate students at Sudanese universities. Comparing their performance on DCTs with the complaint behavior of native speakers of British English revealed that the quality of the components produced by the Sudanese learners differed significantly than native speakers of English. The Sudanese learners seemed to lack the sufficient linguistic or socio-pragmatic skills to produce appropriate

complaints in English. They also showed some negative transfer from Arabic and were either too complacent or too confrontational complainants. The author concluded that the poor pragmatic competence of Sudanese learners was due to a combination of cultural differences, pragmatic transfer and limitations of linguistic competence. As for Deveci (2015), the study was conducted in the United Arab Emirates at a university which had a large number of expatriate faculty members, similar to the current study. Deveci (2015) examined the complaint behavior of freshmen with their university professors through role-plays. The findings showed that students faced major difficulties expressing their complaints in English and their complaints showed an inappropriate attitude to professors. The author highlighted the need for explicit instruction to improve the situation. An intervention plan by both content and language instructors was recommended to remedy the poor performance of students on such face-threatening speech acts to enhance their communicative competence.

The current literature survey further motivates the present study. First, the current survey clearly shows that the speech act of complaints generally represents a communication difficulty for EFL and ESL learners (e.g., Deveci, 2003; Deveci, 2015; Li & Suleiman, 2017; Umar, 2006; Yuan and Zhang, 2018). Hence, a need to examine this phenomenon at a larger scale to better understand its causes and suggest workable solutions. Second, Arab learners are relatively under-represented in the literature, particularly Saudi learners who have so far not contributed to interlanguage pragmatic research on complaints. In order to contribute to the field, the present study addressed the following research questions with reference to the complaint behavior of Saudi EFL learners:

1. What are the frequent complaint strategies used by Saudi EFL learners?
2. How does increased language exposure influence the use of complaint strategies among Saudi EFL learners?
3. How similar is the Saudi EFL learners' use of complaint strategies to the use of native speakers of English and Saudi Arabic?
4. What is the influence of gender, social distance and social dominance on the Saudi EFL learners' use of complaint strategies?

3. Methodology

3.1. Participants

A total of 120 participants took part in the current study. Half the participants were EFL learners who were Saudi undergraduates at the same Saudi private university and late Arabic-

English bilinguals. These 60 participants included 30 undergraduates at the Preparatory Year Program (PYP) which offers intensive English language training for students before joining their majors. Based on a university admission test, the PYP participants in the current study (aged 18 – 20; average= 18.8) were placed at a B1 level and were studying towards B2 as per the Common European Framework.

The other 30 undergraduate students were recruited from students studying at their final years at the College of Engineering, College of Computer and Information Sciences and College of Business Administration, and referred to in the current study as “Seniors”. In terms of language exposure, the senior students (aged 20 – 25; average=22.3) experienced higher exposure than PYPs since the former had completed their PYP and studied their majors in English for a minimum of three more years. It is worth noting that the Saudi university from which the EFL learners were recruited is considered a multi-cultural community since its faculty members come from different nationalities and many of whom are non-Arabic speaking. This fact increases the daily English language practice of students.

In addition to the EFL learners, the participants included a group of native speakers of Arabic (n=30; age=25-40 with an average of 32.6) and another group of native speakers of English (n=30; age=18-60 with an average of 39.3). All the native speakers of Arabic (NSA) and of English (NSE) were educated and had completed at least their high school. The native speakers represented the baseline against which the EFL learners’ complaint behavior was compared. All the four groups of participants (i.e., PYPs, Seniors, NSA and NSE) were balanced for gender as each group consisted of 15 male and 15 female participants.

3.2. Data Collection

Data were collected through role-plays (see Appendix A) consisting of six complaint-inducing scenarios. The data for NSAs were collected by Saudi native speakers while data were collected by American native speakers for PYPs, Seniors and NSEs. This procedure was purposively adopted to simulate real-life where participants speak Arabic to Arabic-speaking interlocutors and English to English-speaking interlocutors. The participants were informed of the study purpose and requirements and those who consented to participate performed a sample role-play to ensure that they understood the instructions. The participants were recorded individually and recordings were later transcribed anonymously to maintain the participants’ confidentiality. The role-plays varied along two dimensions; i.e., social distance and dominance. In half the situations, the complainant was speaking to distant complainees (e.g., colleague) while the other half to intimate complainees (e.g., friend). As for dominance, the six

situations equally accommodated three types of complainees; namely, of higher status (e.g., university professor), of equal status (e.g., colleague) and of lower status (e.g., maid). Regarding the complainees' gender, it was the same gender of the complainant in four situations because Saudi women study in separate campuses than Saudi men and often by faculty members of the same gender. Hence, the participant was supposed to talk with people of the same gender in case of university professors (situation 1), classmates (situation 2), university janitors (situation 3) and friends (situation 5). In situations 4 and 6, however, the gender was male for both male and female participants since the participants were asked to talk to their fathers and brothers respectively.

3.3. Data Coding

The data were analyzed using an adapted model of Trosborg (1995) for complaints (see Appendix B). In her study, Trosborg (1995) classified the complaint strategies into four macro-categories; i.e., hints, expressing disapproval (including annoyance and ill consequences), accusations (whether direct or indirect) and blame (including modified blame, explicit blame of behavior and explicit blame of person). In the current study, two more macro-categories were added to the complaint strategies; namely, opting out and directive acts (including requests for repair and threats). In addition to the complaint strategies, three more categories were introduced. The first category included greetings, terms of endearment, address terms and expressions to draw the hearer's attention or to show the speaker's care not to bother the hearer. This category was referred to as initiators as the speakers always produced them to initiate their turns. The other two categories came in line with Trosborg's (1995) description of complaints as often being accompanied by internal and external modifiers, whether to mitigate or emphasize. The external modifiers in the current study were classified into prayers for the hearer, apologies, thanks, suggestions for repair and expressions to seek solutions, show empathy, emphasize common ground or highlight good relationships. As for internal modifiers (see Appendix C), they included polite markers, understaters, hedges, downtoners, cajolers and subjectivizers as downgraders and swear words, overstaters, intensifiers, plus committers and swearing by God as upgraders. The current study did not examine syntactic modifications.

4. Results

The results section is divided as per the research questions.

4.1. What are the frequent complaints used by Saudi EFL learners?

Table (1) shows the Saudi EFL learners' complaint strategies in terms of macro-categories. Directive acts came top of the list and were followed by expressions of blame, disapproval and hints respectively. As for accusations and opting out, they were rarely used. Examining the micro-strategies shows that the most frequent strategies were requests for repair (26%), expressions of annoyance (16%), explicit blame to a person (13%), hints (11%) and modified blame (9%). Of less frequent use were threats (8%), ill consequences and explicit blame of behavior (6% each), direct accusations (3%) and opting out and indirect accusations (1% each).

Table (1): The EFL learners' complaint macro-strategies

Value	Opting Out	Hint	Disapproval	Accusations	Blame	Directive Acts	Total
Sum	8	104	219	37	277	328	973
Percentage	1%	11%	22%	4%	28%	34%	100%

Table (2) shows the Saudi EFL learners' use of initiators and modifiers. Initiators represented 40% of the additions to complaint strategies. The most frequently used initiators were greetings and address terms (33% each). Of less frequent use were the expressions to draw the hearer's attention (19%), terms of endearment (12%) and expressions to avoid bothering the hearer (3%). As for the modifiers, the internal modifiers were used more frequently than the external modifiers. Downgraders were the most frequently used in this regard with almost 70% of total internal modifiers. The micro-downgraders were used in the following order: polite markers (54%), downtoners (14%), subjectivizers (12%), cajolers (11%) and hedges (9%). Regarding the upgraders, which comprised 30% of internal modifiers, they were mainly represented with intensifiers. The external modifiers, which were all strategies to mitigate the negative force of complaints, were mainly represented in the form of expressions of empathy (22%), apologies (18%), thanks (16%), expressions of common ground (15%) and suggestions for repair (14%).

Table (2): The EFL learners' use of initiators and modifiers

Value	Initiators	External Modifiers	Internal Modifiers	Total
Sum	345	190	319	854
Percentage	40%	23%	37%	100%

4.2. How does increased language exposure influence the use of complaint strategies among Saudi EFL learners?

Table (3) shows the T-test results examining the influence of increased language exposure on the Saudi EFL learners' use of complaint strategies. No significant difference was found for the totals of initiators, complaints, external modifiers or internal modifiers. The only cases of significance were the increased use of hints, threats and cajolers by Seniors and requests for repair by PYPs.

Table (3): The influence of increased language exposure on EFL learners' complaint strategies

Strategy	Group	Mean	SD	T	Sig.
Total Initiators	PYP	5.5000	3.01433	-1.000	.321
	Seniors	6.2667	2.92355		
Hint	PYP	1.0000	1.14470	-4.267	.000
	Seniors	2.5000	1.54808		
Request	PYP	4.8000	1.76947	2.571	.013
	Seniors	3.8333	1.05318		
Threat	PYP	.8667	.93710	-3.401	.001
	Seniors	1.6667	.88409		
Total Complaints	PYP	15.7667	6.33373	-1.064	.292
	Seniors	17.3667	5.26199		
Total External Modifiers	PYP	2.9667	2.26645	-.986	.328
	Seniors	3.5667	2.44503		
Cajolers	PYP	.2000	.55086	-2.200	.032
	Seniors	.6333	.92786		
	PYP	4.9333	3.27933	-.897	.374

Total Internal Modifiers	Seniors	5.7000	3.27933		
--------------------------	---------	--------	---------	--	--

4.3. How similar is the Saudi EFL learners' use of complaint strategies to the use of native speakers of English and Saudi Arabic?

Regarding the native speakers of English, the T-test results in Table (4) show few differences in the use of complaint strategies between the EFL learners and the native speakers of English (NSE), mostly between PYPs and NSEs. While the Seniors showed three cases of significant differences than the NSEs, mainly in favor of Seniors, the PYPs showed nine significant differences, two of which in favor of PYPs. This result shows that generally the EFL learners adopted similar patterns of complaints to the NSE, especially with increased language exposure.

Table (4): T-test results for comparing EFL learners' and NSE's complaint strategies

Strategy	NSE	PYP		NSE	Seniors
Address terms	X				
Hint	X				
Request		X			
Threat					X
Seeking solutions	X				
Polite markers		X			
Understaters	X				X
Cajolers	X				
Subjectivizers	X				X

*The mark (X) indicates a significant difference of ≤ 0.05 .

As for the NSAs, the results in Table (5) show much more significant differences. The PYPs exhibited 18 significant differences than the NSAs while the Seniors significantly differed than the NSAs in 21 cases. This finding further supports that the students largely managed to deviate from the typical strategies of their mother tongue, probably to adopt similar strategies to the NSEs and thus sound more "English". It must be noted that the number of differences between the NSAs and Seniors exceeded the number of differences between the NSAs and PYPs, which indicates some benefit for increased language exposure.

Table (5): T-test results for comparing EFL learners' and NSA's complaint strategies

Strategy	NSA	PYP		NSA	Seniors
Greeting		X			X
Drawing attention		X			X
Total initiators		X			X
Opting out	X			X	
Hint	X				X
Annoyance		X			
Total disapproval		X			
Explicit blame (behavior)					X
Explicit blame (person)		X			X
Total blame					X
Request		X			X
Threat					X
Total directive acts		X			X
Total complaints		X			X
Prayer to hearer	X			X	
Thanking					X
Suggesting repair				X	
Seeking solutions	X				
Polite markers		X			X
Hedges		X			X
Subjectivizers					X
Total downgraders		X			X
Swearing by God	X			X	
Total internal markers		X			X

*The mark (X) indicates a case of significant difference of ≤ 0.05 .

4.4. What is the influence of gender, social distance and social dominance on the use of complaint strategies?

Table (6) shows the T-test results for the influence of gender of the Saudi EFL learners' complaint behavior. More significant differences were noted among PYPs. PYP men produced more terms of endearment, address terms, explicit blame of behavior and threats while PYP women produced more expressions of ill consequences, total disapprovals and requests for repair. As for Seniors, only four cases of significant differences were found as male seniors produced more total accusations, explicit blame of behavior and total blame while female seniors produced more threats.

Table (6): T-test results for the influence of gender

Strategy	PYPs	Seniors
Terms of endearment	Male	
Address terms	Male	
Ill consequences	Female	
Total disapproval	Female	
Total accusations		Male
Explicit blame (behavior)	Male	Male
Total blame		Male
Request	Female	
Threat	Male	Female

Table (7) shows a strong influence for social distance on the complaint strategies of Saudi EFL learners, especially with distant complainers. While PYPs produced three strategies (i.e., opting out, total accusations and expressing empathy) more frequently with intimate complainers, they produced seven strategies more often with distant complainers, such as total disapprovals, total complaints, expressions of common ground and subjectivizers. A similar pattern was noted among Seniors who produced only three complaint strategies (i.e., terms of endearment, expressions of empathy and hedges) significantly more frequently with intimate complainers. Thirteen other complaint strategies, including ill consequences, requests for repair, thanking, polite markers and subjectivizers, were, however, produced more frequently by Seniors for distant complainers. The finding that more complaints in total were directed to

distant interlocutors reveals that the participants may shy out from complaining with more intimate interlocutors.

Table (7): T-test results for the influence of social distance

Strategy	PYPs	Seniors
Term of endearment		Intimate
Greeting		Distant
Address Term		Distant
Draw attention	Distant	
Total initiators	Distant	Distant
Opting out	Intimate	
Annoyance	Distant	
Ill consequences		Distant
Total disapproval	Distant	Distant
Total accusations	Intimate	
Requests		Distant
Total complaints	Distant	Distant
Thanking		Distant
Empathy	Intimate	Intimate
Common ground	Distant	Distant
Polite markers		Distant
Hedges		Intimate
Subjectivizer	Distant	Distant
Total downgraders		Distant
Total internal modifiers		Distant

Table (8) shows an even stronger influence for social dominance. A total of twenty-one cases of significant differences were noted among PYPs. For example, complainers of a higher status received more address terms, expressions of annoyance and total disapprovals while complainers of an equal status received more hints, ill consequences, and requests for repair and complainers of lower status received more total accusations, total blames and total directive acts. The influence of social dominance maintained its strength with seniors with twenty cases of significant differences. Seniors, for instance, produced more greetings, address terms, expressions of annoyance and ill consequences with complainers of a higher status.

Seniors, however, produced more hints, requests for repair and expressions of common ground with complainers with an equal status and more accusations, blame, directive acts and upgraders with complainers of a low status.

Table (8): T-test results for the influence of social dominance

Strategy	PYPs	Seniors
Term of endearment	Equal	
Greeting		High
Address term	High	High
Draw attention	Low	Equal
Total initiators	High	High
Hint	Equal	Equal
Annoyance	High	High
Ill consequences	Equal	High
Total disapproval	High	High
Indirect accusation		Low
Direct accusation	Low	Low
Total accusation	Low	Low
Modified blame	Low	High
Explicit blame (behavior)	Low	
Explicit blame (person)	Low	Low
Total blame	Low	
Request	Equal	Equal
Threat	Low	Low
Total directive acts	Low	Low
Empathy	High	High
Common ground	Equal	Equal
Suggest repair	Low	
Seeking solutions	Equal	
Total external modifiers		Equal
Total upgraders		Low

5. Discussion

The current study examined the complaint behavior of Saudi EFL learners through role-plays. The results showed that the learners were concerned about the complainees' face and tried to save it through different strategies. First, the learners attempted to minimize the use of bald-on-record strategies as the strategies of explicit blame (for behavior or person), threats and accusations represented 31% of the total complaints. Second, the learners preferred the use of negative politeness strategies in the form of requests for repair and expressions of annoyance and consequences and off-record strategies in the form of hints and modified blame. The negative politeness strategies and the off-record strategies comprised 68% of total complaints. In order to further mitigate the negative force of complaint and allow the complainees at least theoretically to take their own decisions, the EFL learners used a variety of initiators and modifiers. Interestingly, all the external modifiers were redressive in nature and downgraders were the most highly used among internal modifiers (70% of internal modifiers). It was thus obvious that the EFL learners were sensitive to facework and employed different strategies to maintain harmony with the complainees.

Examining the influence of increased language exposure on the complaint behavior of EFL learners revealed few differences. Seniors produced three strategies significantly more often than PYPs (i.e., hints, threats and cajolers) while PYPs used requests for repair more often than Seniors. The minimal differences here can be interpreted from two perspectives. First, it is clear that the PYPs were already possessing appropriate pragmatic competence at their level of proficiency (=almost B2), which did not leave much room for great improvement at the Seniors' level. What may have further supported the development of PYPs' pragmatic competence is the multi-cultural nature of the university and the large number of native speakers teaching English at the PYP level. The students, who had completed two academic semesters, each of which involving 20 hours of English instruction per week, must have faced numerous complaint situations where they had to express their views and thus practiced the target speech act. Second, after completing the PYP, students study their majors in English as content courses without much intervention on the language front. Hence, it is unlikely for pragmatic competence to make huge advancement as earlier research always called for instructional intervention to accelerate the development of pragmatic competence in an EFL context (Deveci, 2015; Li & Sulieman, 2017; Yuan and Zhang, 2018). Apart from this interpretation, it is worth highlighting that PYPs were more focused on achieving their goals through requests for repair while Seniors managed to manipulate cooperative (i.e., hints) versus

confrontational (i.e., threats) strategies more often. Seniors also exhibited more fluency with the use of cajolers.

The above interpretation is further supported when comparisons between the complaint behavior of EFL learners and native speakers is considered. Although a total of eighteen significant differences were noted between PYPs and NSAs, Seniors showed more differences with a total of twenty-one. On the contrary, PYPs only showed eight significant differences than NSEs and Seniors exhibited only 3 differences. This pattern shows that the increased language exposure further distanced the EFL learners from any L1 influence and supported their adoption of the typical behavior of the target language. This result comes in contrast with a number of earlier studies that either failed to show good pragmatic competence for EFL learners (e.g., Li & Suleiman, 2017; Mofidi & Shoushtari, 2012; Yuan & Zhang, 2018) and/ or highlighted the influence of L1 negative transfer on the EFL learners' inappropriate utterances (e.g., Bikmen & Marti, 2013; Deveci, 2003). The difference may again be explained in terms of the special combination of relatively high proficiency of EFL learners in the current study accompanied with instructional intervention at the PYP level and a true need to communicate effectively and appropriately all the time with non-Arabic-speaking faculty members at the PYP and Senior levels. In terms of Backman and Palmer (2010), the EFL learners in the current study developed their sociolinguistic knowledge in authentic contexts after they had mastered their functional knowledge, which could be a key to their better performance than other EFL learners.

The development of the EFL learners' pragmatic competence with increased language exposure to match that of NSEs was also obvious when gender differences were examined. Although eight significant differences for gender were noted among PYPs, only four differences were found for Seniors. Interestingly, NSEs only showed two significant differences for gender. It seemed that with increased language exposure, gender differences disappeared to conform with the typical behavior of NSEs. It is worth noting here that similar to earlier studies (e.g., Ayu & Sukadi, 2011; Kakolaki & Shahrokhi, 2016), women seemed to employ more indirect strategies than men. For example, female PYPs produced significantly more ill consequences, total expressions of disapproval and requests for repair while male PYPs used more explicit blame for behavior and threats. This comes in line with the general trend in the literature that women may be more cooperative and accommodating for the interlocutor's face (Brown and Levinson, 1987). However, it must be noted that this behavior was changed with further practice of the target language in the current study.

Similar to earlier studies (e.g., Zhang, 2001), EFL learners in the current study showed sensitivity to the social factors of distance and dominance. Interestingly, NSEs exhibited 15 significant differences for distance, which was similar to Seniors who showed 16 significant differences while PYPs displayed only 10 significant differences. Again, it seemed that increased language exposure enhanced pragmatic competence to some extent. Examining the EFL learners' performance, it is obvious that distant speakers are treated with special care. Distant speakers received more total initiators and total downgraders in Seniors, for example. This was to redress the negative force of complaints, particularly that distant speakers also received a higher number of total complaints, particularly in the form of ill consequences and requests for repair. Intimate speakers were cared for differently through the use of terms of endearment, expressions of empathy and hedges. As for dominance, it seems that EFL learners are mostly sensitive to differences in status. The significant differences among the three groups of PYPs, Seniors and NSEs were almost the same. It seems that adapting one's speech to people in higher or lower status is easier than accommodating differences along the intimate/distant continuum. It must be noted that speakers of higher status were mainly treated cautiously through the increased use of initiators and indirect strategies while participants with lower status received the most direct strategies in terms of accusations, blame, directive acts and upgraders.

6. Pedagogical Implications

Research has shown that pragmatic competence constitutes a real difficulty for language learners (e.g., Deveci, 2015; Umar, 2006) and that solutions based on a single dimension, such as increased contact hours (e.g., Mofidi & Shoushtari, 2012), living in an L2-speaking country (e.g., Mofidi & Shoushtaruri, 2012; Zhang, 2001) and enhanced language proficiency (e.g., Li & Suleiman, 2017) may not be effective. The current study proposes resolving the difficulty through a combined effort involving instructional intervention with increased language proficiency, continued language exposure, content-based instruction and an environment with a genuine need to use the L2 for communication. The participants in the current study had already achieved a minimum of B1 at the Common European Framework, were involved in intensive English language training and later in content-based instruction, had continued exposure to the English language and were engaged in an environment full of native speakers and non-Arabic speaking expatriates who created a true need to communicate in English. It is worth noting that in the current study, similar to earlier ones (e.g., Yuan & Zhang, 2018), differences in study years led to a relatively small improvement. After all, there were

only four cases of significant differences between PYPs and Seniors. It is true that PYPs had already achieved a good level of pragmatic competence, but still four differences over a period of three years is not promising. This further supports the importance of instructional intervention to highlight relevant cultural differences, introduce useful expressions and lexical bundles to support functional knowledge and offer practice and feedback to promote the learners' sociolinguistic knowledge with respect to politeness and situational variation.

7. Conclusion

The current study attempted to examine the pragmatic competence of Saudi EFL undergraduates in performing the speech act of complaint. The results showed the participants' ability to express their complaints effectively, taking elements of politeness and situational variation in consideration. This ability improved further with increased years of language exposure. The results were interpreted in terms of a combination of factors including language proficiency, language exposure, instructional intervention and a supportive environment that creates a true need to communicate in English. The current study thus supports English language programs that allow students intensive training at their proficiency level by a number of non-L1 speaking instructors to push the students to use the L2 both meaningfully and effectively. Continued exposure through content-based instruction in this environment would also prove effective. Further research on other speech acts and among other target populations is recommended to further support the results of the current study. Further research is also needed to examine the best practices for instructional intervention to support the development of L2 pragmatic competence.

Acknowledgments

The researchers thank Prince Sultan University for funding this research project through the research group [Language Learning and Teaching Research Group RG-CH-2016/11/11].

References

- Al-Khawaldeh, N. (2016). A pragmatic cross-cultural study of complaints expressions in Jordan and England. *International Journal of Applied Linguistics and English Literature*, 5(5), 197-207.
- Al-Shorman, R.A. (2016). Saudi and Jordanian undergraduates' complaining strategies: A comparative intralanguage educational linguistic study. *Arab World English Journal*, 7(1), 203-228.

- Ayu, T.D. & Sukyadi, D. (2011). Complaining in EFL learners: Differences of realizations between men and women. *Parole*, 2(1), 1-25.
- Backman, L. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- Backman, L.F. & Palmer, A.S. (2010). *Language Testing in Practice*. Oxford: Oxford University Press.
- Bikmen, A. & Marti, L. (2013). A study of complaint speech acts in Turkish learners of English. *Education and Science*, 38(170), 253-265.
- Brown, P., & Levinson, S. (1987). *Politeness: Some universals in language*. Cambridge, UK: Cambridge University Press.
- Canale, M. (1988). The measurement of communicative competence. *Annual Review of Applied Linguistics*, 8, 67-84.
- Canale, M. & Swai, M. (1980). Theoretical bases of communicative approach to second language teaching and testing. *Applied Linguistics*, 1, 1-47.
- Chen, Y., Chen, C.D. & Chang, M. (2011). American and Chinese complaints: Strategy use from a cross-cultural perspective. *Intercultural Pragmatics*, 8(2), 253-275.
- Chomsky, N. (1980). *Rules and representations*. New York: Columbia University Press.
- Coates, J. (1995). The negotiation of coherence in face-to-face interaction: Some examples from the extreme bounds. In M. A. Gernsbacher, & T. Givón (Eds.), *Coherence in Spontaneous Text* (pp. 41-58). New York: John Benjamins.
- Deveci, T. (2003). *A study on the use of complaints in the interlanguage of Turkish EFL learners*. Master's thesis at the Middle East Technical University, Turkey. Retrieved from <https://etd.lib.metu.edu.tr/upload/1268499/index.pdf>
- Deveci, T. (2015). The complaint speech act set produced by university students speaking English as a foreign language. *Literacy Information & Computer Education Journal*, 4(1), 2161-2171.
- Eshraghi, A. & Shahrokhi, M. (2016). The realization of complaint strategies among Iranian female EFL learners and female native English speakers: A politeness perspective. *International Journal of English Linguistics*, 6(2), 9-20.
- Hartley, L. (1998). A sociolinguistic analysis of face-threat and face-management in potential complaint situations" (1998). *Faculty Publications - Department of World Languages, Sociology & Cultural Studies*. Paper 14.
http://digitalcommons.georgefox.edu/lang_fac/14
- Holmes, J. (1991). Language and Gender. *Language and Teaching*, 24(4), 207-220.

- Kakolaki, L.N. & Shahrokhi, M. (2016). Gender differences in complaint strategies among Iranian upper intermediate EFL students. *Studies in English Language Teaching*, 4(1), 1-15.
- Kasper, G. & Schmidt, R. (1996). Developmental issues in interlanguage pragmatics. *Studies in Second Language Acquisition*, 18(2), 149-169.
- Koike, D.A. (1989). Pragmatic competence and adult L2 acquisition: Speech acts in interlanguage. *The Modern Language Journal*, 73(3), 279-289.
- Kozlova, I. (2004). Can you complain? Cross-cultural comparison of indirect complaints in Russian and American English. *Prospect*, 19(1), 84-105.
- Kryk, Barbara. (1990). On Pragmatic Universals. *Studia Anglica Posnaniensia*, XXIII, 63-72.
- Li, R. & Suleiman, R.R.R. (2017). Language proficiency and the speech act of complaint of Chinese EFL learners. *3L: The Southeast Asian Journal of English Language Studies*, 23(1), 60-74.
- Meinl, M.E. (2010). *Electronic complaints: An empirical study on British English and German complaints on eBay*. Doctoral thesis at the University of Bonn, Germany. Retrieved from <http://hss.ulb.uni-bonn.de/2010/2122/2122.pdf>.
- Mey, J.L. (2010). Reference and the Pragmeme. *Journal of Pragmatics*, 42, 2882-2888.
- Migdadi, F., Badarneh, M.A. & Momani, K. (2012). Public complaints and complaint responses in calls to a Jordanian radio phone-in program. *Applied Linguistics*, 33(3), 321-341.
- Mofidi, M. & Shoushtari, Z.G. (2012). A comparative study of the complaint strategies among Iranian EFL and ESL students – The study of the effect of length of residence and the amount of contact. *English Language Teaching*, 5(11), 118-124.
- Norouzian, R. & Eslami, Z.R. (2016). Critical perspectives on interlanguage pragmatic development: An agenda for research. *Issues in Applied Linguistics*, 20(1), 25-50.
- Olshtain, E. & Weinbach, L. (1993). Interlanguage features of the speech act of complaining. In G. Kasper & S. Blum-Kulka (Eds.), *Interlanguage Pragmatics* (pp. 108-122). Oxford: Oxford University Press.
- Rose, K. (1999). Teachers and students' learning about request in Honk Kong. In Hinkel, E. (Ed.) *Culture in second language teaching and learning* (pp. 167-180). Cambridge: Cambridge University Press.
- Tajeddin, Z. & Moghadam, A.Z. (2012). Interlanguage pragmatic motivation: Its construct and impact on speech act production. *RELC Journal*, 43(3), 353-372.
- Trosborg, A. (1995) *Interlanguage pragmatics*. Berlin: Walter de Gruyter & Co.

- Umar, A.M.A. (2006). The speech act of complaint as realized by advanced Sudanese learners of English. *Umm Al-Qura University Journal of Educational and Social Sciences and Humanities*, 18(2), 9-40.
- Wijayanto, A., Laila, M., Prasetyrini, A. & Susiati, S. (2013). Politeness in interlanguage pragmatics of complaints by Indonesian learners of English. *English Language Teaching*, 6(10), 188-201.
- Xiao, F. (2015). "Proficiency Effect on L2 Pragmatic Competence." *Studies in Second Language Learning & Teaching* 5(4): 557-581.
- Yuan, Z. & Zhang, R. (2018). Investigating longitudinal pragmatic development of complaints made by Chinese EFL learners. *Applied Linguistics Review*, 9(1), 63-87.
- Zhang, D. (2001). *The speech act of complaining: A cross-cultural comparative study of Chinese and American English speakers*. Retrospective Theses and Dissertations. Paper 16213.

Appendix A – Role-plays

Participation in these role-plays is voluntary, so please feel free to refuse participation if you do not wish to take part in the study.

The aim of this study is to examine the realization of complaint strategies. The data are collected through role-plays that will be recorded and later transcribed. The participants' identities will be kept strictly confidential. No special reward is offered for participation in the study. Your participation will, however, be highly appreciated by the researchers to help advance scientific research.

Procedure

You will read 6 scenarios which should make you complain in natural spoken English as you would do in real life. In case you feel that you would not say anything in real life, please say so and explain your reason(s).

Example

We will first practice with an example before recording. Please, read the following situation and respond in natural English.

Situation

You have a new neighbor next door. You don't know him yet. Since he moved in five days ago, he has been turning on the television too loud every night. You already overslept once, and you were late for work. Today, you cannot sleep because the television is loud again. It is already midnight, and you have a terrible headache. You go to your neighbor and say:

Now, we will follow the same way while recording the actual situations.

Situation (1)

It is only two weeks before the final exams. A university professor who teaches one of your major courses unexpectedly assigned a 10-page paper, which had not been on the syllabus to the class. You have other final papers, projects and final exams to work on, which will make it too difficult for you to catch up. You go to your professor during office hours and say:

Situation (2)

You are doing a major group project, which counted 30 percent of the final grade with one of your classmates that you don't know well. Both of you will get the same grade on this project. You think that your partner isn't contributing much and you thus have to do most of the work. Besides this project, you have other studies to work on, and you are overwhelmed. You go to your classmate and say:

Situation (3)

You always have your English classes in Hall (H) at your university. The hall has not been properly cleaned for some time and you have repeatedly asked the janitors to clean it before your classes, but the level of cleanliness was still too bad. You go to class this time and find the janitor in charge of the room walking in. You go to the janitor and say:

Situation (4)

Your father agreed to have lunch with you at a restaurant. You waited at the restaurant for an hour, but he did not show up or answer your phone calls. You went home angrily to find out that your father had had a sudden meeting and was too busy to check his phone. You go to him and say:

Situation (5)

You lent your friend money that he was supposed to return at the beginning of this month. It is already the end of the month, and your friend has not returned the money yet. You urgently need your money back because you need to buy a gift for your father for his promotion at work. You go to him and say:

Situation (6)

Your younger brother who studies in Middle School used your stationery without your permission. This is not the first time that he would get into your study room and use your stuff without telling you beforehand. You warned him against doing the same action twice before. When you discover the incident, you go to him and say:

Appendix B – Complaint Coding Scheme – Adapted from Trosborg (1995)

Type	Characteristic	Example
1. Initiator		
1.1. Term of endearment	a word or phrase used to address person for which the speaker feels love or affection	<i>“<u>Sweetheart.....love</u>”</i>
1.2. Greeting	Friendly or polite statements to welcome someone	<i>“<u>How are you doing?</u>”</i>
1.3. Drawing attention	A word or phrase to grab the hearer’s attention	<i>“<u>Look.....Listen</u>”</i>
1.4. No wish to bother	A phrase obviating the speaker’s intention to bother the hearer	<i>“<u>I don’t wish to bother you, but...</u>”</i>
1.5. Address Term	a word, phrase, name, or title (or some combination of these) used in addressing someone	<i>“<u>Professor Johnson.</u>”</i>
2. Complaint		
2.1. Opting out	Saying nothing	
2.2. Hint	No explicit reproach	<i>“<u>Don’t see much of you these days, do I?</u>”</i>
2.3. Expression of disapproval	Expressions of negative judgment	
a. Annoyance	Phrases expressing the speaker’s annoyance	<i>“<u>I am angry with you.</u>”</i>
b. Ill consequence	Phrases expressing the negative consequences of an action on the speaker	<i>“<u>This will cost me 100\$ over what I have already spent.</u>”</i>
2.4. Accusation		
a. Indirect	Making an indirect accusation	<i>“<u>You are not cleaning this room, right?</u>”</i>
b. Direct	Making a direct accusation	<i>“<u>You are taking things from my room without my permission.</u>”</i>
2.5. Blame		

a. Modified blame	Expressing blame implicitly	<u>“We were supposed to have dinner together today, Dad!!”</u>
b. Explicit blame (behavior)	Expressing blame against a behavior explicitly	<u>“The room must have been cleaned much earlier, not now.”</u>
c. Explicit blame (person)	Expressing blame against a person explicitly	<u>“I have told you ten times to do your part of the project, but can’t see any progress.”</u>
2.6.Directive acts		
a. Request	Making a request	<u>“Can you do your part of this project?”</u>
b. Threat	Making a threat	<u>“I will talk to your supervisor.”</u>
3. External Modifiers		
3.1.Prayer to hearer	Religious expressions of good wishes by the speaker to the hearer	<u>“May God protect you.”</u>
3.2.Apology	Expression of apology	<u>“I’m sorry.”</u>
3.3.Thanking	Expression of thanking	<u>“Thank you.”</u>
3.4.Empathy	Expressing empathy with the hearer	<u>“I appreciate your situation.”</u>
3.5.Common ground	Expression asserting that the cooperation between the speaker and hearer	<u>“We are in this together.”</u>
3.6.Emphasis on good relation	Expression highlighting that the speaker and hearer will maintain good relations	<u>“We’ll always remain friends whatever happens.”</u>
3.7.Suggest repair	Suggesting repair to the complaint	<u>“Let’s have lunch some other time.”</u>
3.8.Seeking solutions	Attempt at finding out solutions to the problem with the hearer	<u>“I can collect data and you write up the paper,</u>

		<i>or we can collect data together and I write the paper. What do you think?"</i>
--	--	---

Appendix C – Coding Scheme for Internal Modifiers – Adapted from Trosborg (1995)

Type	Characteristic	Example
1. Downgraders		
1.1. Polite markers	Words or phrases that express politeness	<i>“<u>Please</u>.”</i>
1.2. Understaters	Expressions that describe or represent (something) as being smaller or less important than it really is.	<i>“I think it’s <u>a bit</u> salty for me, the soup.”</i>
1.3. Hedges	Mitigating word or construction used to lessen the impact of an utterance.	<i>“You are making <u>kind of</u> a statement with the pants though.”</i>
1.4. Downtoners	Words or phrases which reduce the force of another word or phrase.	<i>“Yes, I mean it <u>might be</u> but it still <u>seems</u> to me at the moment that <u>perhaps</u> it’s not a good idea.”</i>
1.5. Cajolers	Flattery or insincere expressions to persuade someone to do something.	<i>“<u>you know...</u> <u>you see</u>”</i>
1.6. Subjectivizers	Expressions of subjective opinion that lower the assertive force of an act.	<i>“<u>I think</u>” “<u>I feel</u>” “<u>I guess</u>” “<u>I believe</u>” “<u>I suppose</u>”</i>
2. Upgraders		
2.1. Swear words	Rude or offensive words	<i>“<u>damned</u>”, “<u>bloody</u>”</i>
2.2. Overstaters	Words or phrases that describe or explain something in a way that makes it seem more important or serious than it really is	<i>“<u>absolutely</u>”, “<u>terribly</u>”</i>
2.3. Intensifiers	A word, especially an adverb or adjective, that has little meaning itself but is	<i>“<u>very</u>”, “<u>so really</u>”</i>

	used to add force to another adjective, verb, or adverb:	
2.4. Plus commitors	A word or phrase that reflects the speaker's strong commitment to the utterance	<i><u>of course, certainly, I am sure</u></i>
2.5. Swear by God	Swearing by God for assertion	<i><u>I swear</u></i>