

The Asian EFL Journal

July 2018

Volume 20, Issue 7



**Senior Editor:
Paul Robertson**



Published by English Language Education Publishing

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

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

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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

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Title

Assessing Students' Belief of Learning English as a Foreign Language through
Metaphor Analysis in Senior High School Level

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Abstract

The study aims to utilize metaphor as a research tool to examine the underlying belief of students in learning English as Foreign language (EFL) in Senior High School level. The status of English in Indonesia as a foreign language determines the way English is practiced and carried. Likewise, the EFL status is no longer relevant to vast development of English as a global language. In this sense, Indonesian Government has established English as foreign language since 1967 which defines its function limited to academic purposes. It never serves as a means of communication. Thus, metaphor analysis will be conducted in order to understand the way students perceived their English learning under foreign language circumstances. In cognitive linguistics study, metaphor is claimed to be central in windowing human pattern of conceptualization. In this respect, CMT (Conceptual Metaphor Theory) is utilized in order to uncover students' conceptualization of learning English as foreign Language (EFL). Qualitative

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descriptive method is employed, specifically a tripartite model of discourse analysis. A tripartite discourse analysis model inspects text in micro, meso and macro level of analysis. The data will be gathered from 50 Indonesian students. To elicit the images of English as Foreign Language, a questionnaire deliver to the respondents. The respondents are required to complete the task: “English is a Foreign Language. Learning English is like

Keywords: *Learning English as foreign language (EFL), Metaphor Analysis, Tripartite Discourse Analysis Model.*

Introduction

The study sets out to describe the underlying belief of students in senior high school level in Indonesia who learn English as Foreign Language. The image of students created through metaphor expression they have produced may give insight to their mental representation which contained information about their learning. The status of English in this country determines its belief and practices which has already internalized in the mind of the learner. In this case, many learners belief that English is a hard subject. Learning English under Foreign Language circumstance raise a mental block issue. It has been seen through the process of questionnaire piloting. A senior high school student is given a task to be completed as in “English is a Foreign Language. Learning English is like.....”From the task completion she describes that learning English is like swallowing sea water (salty water). In this sense, the noun swallowing activates food frame. Learning English is like learning about food. The food may taste delicious or not. However, salty food is unpleasant to taste and to swallow. It uncovers the belief of the student that learning English is unpleasant and uneasy task. Likewise, the status of English as a foreign language contributes to this hardship. Thus, the study raises two questions: (1) what images do senior high school students generate about their English learning? (2) what is the implication of those images to students’ belief?

Literature Review

The Status and Function of English in Indonesia

Historically, English has already accepted as one foreign language in Indonesia since 1945. Wachendorf (the head the Central Inspectorate of English Instruction) has established that English would be taught in Junior and Senior high school (year 7-12) as a compulsory subject which focus on the teaching and learning of reading and grammar (Jazadi, 2004). Since that day, the status and function in Indonesia has never developed into a tool of communication.

Conceptual Metaphor Theory (CMT) in Cognitive Linguistics View

In Aristotle era, metaphor has been recognized by its power in shaping and influencing somebody's thought (Evan and Green, 2006). Metaphor allows human to utter abstract concept in a more familiar concept through cross domain mapping (Krennmayr, 2011; Cortazzi and Jin 1999, Cienki, 2005). It is an aid of human cognitive process and it may determine people attitude based on their perception of reality (Nikita and Furuoka, 2008: 194). Here is an example of metaphor expressions which is taken from Krennmayr (2011:11)

What he said left bad *taste in my mouth*

I just can't *swallow* that claim

From these expressions, all the italics words do not refer to food in this context but are utilized to express some abstract topics of ideas. From those expressions we can generate conceptualization that FOOD IS IDEA.

Metaphor Research in English Language Teaching and Learning

Many papers have written to use metaphor as an assessment tool for language teaching and learning. Cortazzi and Jin (1999) conducted their research to assess teacher students' educational experiences by bridging the gap in learning. The images generated were journey, cooking, plant growth, cultivation and search for treasure. Furthermore, Nikita and Furuoka (2008) examine the students' images about their language teachers. The result reveals that students indicate their language teacher as nurturer. Farjami (2012) gains English learning images from 350 students in Iran. He discovers that the students creates FRIENDSHIP AND EMOTIONAL SATISFACTION, ADVANTAGES AND OPPORTUNITY, FOOD, COOKING AND EATING to be useful in tackling teaching and learning foreign language issues.

Methodology

The total participants are fifty (50) senior high school students from Mataram (22 persons), Central Lombok (21 persons) and Dompu (7 persons). The data collection is obtained through administering questionnaire “English is a Foreign Language. Learning English is like” The questionnaires are written in Bahasa Indonesia. The instruction and metaphor expression are given in the sheet in order to minimize baffling vague information. The students are required to fill the identity section. To examine the data, all metaphor expressions are translated into English. The different cultural perspective of metaphor expression is avoided by translating the source language into target language as it is.

Moreover, a tripartite model of discourse inspection which is developed by Koller (2008) is used. The text examination is undergone in three levels of analysis. The first level is micro level or textual analysis. Within this process all metaphorical expressions are selected and grouped based on their sense of meaning and entailment. The second is meso level of analysis. In meso level of analysis the images of learning English are translated into students’ feeling and association about their learning. The third, macro level of analysis explores the power relation of students’ image about their learning and English status and function in Indonesia. Figure 1 illustrates the framework design of metaphor analysis.

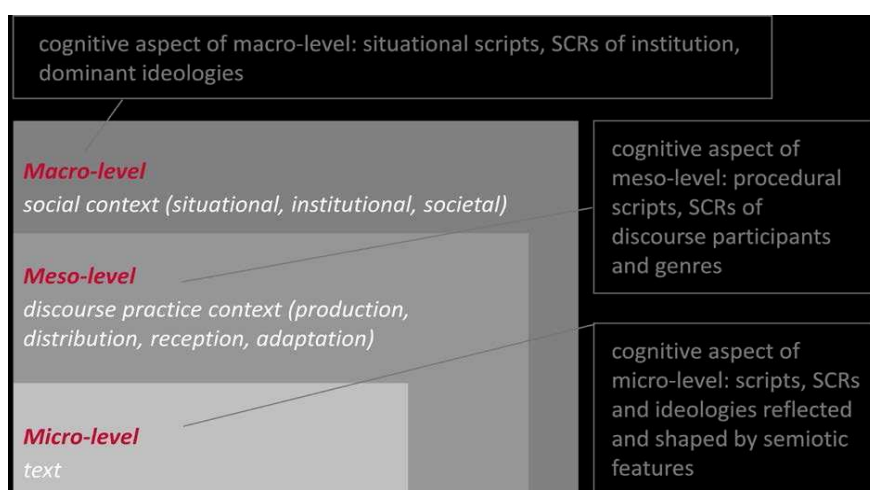


Figure 1. *A tripartite Model of Discourse Analysis (Koller, 2008:6)*

Finding and Discussion

Table 1. *Students' Metaphor*

No	METAPHOR FRAME	METAPHORICAL EXPRESSIONS	ENTAILMENT
1	SPORTS, PHYSICAL ACT	Learning a martial art	tricky
		Walking on the hot asphalt	difficult and risky
		Catching the fish in the ocean	hard
		Catching the chicken	tricky , it could be difficult and easy at the same time
		Straightening wrinkled thread	difficult and stressful
		Walking on dangerous area	difficult and risky
		Climbing coconut tree	tricky, you should know the technique to reach
		Walking on the ice	dangerous and risky
		Walking on the cactus	hard and painful
		Walking on a tail of rope	hard and risky
		Climbing a mountain / climbing steep mountain	learning English is hard
		Peeling durian skin	tricky , difficult at the beginning and better end
		Fishing	learning English need particular attitude like patience
Unifying broken plate	hard and the result imperfect		
2	FOOD, EATING, DRINKING, COOKING	Feeding the croc	tricky
		Eating noni fruit with sweet sour taste	neither easy nor difficult
		Like a fruit	easy
		Eating durian skin	extremely hard
		Swallowing nail	extremely hard
		Drinking black coffee	unpleasant
		Eating soybean with chopstick	extremely hard
		Eating thorn	extremely hard
		Eating orange/durian/sour mango	neither easy nor difficult
		Drinking bitter water from the stream	unpleasant
		Drinking sea water	hard and unpleasant
		Learning to cook/cooking	tricky
		3	RIDING, DRIVING
Riding / riding a bike/riding motorcycle	tricky		
4	BABY	Learning to walk	tricky , difficult at the beginning and mastery at the end
		Learning to crawl	tricky , difficult at the beginning and mastery at the end
5	LOVE, FRIENDSHIP	Understanding one's character	tricky
		Chasing women heart	tricky
6	COMPUTER	Using computer	tricky
7	CLOTHES	Wearing veil	tricky
8	ALIEN	Alien language	learning hard language

The study has generated fifty (50) metaphorical expressions produced by senior high school students. The table shows that students likely to produce metaphor about their foreign language learning in terms of SPORTS and PHYSICAL ACTIVITY, FOOD, EATING, DRINKING and COOKING, RIDING and DRIVING, BABY, LOVE and FRIENDSHIP, COMPUTER, CLOTHES and ALIEN.

In meso level of analysis all these images are analyzed thorough to uncover its implications in shaping students' belief about their learning. The entailments which are drawn in the table indicate how students feel about their learning. It shows the degree of difficulty the students' face in learning English as a foreign language. As an example high degree difficulty or hardness is expressed in *"learning English is like swallowing thorn/nail"* In this sense, the students belief that learning English is hard and impossible to master. Moreover, *"learning English is like unifying broken plate"* shows that

students' belief English is a hard subject which can be learned but the result will be imperfect. Other student believes that learning English is a tricky thing. It is difficult but with a complete care and practice it will be mastered. It can be seen from "*learning English is like driving a car*". Moderate feeling is also found in "*learning English is eating orange/durian/sour mango*". It shows that English learning can be easy or difficult at the same time. Furthermore, students who describe learning English as fruit seems to be familiar with English as in "*learning English is fruit*". Fruit frame activates the sweetness pleasant taste and eligible of plant part. It shows the positive belief of the students towards their learning. However, in general the data explains that senior high school students' poses negative belief about learning English as Foreign language. This particular believe trigger mental block issues which worsen the learning process.

Furthermore in the macro level of analysis, the images show that the students' belief is shaped by the power of English status and function in Indonesia. The negatives feeling students created through the metaphor under the frame of SPORTS and PHYSICAL ACTIVITY, FOOD, EATING, DRINKING and COOKING, and ALIEN are caused by the unfamiliarity of English usage as a tool of communication. It shows students lack of interest and motivation in learning uncharacteristic of something which is not a part of their culture or community. It reveals their treatment to English as merely a school subject to be completed without any particular goal. The students feel insecure through their learning. However, a more positive attitude is also shown in RIDING and DRIVING, BABY, LOVE and FRIENDSHIP, and CLOTHES frames. A tricky character indicates the students' poses higher motivations, better English treatment (not limited to school subject) and more independent learner. In this sense, the students perceive their learning as a journey in life. Indeed, they start it with hardship and yet it well-develop in the process.

Conclusion

In conclusion, making English as a tool of communication should be considered by the policy maker to reduce learners' negative images for promoting successful English learner.

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Title

MIM-GA: Measuring Non-Native Students' Group Attitude (GA) in using Mobile Instant Messaging (MIM) in Learning English

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Abstract

Successful language learning often requires students to collaborate in a group in completing certain tasks assigned to them by instructors. The success of such collaboration relies heavily on effective communication which requires positive attitude among group members. However, group attitude can be difficult to measure. Meanwhile, technological advancement has made mobile instant messaging (MIM) very popular in group communication. Much research has been conducted on GA and increasing number of studies have shed light on MIM. Nevertheless, little is known about their relationship. Therefore, this study aimed to measure non-native students' group attitude (GA) in using MIM in completing their English language classroom group projects and the strength of the relationship between MIM and GA. A total of 77 students participated in the study by answering a set of questionnaire comprising 35 items (20 GA items and 15 MIM items). Results have shown a significantly positive correlation between MIM and GA. Thus, it can be concluded that positive group attitude, which is key to effective group communication, can be achieved and enhanced with the use of MIM. This study further recommends that MIM should be seriously considered for implementation in English language learning in which group communication is of great importance.

Keywords: *Mobile instant messaging, group attitude, group communication, English language learning.*

Introduction

The burgeoning growth of modern technologies and their potential benefits for education especially in language learning which provide the opportunities for the transformation of students' learning experience from the previously conventional *chalk and talk* mode to many new multimodal technological immersions, such as the use of

instant messaging (IM) applications. One of these popular IM applications is *WhatsApp* (WA). Swathi (2015) has reported that WA application is Malaysia's most favourite IM with 81% daily usage. In Malaysia, young adults in the category of 20-24 years of age often use technology to communicate especially using smartphones and despite the decreasing trend in the use of short text messages (SMS), the use of free messaging application has been on the rise since 2012 (Malaysian Communications and Multimedia Commission [MCMC], 2015). Therefore, this study aimed to measure GA among non-native students in using MIM application in completing group tasks assigned in English language classrooms with a protocol that provided guidelines for students. More importantly, it also aimed to eventually measure the strength of the relationship between MIM and GA.

Literature Review

Five characteristics of mobile learning suggested by Laurillard (2007) are (1) *adaptive*; (2) *investigative*; (3) *communicative*; (4) *collaborative*; and, (5) *productive*. MIM fulfils these criteria in which it promotes interactivity and leads to active collaboration among the participants (Holley & Dobson, 2008; Markett et al., 2006; Bollen et al., 2004). Moreover, it benefits the students if the content of the messages are related to their learning (Kuznekoff, Munz & Titsworth, 2015). Additionally, the text-based nature of MIM provides opportunities for students to express their opinions and ask questions without the pressure or feeling of threat that can accompany traditional classrooms (Kitsantas & Chow, 2005; Rau et al., 2008; Ting, 2012), thus minimizing anxiety. Arguably, it has also been reported that MIM supports social bonding between students and instructors (Rau et al., 2008).

The features in *WhatsApp* (WA) as one of MIM applications, a popular mobile application among young higher education users (Duggan, 2015), fulfil these criteria allowing students at the universities to make use of this mobile apps for group communication. For language learning in group communication to be effective, positive group attitude (GA) among its members is necessary, however it is difficult to be measured. Furthermore, very few studies have examined the use of MIM in connection with GA. Its potential in enhancing the quality and quantity of interaction in communicative events among small group members (Clement, Dornyei & Noels, 1994)

promotes positive attitude in group communication and cohesiveness among group members which contributes to enhanced performance (Evans & Dion, 1991).

Group work is one of the various activities in language classrooms. Arguably, it is one of the most effective ways to provide opportunities for learners to study language actively with group members among peers by co-constructing their understanding and knowledge focusing on communication. This may minimize anxiety and result in learning becoming socially constructed (Vygotsky, 1978).

Collaborative learning is also a crucial part of students' learning as the nature of some forms of course assessment may involve group assignments such as group oral presentation and writing assignment. Ideally, this will encourage group communication among students. Rambe and Bere (2013) reported that 35% of students in their study had agreed that WA application would lead to better collaborative learning compared to face-to-face one-way communication in lectures and tutorials. However, effective group communication requires positive group attitude, which expedites students' learning and aids comprehension of any given task at hand.

Studies have been conducted on the effectiveness on MIM applications on team work but most of these focus on workplace setting (see Wang, Yang & Tseng, 2016; Isaacs, Walendowski, Whittaker, Schiano & Kamm, 2002). Even though MIM tools may provide opportunities for students to foster active learning via group interaction on mobile devices, there is paucity of research on GA among students who are using MIM in education setting. Furthermore, little is also known about how students carry out group-related tasks and the difficulties they may have encountered. Therefore, it is important that both GA and students' use of MIM in educational setting are measured. More importantly, the relationship between GA and MIM within the context of English language learning needs to be determined.

Methodology

The study

The present study was part of a larger research on the use of MIM among university students. The participants were non-native speakers of English among Universiti Malaysia Pahang (UMP) students who had registered for *English for Technical Communication* (ETC) course, an intermediate level course. In the course,

these engineering and technology students were required to write a feasibility report based on a given scenario. The task, which was a group work that involved three to four members, required the students to collaboratively write and submit the feasibility report as group assignment. Each group was asked to appoint a leader and create a WA group. A protocol was developed to aid instruction (Yusof et al., 2015) for use by students as guidelines. Informed consent form and questionnaire were distributed. A total of 120 sets of the questionnaire were distributed and 77 sets were returned which yielded 64 % response rate.

Data collection and data analysis procedures

The questionnaire had 35 items, comprising 20 GA items and 15 MIM items. GA items were adapted from Evans and Jarvis (1986) while MIM items were developed by researchers in the present study. Participants were asked to rate their agreement on the items using a 6-point Likert-scale (*1=Strongly Agree* to *6=Strongly Disagree*). However, the scores for 11 GA items (GA items no. 4, 6, 7, 8, 9, 10, 14, 15, 17, 19, and 20) were reversed because they were negative statements. Data were entered in *IBM SPSS Statistics version 22* for analysis for Mean (*M*) scores and their standard deviations (*SD*) for GA and MIM. In addition to correlation, reliability analysis was also performed.

Findings and discussion

Demographic data

In the present study, female respondents outnumbered their male counterparts by 48% and this similar scenario has been evident in Malaysian tertiary education (Ismail, 2015). The breakdown of ethnicity showed more than half (61%) of the sample were the dominant indigenous Malay *Bumiputera* (literally translation: *sons of the soil*), followed by the Chinese (8%), which is the largest minority ethnic group in Malaysia. The remaining groups tied at 4% each were the Indian students and students from other indigenous non-Malay *Bumiputera* ethnic groups who were mostly from the Borneo Island states of Sabah, Sarawak and Federal Territory of Labuan. In the context of the Malaysian population, this breakdown resembled the 5:3:2 ratio (Tamam & Abdullah, 2012). Approximately 56% of the respondents were students from engineering faculties. The remaining 44% were students from the newer technology and industrial

management faculties related to engineering subjects. Most of the respondents were using prepaid mobile lines (nearly 90%). This was consistent with the trend among students in Malaysian universities (Mokhlis & Yaakop, 2012). Most of the respondents admitted that they had been using WhatsApp (WA) messaging application for three to five years. In terms of time preferences, approximately half of the respondents (49%) did not restrict their use of WA application for social purposes. Likewise, slightly more than half of them (53%) also did not limit their use of WA application for learning purposes. Nevertheless, it can be seen that the other half of the total number of respondents preferred to use WA application for social purposes later in the evening until past midnight because WA application was used for learning purposes during daytime. Almost all respondents had WA groups for social purposes (96%) and learning purposes (99%). However, the category of number of WA groups for social purposes which recorded the highest percentage of users was the 5-10 group (46%) whereas for learning purposes, it was the 5 or less group of users. Most of the students also responded positively to the questions whether WA application did help them in their learning process (87%). Almost all respondents agreed that WA should be used in group communication for learning purposes (94%). As noted by Kuznekoff, Munz and Titsworth (2015), this indicated a positive impact of the use of MIM such as WA application on students' learning. Summary of demographic profile of the respondents is shown in Table 1.

Table 1

Demographic data

No.	Demographic information	Frequency
1.	Gender	
	Male	20
	Female	57
2.	Ethnicity	
	Malay	61
	Chinese	8
	Indian	4
	Other	4
3.	Faculty	Civil Eng. 17

		Industrial Mgmt	13	16.9
		Chemical Eng.	8	10.4
		Industrial Tech.	16	20.8
		Engineering	5	6.5
		Tech.	18	23.4
		Computer Eng.		
4.	Type of mobile phone plan	Postpaid	8	10.4
		Prepaid	69	89.6
5.	Category of WA users	Less than 1 year	4	5.2
		1-3 years	51	66.2
		3-5 years	17	22.1
		More than 5 years	5	6.5
6.	WA use preferences for social purposes	In the morning	3	3.9
		In the afternoon	6	7.8
		In the evening	19	24.7
		Past midnight	22	28.6
		All the time	38	49.4
7.	WA use time preferences for learning purposes	In the morning	19	24.7
		In the afternoon	18	23.4
		In the evening	14	20.2
		Past midnight	7	9.1
		All the time	41	53.2
8.	Number of WA groups for social purposes	None	3	3.9
		Less than 5 groups	23	29.9
		5-10 groups	35	45.5
		11-15 groups	5	6.5
		More than 15 groups	11	14.3

9.	Number of WA groups for learning purposes (other than this WA group)	None	1	1.3
		Less than 5	39	50.6
		groups	29	37.7
		5-10 groups	5	6.5
		11-15 groups	3	3.9
		More than 15 groups		
10.	Does <i>WhatsApp</i> use help you in learning process?	Yes	67	87.0
		No	10	13.0
11.	Do you agree that <i>WhatsApp</i> should be used to communicate among group members for learning purposes?	Yes	72	93.5
		No	5	6.5

Statistical analyses

Table 2 and Table 3 present the mean (M) scores and standard deviations (SD) of data from GA items and MIM items, respectively. The mean scores for GA and MIM items were 3.96 and 4.83. Data analysis of GA items showed minimum-maximum range of mean scores from 3.45 to 4.22 with overall mean score of 3.96. Three positively worded statements (items no. 5, 12, and 11) that described group cohesion were rated highly by student. However, at least seven negatively worded GA items (items no. 17, 10, 9, 20, 4, 14, and 15) were also rated above the mean score of GA ($M=3.96$). Two possible reasons could have caused these mixed results. Firstly, as noted by Hou, Kang and Sung (2007, 2008), despite of the aim of MIM to facilitate students' communication to complete group assignment, some students could have used gone off-topic in their discussions. Secondly, the presence of negatively worded statements in the GA items adapted from Evans and Jarvis (1996) could have caused confusion among students. These items can be ineffective (van Sonderen, Sanderman, & Coyne, 2013) and may affect internal consistency of the instrument (Salazar, 2015). Even though internal consistency was not affected, the negatively worded items which were intended to avoid acquiescence bias could have resulted in another problem: inconsistency. Acquiescence bias refers to the tendency to agree with what is stated (Colosi, 2005).

Meanwhile, data analysis of MIM items clearly showed eight (items no. 2, 3, 9, 12, 14, 15, 11, and 8) of the nine MIM items rated highly by students described group communication among peers. Much of students' MIM group communication largely concentrated on seeking answers from classmates and teammates, planning activities with teammates, giving and receiving instructions as well as notifications to and from teammates and classmates. Only one MIM item (no. 13) rated above the mean score for MIM items ($M=4.83$) was a description of students' communication with their instructors. The present study has shown that unlike in the case of Rau et al. (2008), MIM did not seem to strongly support student-instructor social bonding.

Prior to correlational analysis, reliability analysis was performed. Cronbach alpha coefficients for both GA and MIM were 0.85 and 0.97, respectively. This indicated that both instruments had good measures of internal consistency. Normality test for GA showed that data did not violate the normality assumption. However, this was not demonstrated by data analysis of MIM. Therefore, Spearman's r_s was used to determine the correlation between MIM and GA. Despite non-normality of MIM data distribution, Pearson's r was also analysed for comparative analysis of the two measures. Results indicated that there was a weak but positively significant relationship between GA and MIM ($r_s = 0.259, p < 0.05$) for Spearman's rho which was also similar to that of the Pearson's r ($r = 0.243, p < 0.05$). Hence, it was evident that a weak but significantly positive relationship existed between students' use of MIM and their GA. In other words, as students used more MIM, their GA also increased.

Table 2

Mean (M) scores for Group Attitude (GA) items and their standard deviations (SD)

Group Attitude (GA) Items		M
Item no.	Description	
1.	I want to remain a member in this group.	4.077
2.	I like my group.	4.064
3.	I look forward to coming to the group.	3.948

4.	I don't care what happens in this group.*	4.0390	1.4367 5
5.	I feel involved in what is happening in my group.	4.2208	.99503
6.	If I could drop out of the group now, I would.*	3.8052	1.4513 1
7.	I dread coming to this group.*	3.6623	1.1877 7
8.	I wish it were possible for the group to end now.*	3.8831	1.4865 5
9.	I am dissatisfied with the group.*	4.1429	1.4392 5
10.	If it were possible to move to another group at this time, I would.*	4.1558	1.3085 2
11.	I feel included in this group.	4.1818	1.0603 8
12.	In spite of individual differences, a feeling of unity exists in my group.	4.2078	1.1161 2
13.	Compared to other groups I know of, I feel my group is better than most.	4.0390	1.1521 3
14.	I do not feel a part of the group's activities.*	4.0260	1.2975 1
15.	I feel it would make a difference to the group if I were not here.*	3.9740	1.2770 7
16.	If I were told my group would not meet today, I would feel badly.	3.5195	1.2205 5
17.	I feel distant from the group.*	4.1688	1.1743 2
18.	It makes a difference to me how this group turns out.	3.4545	1.0704 8

19.	I feel my absence would not matter to the group.*	3.5195	1.2629
			4
20.	I would not feel badly if I had to miss a meeting of this group.*	4.0779	1.3508
			1

Table 3

Mean (M) scores for Mobile Instant Messaging (MIM) items and their standard deviations (SD)

Mobile Instant Messaging (MIM) Items		M
Item no.	Description	
1.	To seek answers from my lecturers	4.415
		6
2.	To seek answers from my classmates	5.026
		0
3.	To seek answers from my teammates	5.000
		0
4.	To provide answers to my lecturers	4.324
		7
5.	To provide answers to my classmates	4.818
		2
6.	To provide answers to my teammates	4.792
		2
7.	To arrange appointment with my lecturers	4.714
		3
8.	To plan learning activities with my classmates	4.909
		1
9.	To plan learning activities with my teammates	4.974
		0

10.	To receive instructions from my lecturers	4.740	1.2711
		3	6
11.	To give and receive instructions from my classmates	4.935	1.2067
		1	5
12.	To give and receive instructions from my teammates	4.974	1.1695
		0	0
13.	To receive notification from my lecturers	4.844	1.1592
		2	3
14.	To receive and send notification from my classmates	4.974	1.1236
		0	0
15.	To receive and send notification from my teammates	4.961	1.1173
		0	5

Conclusion

In summary, it has been evident that English language learners among non-native students responded favourably to the use of MIM in their group communication to complete the group work assigned to them. This also enhanced positive GA. In other words, MIM has the potential to engage English language learners in interactive communication by enhancing their attitudes towards peers in the same group.

The present study therefore recommends that MIM should be seriously considered for implementation in English language learning in which group communication is of great importance. However, before such recommendation can be implemented, a clear protocol or guidelines for both students and their respective language instructors should be developed.

It is acknowledged that this study had several limitations. Statistical power and relevance could have been improved by employing experimental design and stratified random sampling as well as increasing the effect and sample size. Statistical analyses performed did not involve validity checks. In this regard, Rasch model measurement can be employed to obtain person measures and item measures. This type of analysis will also show individual respondent's trend in answering questionnaire items, whether they are all positively worded items or a combination of both.

Acknowledgement

This research was funded by Universiti Malaysia Pahang (Research Grant Vote No. RDU1403159).

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Title

The Investigation of EFL Students' Experiences, Skills and Preferences in Reading
Multimodal English Medium Texts

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Abstract

This study investigates the experiences of EFL students when assisted with guided instruction in reading multimodal texts. The interview results carried out to trace the students' experiences, skills and mode preferences revealed that (1) guided instructions on multimodal text features influence students' comprehension success, (2) reading multimodal text with linear way of reading may have deleterious results on students' comprehension outcomes, (3) some of the reading comprehension skills are still appropriate for multimodal text comprehension, and (4) the mode preference does indeed influence the comprehension success for less-skilled students.

Keywords: *multimodal text, guided instruction, comprehension skills*

Introduction

This study investigates the experiences of EFL students when assisted with guided instruction in reading multimodal texts. Past research suggests that to produce skillful comprehenders, a sufficient exposure of multimodal texts in the classroom are highly required (Ganapathy & Seetharam, 2016; Baharani & Ghafournia, 2015), as well as explicit comprehension skills instruction (Ness, 2011; Rupley, Blair, & Nichols, 2009; Dermitzaki, Andreou & Paraskeva, 2008). Regarding this, this current study focused on investigating to which extent the guided instruction is helpful for less skillful students when being exposed to multimodal texts, and which mode has more contribution for students' multimodal comprehension performance.

Literature review

Contemporary text in our multimodal society communicates information through various modes. Each mode is equally capable to make meaning in different ways than each other, yet must be interwoven together to bring meaning (Serafini, 2012; Kress, 2010; Unsworth, 2008). A multimodal text comprehender must be able to construct meaning by making connection between modes, and relating the meaning made with the comprehender's prior knowledge or experiences to establish a new meaning for the information currently processed in response to the communicative context where the text exists. For example, in the movie poster (see Image 1), the movie title and tagline (textual modes) bring different meanings from the meaning brought up through presenting the image of a girl sitting in front of a laptop with her left hand covered her mouth (visual mode), suggesting mixed feelings that can be interpreted differently based on the audiences' reactions and experiences. To comprehend its entire meaning, these modes must be interacted and integrated, resulting in new meaning to the audiences that the words thrown online with intention to bully someone possibly have similar, even stronger, negative effect than bullying someone in face-to-face confrontation.

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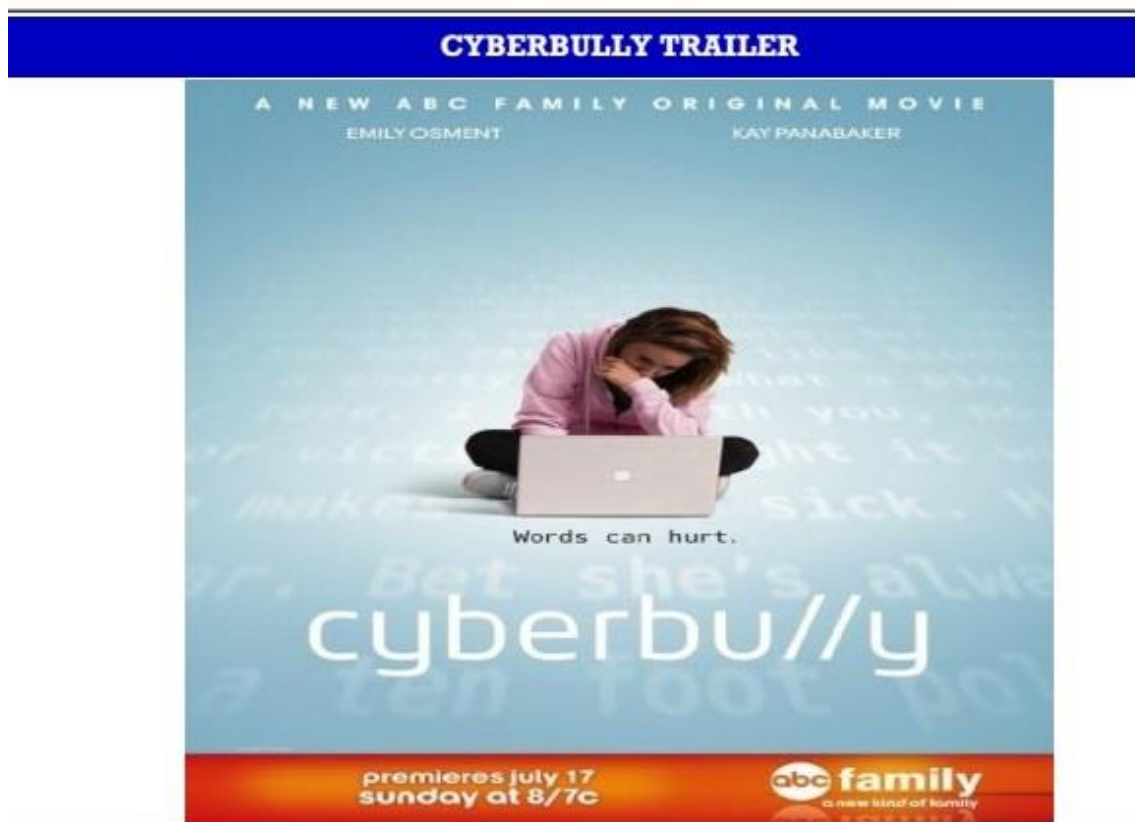


Image 1. *Movie Poster as Multimodal Text*

Our comprehension practice in classroom activities must be built under the premise that multimodal comprehension entails the integrative construction of meaning brought about by different modes of text. Consequently, explicit instruction on how to build and construct meaning of multimodal text (Ness, 2011; Rupley et al, 2009; Dermitzaki et al, 2008) and sufficient exposure of multimodal texts (Ganapathy & Seetharam, 2016; Baharani & Ghafournia, 2015) are required to produce comprehenders with sufficient skills to smoothen the meaning making process.

Methodology

A semi-structured interview (Richards, 2008) was utilized to investigate the viewpoints of students when assisted with guided instruction in reading multimodal material. Prior to this, pretest and posttest were administered to forty-five students, where their gained scores were statistically compared. The students were examined in implementing comprehension skills of *recognizing types and purposes of information, asking questions, identifying topic and implicit idea, recognizing features of information,*

differentiating functions of features, recognizing patterns of information, differentiating between fact and opinion, and making inferences. The test consisted of 25 items in textual-only (44%), textual-visual (32%), visual-only (12%) and audiovisual mode (12%). Based on their test performance, five students who showed lowest performance on their pretest and later significantly gained their score on posttest were purposively selected and interviewed for the purpose of this study.

Findings and discussions

This study was aimed at investigating less skillful students' experiences when assisted with guided instruction in reading multimodal texts. All the students agreed that guided instruction had helped them comprehend multimodal text, to the extent that the instruction helped them become better able in using a repertoire of skills as supported by previous research findings (Rupley et al, 2009; Dermitzaki et al, 2008). Almost half of the students (38%) claimed that *recognizing features of information* was the most helpful skill in predicting implicit idea of visual information. This skill also had helped them become more aware of the contribution of each mode features in meaning making process. This implies that to get the most benefit of teaching comprehension skills, the instructor must pay attention to the features of information presented across modes and their purposes.

Later, the findings showed that the students were least skillful in *recognizing patterns of information* and *differentiating functions of features* (8% students), caused by the students' lack of understanding that the purposes of information features are heavily influenced by the purposes of information patterns. A comprehensive instruction on recognizing different purposes of information features when appear across different information patterns is then required.

Pertaining to this, the students' responses on the way they read multimodal text showed that none of them did aware that such text requires an effort to navigate the paths of comprehension. All students responded that they read the text in linear way, thus causing deleterious results to their comprehension outcomes. A more comprehensive instruction on the navigation of comprehension paths and skills is therefore required to enable the students comprehend multimodal texts better.

During classroom activities, the students received multimodal materials on the explanation and demonstration of comprehension skills implementation. The audiovisual mode in the materials were empowered with onscreen texts to enable the students make connection between the text and the objects to comprehend the information. Almost half of the students (46%) preferred audiovisual mode to demonstrate the skills implementation, as supported by the research on the affordance of audiovisual mode to compensate other different modes (Ganapathy & Seetharam, 2016; Baharani & Ghafournia, 2015), since this mode meets the needs of EFL students who find difficulties in reading information in other modes, such as in textual mode.

Conclusion

This study reveals that the less skillful students value guided instruction on skill *recognizing information features and their purposes* much more than instruction on other skills. The students claimed that instruction on implementing this skill helped them differentiate the purposes of elements in the text, intensified their awareness of the connection between modes, and enhanced their overall confidence in reading multimodal texts. Features of audiovisual modes are the most significant aspect for the students to improve their comprehension performance.

In light of the findings of this recent study, the first consideration is that audiovisual mode with concurrent on-screen texts and spoken narration that explains and demonstrates comprehension skills implementation is more effective for the EFL students. The second consideration is that comprehension skills explicitly taught to the students must be revisited to meet the needs of students to become multiliterate. Skills to enable students make meaning from multimodal text must be explicitly introduced, taught, and demonstrated, and should become the focus and goal of comprehension practice in classroom activities.

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Title

Student Response Toward Humor Based Instructional Media (Descriptive Study on Students of Grade XII SMAN 1 Bontonompo)

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Abstract

Innovation on supporting the success of learning process is needed to be developed. One of innovation in the classroom is involving instructional media innovation. Humor-based instructional media is one of media that can make the learning process more fun. This study aims to determine student's response toward humor-based instructional media in the learning process. This research is descriptive study with the entire population of students on grade XII SMAN 1 Bontonompo in school year 2016-2017, while the research sample was grade XII IPA 1 and XII IPA 6 with totally 52 students. The result of this study showed 100% (52 student) feel interested by the use of humor-based instructional media with the level of interest is in strong category (74.63%). This research outcome is indicating that humor-based instructional media can support in increasing of student's interest in learning process.

Keywords: *Humor- based instructional media, students' response, learning process*

Introduction

The purpose of this study is to determine the interest of students and the students' response to the use of humor-based instructional media. Berk (1996) in the Ring (2008) states humor can be used as a learning tool as well specific strategies in the classroom. While McGrath (2013) states that Implementation of effective humor can help teachers to engage students in learning and even relieve the stress during the exam.

When teachers have been able to communicate learning material properly and the students have been able to interpret and understand what teachers have been explained then it's called effective learning. However, teachers professionalism is not enough only by the ability to teach student, but also afford to manage the information and environment to facilitate the student learning activity. Humor-based instructional media can be one of choices that can be implemented by teachers to support the learning process in class.

Humor-based instructional media can be applied as a "*Planned humor*". Darmansyah (2012) explains, *Planned humor* is humor that can be done by all teachers in learning because it does not require teachers to become a humorous person. Teacher can use other content nuanced humor in teaching. Such as a visual

media like cartoons, funny videos, and also directing students on humourous websites. Different types of humor are combined in learning regarded by students as a tool that facilitates making pleasure and comfort in a class (Wanzer, 2002)

Methodology

This research is descriptive research that illustrate the class XII Student response regarding SMAN 1 Bontonompo against the humor-based instructional media. The population consist of 52 students. Instrument research used closed questionnaire. The scale of measurement of the instrument using a Likert scale. Data analysis technique used is descriptive statistics on the percentage.

Findings and Discussion

Humor-based instructional media that applied in this study is the media that has previously been developed by researchers, based on the fact that most of the students felt that the language of the book is sometimes imaginary and difficult to understand, the researchers focused on how to develop a media that can facilitate students remember and understand the interrelationships between concepts of genetics through amusing animations, accompanied by simple explanation and presented in a fun way.

However, the successful application of humor- based learning media is not only depends of a teacher teaching skills. Therefore in this study, the simulation of humor-based lerning media already implemented to see the response of students to instructional media developed.

Table 1: *Percentage of students' interest in humor-based instructional media*

The number of students	Percentage (%)		
	Not intereste d	Less Interested	Interested
52 people	0%	0%	100%

Based on analysis of student questionnaire responses, 100% of the student respondents in this study feel attracted to humor-based instructional media. Student's learning interest shown large enough to be at 74.63% which is based on Sugiyono (2014)

it stand on strong level, namely (0.60 to 0.79). Then, Here is the exposure of student responses by referring to the miraculous indicators of the personal response of students that includes a happiness, enthusiasm and motivation to learn and also efficiency of student learning.

Table 2: *Student's happiness response to humor-based instructional media*

Statement	SS (5)		S (4)		N (3)		TS (2)	
	Freq	%	freq	%	freq	%	freq	%
More communicative	3	5.8	21	40.4	27	51.9	0	0.0
make me happier	8	15.4	22	42.3	18	34.6	4	7.7

By looking at the results of the analysis questionnaire responses of students to use humor-based learning media, the conclusion that the students responded positively to the use of humor-based learning media on genetic material.

Statement	SS (5)		S (4)		N (3)		TS (2)	
	freq	%	freq	%	freq	%	freq	%
was raise my curiosity rather than if I study with printed book	5	9.6	27	51.9	15	28.8	4	7.7
lead me to study the genetic material well	2	3.8	20	38.5	19	36.5	10	19.2

improve the quality of my learning	2	3.8	25	48.1	24	46.2	1	1.9	0	0.0
helpful to associate the concept to reality.	8	15.4	18	34.6	23	44.2	2	3.8	0	0.0

Table 3: *Student's enthusiasm and motivation response to humor-based instructional media*

Based on the analysis of questionnaire grain above note that the response of the enthusiasm of the students studying the genetics through humor-based learning media is greater than through printed books, this is demonstrated by more than 50% of students choose to strongly agree and agree, it is proven that students feel more enthusiastic by using humor-base instructional media rather than using a textbook.

Presentation of genetic material through humor-based learning media is also proven to increase the curiosity of students into the subject matter, as shown in the second statement on table above, where positive responses of students who choose to agree and strongly agree greater than students who choose a neutral and disagree. The same thing is also shown on the stationing of instructional media to help improve the quality of student learning and can help students associate the concept of teaching materials with the reality. So, in general the students responded fairly positively to humor-based instructional media can enhance the enthusiasm and motivation to learn of the student.

Table 4: *Student's efficiency learning response to humor-based instructional media*

Statement	SS (5)		S (4)		N (3)		TS (2)		STS (1)
	fre	%	fre	%	Fre	%	fre	%	fre
Statement	q		q		q		q		q
Statement	13	25.0	23	44.2	16	30.8	0	0.0	0

ow me to										
ickly	18	34.6	15	28.8	16	30.8	1	1.9	2	3.
derstand										8
ables me to										
derstand the										
bject matter	9	17.3	14	26.9	23	44.2	5	9.6	1	1.
thout any										9
er source										

Based on the analysis results questionnaire responses of students to the statement "*This learning media easier for me in the learning process*" and "*Media this learning makes me able to quickly master the learning material*" shows that the humor-based instructional media on genetic material considered to facilitate the students and help them learn quickly. A learning activities can be said to be efficient if the desired accomplishments can be achieved with as little effort as possible. Enterprises in this case is anything that is used to obtain satisfactory academic results.

However, the statement "*Learning Media is easier for me to understand the subject matter without other sources*" obtained the opposite result, as many as 44.2% of students chose less agree, while 9.6% chose disagree. This shows that students still think that they still need another resource to help them to understand the lessons.

Conclusion

From these results, it can be concluded that the adoption of humor-based learning media in genetic obtain a positive response towards student's learning interest. It is proven by 100% (52 students) feel interested in the use of humor-based learning, with a level of interest that are in the category of strong (74.63%).

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Title

Teachers' Role in Reducing Students' English Speaking Anxiety Based on Students' Perspectives

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Abstract

This study reports on the factors triggering English speaking anxiety based on students' perspectives and their expectation on what the speaking teachers could do to help them reducing their English speaking anxiety. The data were collected by interviewing five students who have pursued Speaking course. Using a case study research design, this study reveals that speaking anxiety potentially stems from the students themselves who regard that lack of vocabulary, unfamiliar topic, others' negative judgment, and low-perceived ability are the triggers. Besides, the students believe that teachers are in charge in reducing their speaking anxiety due to their role as the organizer of the classroom activities.

Keywords: *English speaking anxiety; teachers' role; students' perspectives*

Introduction

Recently, the focus of language learning is increasingly directed to the affective factors which could stem from motivation, self-confidence, and anxiety. It is one of the factors affecting the success of language learning. It means that to boost the students'

potential in learning, they are not only challenged to be outstanding in cognitive side but also to have supportive affective sides. In other words, students ideally should have high motivation and self-confidence as well as low anxiety.

Besides, based on Krashen's affective filter hypothesis, it is stated that the input is blocked when the students are in negative emotional states, such as feeling anxious (Lightbown and Spada, 2001). Thus, in spite of comprehensible input, if the students have high filter, it might be hard for them process the input. Furthermore, Du (2009) states that "the affective filter is responsible for individual variation in SLA." It means that affective filter might be the plausible reason for why it is easier for certain students to learn a language than the others.

This present paper focuses on one of the affective factors involved in language learning, namely Foreign Language Anxiety (FLA). Horwitz, Horwitz, and Cope (1986) point out that FLA belongs to affective filter causing the students unable to receive the input and "the learner fails to "take in" the available target language messages and language acquisition does not progress." Moreover, Crookal and Oxford (1991, cited in Wörde 2003) reported that FLA threatens not only self-esteem and self-confidence but also risk-taking. In a study conducted by MacIntyre, Noels and Clément (1997), they found that anxious students perceive themselves have low ability. They tend to underestimate themselves. In fact, perceived ability appears to be one of the causes of students' willingness to communicate (Hashimoto, 2002) which is the prerequisite for successful language learning. In a nutshell, it is not exaggerated to say that FLA intertwined negatively other affective variables.

Broadly speaking, FLA is related to the psychological side of the students when learning foreign language such as English. Horwitz et al. (1986) regard "foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process." According to MacIntyre, Noels and Clément (1997) "anxious learners may focus their attention on their perceived inadequacies, the potential for failure, and the consequences of that imagined failure, rather than concentrating on the task itself." In other words, anxious students are more concern about others' impression about their performance than the tasks. They divide their attention to how they perform the task and others' evaluation which in turn might decline their

performance. Further, Cheng, Horwitz, and Schallert (1999) examined how anxiety correlates to the students' speaking and writing ability. It appears that anxiety had greater correlation to speaking performance compared to writing ability. Unlike the other language skills, in speaking, the students' performance is continuously monitored by their peers and teacher. This probably accounts why the students are more anxious in speaking

To date, numerous studies have been conducted to examine how FLA correlate to students' achievement in general (Awan, Azher, Anwar, and Naz, 2010; Liu, 2012; Amiri and Ghonsooly, 2015) and speaking performance more specifically (Chan & Wu, 2004; Tóth, 2012; Azizifar, Faryadian, Gowhary, 2014). Their study constantly reveals that FLA has significant negative correlation to achievement as well as speaking performance which means that the more anxious the students, the lower their achievement and speaking performance.

Since speaking anxiety might possibly diminish the students' performance, the degree should be reduced. In this case, teachers as mediators in teaching and learning process play a crucial role in helping the students to reduce their speaking anxiety. This paper is devoted to discuss what the teachers could do to help the students reducing their speaking anxiety based on the students' perspectives. The result of this study could be used by teachers as a consideration in helping the students to reduce their speaking anxiety which in turn could potentially enhance their participation. Besides, it could be input to inform the teachers about what to do and what should not be done in the speaking instruction.

The research questions addressed in this study are:

1. What makes the students anxious in speaking English?
2. What do the students expect the teachers do to help them reducing their speaking anxiety?

Research Method

This study employed a case study research design. It attempts to explore what makes the students anxious in speaking English and what they expect their teachers do to help them reducing their speaking anxiety. In order to answer the research questions, five students of *Universitas Halu Oleo* were interviewed face-to-face. They were chosen

of the basis that they have experience with Speaking course and they were voluntarily participated in this study. They were interviewed one-by-one in their leisure time.

Interview guide was developed to make the process of interviewing more organized. There were 16 questions which are divided into 3 broad categories namely students' experience in Speaking Course, factors making them anxious in speaking, and their expectation on what the teachers could do to help them reduce their speaking anxiety. Each of the semi-structure interviews lasted for about 10 minutes.

Before starting the interview, the participants were informed about the aim of the interview and the confidentiality of their identity. The interview was recorded to ease the process of analyzing the data. The result of the interview was transcribed and then it was analyzed using content analysis.

Findings and Discussion

In order to answer the question *how to help students reducing their speaking anxiety*, the very first beginning that should be known by teachers is *what makes the students anxious in speaking*. Identification of factors causing speaking anxiety helps the teachers to plan the strategies to reduce the speaking anxiety.

Potential Factors Triggering English Speaking Anxiety based on Students' Perspectives

Based on the data collected, there are several potential factors contributing to speaking anxiety reported by the participants in this study, namely:

Factor one: It is difficult to find the suitable word of what I want to say

Lack of vocabulary is the most frequently cited reason of why the students are anxious in speaking. It is similar with what has been found by Liu (2006). There were four of five participants in this study reported that when they get difficulty in finding the exact word to express their ideas, they will be panic and ultimately this bothers their concentration. By this case, they could forget what they want to say subsequently.

Excerpt 1. *Sometimes I nervous because may be there are... Sorry, I mean I lost my vocabulary. If I do not know the vocabulary, I get difficulty in expressing what I want to say next.*

Factor two: I do not know what to say

The other factor making the students anxious is unfamiliar topic. There were three participants said that they could be more anxious once they are asked to speak topics which are not familiar to them.

Excerpt 2. *Speaking anxiety? Hm ... Oh ya when the teacher asks us about the material that I have never heard before. Ya something like new for me.*

Factor three: Everyone sees me and listens to what I am saying

In speaking classroom, the students usually have to share their ideas in front of the whole class making them constantly monitored by others. Thereby, they will be the focus of attention. Nonetheless, this study finds that this fact is actually one of the sources of anxiety. As reported by one of the participants of this study:

Excerpt 3. *I am nervous sometimes because I am in front of class*

Young (1990) also found that what makes the students anxious is not on having to speak in foreign language, but rather on having to speak in front of public. It appears that being exposed in front of public could boost the students' anxiety.

Factor four: Others could easily detect my mistake

The other participants said that she is anxious not only because of being constantly monitored but also because of the errors she made.

Excerpt 4. *Hm I nervous when speaking because I fell like someone is gonna think I pronounce the word you know falsely or wrongly because I did not really sure what I was about to say is correct or right in their ears.*

Based on the excerpt above, it could obviously be seen that the participant is very concern about others' impression about her performance particularly because of the errors she made. This characteristic is owned by people with low self esteem. As pointed out by Krashen (1980, in Young, 1991) "people with low self-esteem worry about what their peers think; they are concerned with pleasing others." The evaluative attribute of language classroom especially speaking classroom might boost this negative emotional state. Likewise, Gregersen and Horwitz (2002) found that anxious students have similar attributes with perfectionist in which they "have greater worry over the opinion of others and a higher level of concern over their errors" compared to their non-anxious counterpart. Moreover, anxious students tend to perceive their error as a trigger to others' negative evaluation. This is detrimental in case the students are more focus on others' impression rather than on the task. As stated by MacIntyre, Noels and Clément (1997),

when performing a task, there is a tendency for anxious students to divide their concentration into their perceived low ability, the possibility for failure and the consequences, rather than concentrating on how they perform the task. Consequently, they “apply themselves less well to the task at hand, and performance on the task suffers.”

Factor five: Others are better at speaking than I am

Low-perceived ability is also found to trigger the students’ anxiety.

Excerpt 5. *The other way like maybe they are fell they feared I mean how to call it when we have friends that have a higher capability than us. Like that.*

As obviously seen from the excerpt above, the student is feeling inferior. She compares her ability to others and thinks that she is not as good as others at speaking. It is in line with what have been found by MacIntyre, Noels and Clément (1997) and Cheng, Horwitz, and Schallert (1999) that negative perception about one’s own ability could be a predictor of anxiety level. They found that more anxious students tend to underestimate their actual ability which in the end they could easily escape from the classroom activities because of feeling susceptible. In a similar vein, Bandura (1988) in MacIntyre, Noels and Clément (1997) found that perceived ability is one of the “components of one’s expectations for success at a given task” which determines the amount of endeavor that one takes to achieve the goal. It suggests that if the perceived ability is high, one likely performs greater endeavor which in turn induces success.

Teachers’ Role in Helping the Students Reducing Their Speaking Anxiety

According to Horwitz et al. (1986) teachers are confronted with two options in coping with anxious students. From the students’ side, teachers should help them to approach the anxiety triggering activities and from the teachers’ side, they have to create a relaxed learning environment which is actually a condition for successful language learning.

Teachers play a significant role in determining the degree of anxiety the students feel. When asked teachers’ role in helping them reducing their anxiety, one of the participants said:

Excerpt 6. *Ya because they are the one who leads the class. So their role play so if they want their students to not be panic or in anxiety they should be capable of you know in leading the class into an enjoyable environment.*

When asked their opinion about the idea that the more students practice speaking, the less anxious they are, all participants of this study agreed to the statement. The students believe to the idea that practice makes perfect. This is similar with what has been found in Young's study (1990) that despite the students felt anxious in speaking, they need to practice speaking more. It means that the way to cope with speaking anxiety is by having the students speak up. Thus, instead of letting the students escape from the classroom activities, teachers should help the students to approach the anxiety-provoking situation. It also likely works to conquer the students' anxiety caused by lack of vocabulary. The key point is that teachers should be able to design classroom activities which are free from anxiety situation. Classroom activities appear to be one of significant factors affecting the students' degree of speaking anxiety.

The participants of this study were asked to describe speaking activities which they perceive less threatening. It was found that all the participants in this study are more comfortable when they are asked to work in group or in pair and do discussion. In a similar vein, Young (1990) states that students are more willing to take part in oral activities provided that it is conducted in small groups. One of the participants of this study stated that:

Excerpt 7. *I am less anxious if I work in group because yah you know when I make mistake only known by the members of the group, not by all the students in my class. Something like that.*

The excerpt above suggests that face saving accounts for why the students feel less anxious when working in group or in pair. Thus, group or pair working could probably work to help the students reducing their anxiety stemming from afraid of being put "on the spot".

It is also worth mentioning that teachers could tailor the classroom activities to what the students expect from the instruction. In this case, teacher ought to act as a researcher of his/her classrooms. As pointed out by Tsiplakides and Keramida (2009), "teacher as a researcher" is a very useful means to balance theory and practice, which potentially could have positive effects both on the professional development of English

teachers and on students' anxiety levels, motivation and language acquisition.” Thereby, teachers should continually evaluate their teaching in order to know how the students perceive their classroom practice. It could be done, for instance, by surveying the students' perception about the instruction. Another possibility is by varying the activities for the sake of accommodating the students' interests because some activities might work well for a few students and other students might perceive it as demanding activities. Further, the students likely are more willing to participate once the activities fit their interests.

Since familiarity with the topic of discussion plays a great importance, teachers ideally should consider the students' characteristics and interests in choosing the topic. It should also be relevant to the students' real life. It could be done by providing list of topics and let the students choose. Another alternative is informing the topic a week before the class begins. Thereby, when coming to the class, the students have background knowledge about what they want to say. It is likely making the students more prepared.

Speaking anxiety could also be caused by fear of making mistake. The teachers' way in providing errors correction seems to be one of the manifestations of fear of making mistake because students usually see error correction as a form of humiliation which threat their face and self-esteem. Teachers, therefore, should provide a supportive learning environment where students could view errors as a natural part of learning. Interestingly, despite the fact that all the participants of this study think that error correction could potentially improve their anxiety, they do not worry about being corrected. Instead, they think that errors correction mediate them in noticing their errors and learn from them. Besides, it also motivates them to learn more. When asked their feeling when being corrected, one of the participants said that:

Excerpt 8. *Embarrassing but I fine with that because I know my mistakes*

Excerpt 9. *Sometimes I shy but I think it my opportunity to improve my English.*

When asked how error correction affects their speaking anxiety, one of the participants said that:

Excerpt 10. *If it if it is being conducted directly when we are talking ya I think it will improve my anxiety*

The excerpt above indicates that the students are anxious not because of their errors being corrected, rather how their errors are corrected. Burden (2004) and Young

(1990) suggest teachers to use a modelling approach to correction. In correcting the errors using modeling approach, the teachers directly provides the correct form of the errors without telling the students which word is incorrect, which so-called as recast. Teachers also could focus on the content rather than on the form since excessive error correction might probably inhibit the students' from participating in the classroom activities.

Another participant preferred teachers to give more positive reinforcement.

Excerpt 11. *The teacher should guide us in a good way and then the teachers also have to often give reward and reinforcement. Like that.*

Positive reinforcement could be in the form of providing encouraging comment and appreciating the students' effort through verbal or non-verbal praise. Kitano (2001) points out that positive reinforcement probably works to reduce the fear of negative evaluation.

The last issue worthy to be taken into account is teachers' characteristics. The participants of this study were also asked to portray teachers' characteristics that could reduce their anxiety. The most frequently cited teachers' characteristics expected by the participants are fun, friendly, and motivating. One of the participants said that:

Excerpt 12. *I think it will be nice if the teacher asks the student not if they approach the students you know in the loving way. Not just like I am a teacher and you are the students so you have to obey me. Not like that. He should be approaching the students like friendly but not making the students overacted.*

Another student asserted that

Excerpt 13. *The teachers have to be fun and then the teacher don't bring a hard tension and then so we can just relax and the teacher have to be friendly.*

Auerback (2001) in Burden (2004) suggests teachers to be more likely as a facilitator who allows the students to take over of their learning instead of being an authority figure making the students "silenced and powerless". Interestingly, in a study by Palacios (1998, in Horwitz, 2001) on how classroom circumstance might influence the degree of anxiety the students feel found that the most significant factor influencing the students' anxious feeling is teachers' support such as their help and friendship to the students. In a nutshell, it could be stated that teachers' manner contributes to the degree of speaking anxiety the students have.

Conclusion

Teachers should be aware of the existence of speaking anxiety experienced by foreign language learners due to its interference with language acquisition. Since speaking in front of public is frequently cited to be the most threatening activity, the speaking instructional practice should be designed in an anxiety-free situation. As the one who organizes the classroom activities, teachers play a crucial role in reducing the students' anxiety. It could be dealing with their ways in treating the errors, their classroom instructional practice, classroom condition, as well as their behavior. The key point is that being relaxed so that the students could have a relaxing learning experience.

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Title

Developing English Materials Dealing with 2013 Curriculum of the Seventh Grade
Student in MTsN Balang-Balang

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Abstract

Based on a preliminary study conducted in MTsN Balang-Balang Gowa – South Sulawesi, it is found that teachers faced some challenges in implementing the 2013 Curriculum. In this case, a secondary book is needed by both teacher and student. Beside that, the primary course book of 2013 Curriculum is not available more in the school. Therefore, this study aims to develop English teaching materials in forms of module and some other teacher references based on the 2013 Curriculum.

This study is Research and Development (R&D) adapted from ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation) by Steve J. McGriff, 2000. The research procedure will start from analyzing materials in the syllabus of the 2013 Curriculum, analyzing the students' need, designing

the blueprint, developing the materials, implementing the materials in the classroom, and evaluating the materials by experts of 2013 Curriculum (evaluator students book) using experts' judgment and rubrics of analyzing student book set by National Standard. The result of experts' judgment and rubrics seems to be that the materials are good, well-designed, well-organized, and proper to use to the learners. It is also appropriate with the content of syllabus of the 2013 Curriculum and matches the students' need.

Keywords: *Research and Development, English Materials, 2013 Curriculum, ADDIE Model*

Introduction

The idea of this study has come from the researcher's observation when the researcher visited the seventh grade students of Junior High School at MTsN Ballang-Ballang – Gowa, South Sulawesi several months ago. Derived from the observation, I had found some obstacles faced by the teachers in implementing the 2013 curriculum as the latest education curriculum system in Indonesia which the Competency-Based Curriculum was previously changed. The primary course book of 2013 Curriculum was still not available more in the rural region such as Balang-Balang village, Gowa – South Sulawesi. In this case, a secondary book was needed by both teacher and student in the school. This study aims to develop the English teaching materials in form of module and some other teacher references based on the 2013 Curriculum. The English Materials that would systematically be developed are the contents, the learning activities, and the organizations of materials integrated to the four skills (listening, speaking, writing, and reading). All of them would be covered in a form of module as a complementary book aiming to be additional items of the primary course book limited.

Previously, the researcher has conducted a preliminary study on May 2015 at MTsN Balang-Balang, Gowa. It was meant to identify the focus area of the research, so the researcher considered conducting a research and development (RnD) dealing with developing English material innovatively which the English materials **adapted from the authentic, video, newspaper, text recording, and so forth (Tomlinson, 2011). The**

man stated it gained the competence expected by the teachers as well as the 2013 curriculum principles. Then, it would become as a secondary book or source. Moreover, this product applied student-centered activities of which the students became self-assisted in learning English. The researcher completely expected that the product would become the problem solver to add the English teaching materials based on the 2013 curriculum.

The research focus of this study was “*How English materials should be developed dealing with 2013 curriculum at the seventh grade students in MTsN Balang-Balang, Gowa?*” By covering three subtopics; 1) *How to formulate the systematic organization of integrated English materials based on the 2013 curriculum?* ; 2) *How to design the systematic English teaching which is appropriate with the learning activities based on the 2013 curriculum?*; 3) *How to develop the systematic content of the English materials extracted the syllabus of the 2013 curriculum?*. Then, the research objective was to *develop English materials systematically dealing with 2013 curriculum at the seventh grade in MTsN Balang-Balang.*

Research and Development

In Tegeh and Kirna’s (2013) study regarded that their study aimed to measure the development of teaching materials for educational research method by using ADDIE model. The trial results showed individual instructional materials in the qualification enough and the field test results indicated that well-qualified teaching materials. In other version, Komand, et.al. (2014) conducted a Research and Development (R&D) study designed by Lee and Owens (2004) which involved: need analysis, design, development, implementation, and evaluation. Then, Santosa et.al. (2014) developed the textbook prepared by using learning strategies called: *Relating, Experiencing, Applying, Cooperating, and Transferring (REACT)* subsequently developed into seven phases: *Relating, Experiencing, Applying, Cooperating, Transferring, Organizing and Re-enforcing* that then formed the acronym *REACTOR*. They stated that the development process of textbook was finished by using the principles of contextual learning that had been modified. As a result, the use of textbooks developed highly effective and could create an active learning situation.

Material Development

Several models could be applied for material development such as Sugiyono model (Indonesia), ADDIE model from Steve J. McGriff, Borg & Gall model, Dick and Carey model, Kemp model and many others. However, the researcher adapted from ADDIE model by Steve J. McGriff because all the phases could be interrelated and provide a dynamic and flexible guideline for developing effective and efficient instruction to the researcher. In process of development module, the researcher used the authentic materials as the main source. Tomlinson's (2011, p. 2) book stated that anything used by teachers or learners to facilitate the learning of a language such as videos, DVDs, emails, *Youtube*, dictionaries, grammar books, readers, workbook or photocopied exercises. In addition, they could also be newspaper, food packages, photographs, live talks inviting native speakers, instruction given by teacher, task written on cards or discussion among learners.

Further, Nation (2009, p. xv) said that curriculum design was integrated with knowledge from several of the areas in the field of Applied Linguistic, such as language acquisition research, teaching methodology, assessment, language description, and material production. Besides that, Richards (2001, p.13) revealed that the curriculum development was the process involved in developing, implementing, and evaluating language program. Evaluation of materials development additionally conducted in this phase of research. They are; 1) formative evaluation meant the collection of data and information during the development of instruction that was used to improve the effectiveness of the instruction (Dick and Carey et, al, 2001,p.284); 2) summative evaluation was defined as the design of evaluation studies and the collection of data to verify the effectiveness of instructional materials with learner target (Dick and Carey, et. al,2001,p.350).

2013 Curriculum

On July 2013, the Education and Cultural Ministry of Indonesia established the 2013 curriculum as a part of the continued development as well as an initiative better for the previous curriculum named Competency-Based Curriculum or *Kurikulum Berbasis Kompetensi* (Indonesia version) on which was initiated in 2004. The statement was regarded "the 2013 curriculum had the crucial objective to encourage the learners' ability

to conduct observing, asking, reasoning, and communicating or presenting of what they earned or they knew after receiving subject matter” (Mulyasa,2013, p.65).

Moreover, on the training module of the 2013 Curriculum set by the Culture and Education ministry of Indonesia said that the 2013 curriculum developed two modus of learning processes. They were simultaneously the direct learning process and indirect learning process. In addition, the direct learning process was education process the learners developed knowledge, intellectual ability, and psychomotor skill through the direct interaction with the learning source designed in syllabus and the lesson plan such as learning activities. In this process, the learners made the study activities covered observing, questioning, collecting the information, associating, analyzing, and communicating of what they have invented in analyzing activities. In order words, this process produced the direct knowledge and skill called instructional effect (2014,p.20).

Methodology

The researcher conducted a Research and Development (R&D) being adapted from ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation) by Steve J. McGriff, 2000. The procedure of this study was presented as the following

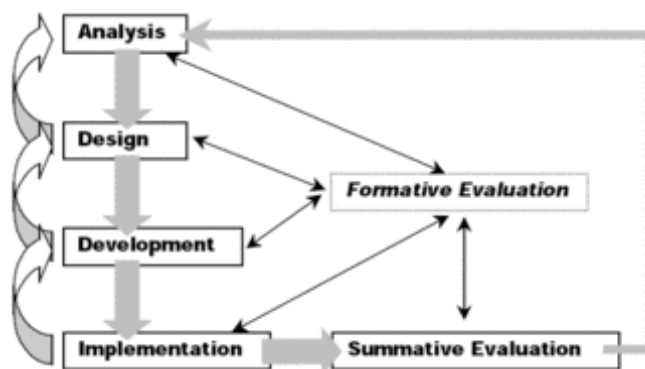


Figure 1. *The ADDIE's Model (McGriff, 2000)*

1. Analysis.

The phase as follows; (1) the researcher analyzed the teacher's handbook and the questionnaire distributed to the students to measure the students' need; (2) the researcher identified the systematic English materials and related to the syllabus of 2013 Curriculum; (3) the analyzing was done derived from the syllabus of

2013 Curriculum covering the names and the number of things, animals, and public building materials.

2. *Design*

This phase as follows; (1) designing English materials dealing with 2013 curriculum covering the names and the number of things, animals, and public building materials; (2) the researcher made the systematic blueprint of the organization materials, learning materials, and contents; and (3) searching several sources as the guidance for designing English material which was relevant with the name and the number of things, animals, and public building.

3. *Development*

This phase as follows;(1) developing lesson plan in blueprint; (2) developing the materials about the names and the number of animals, thing, and public buildings materials dealing with curriculum 2013 objectives of the course; (3) organizing the English materials systematically which had been suitable to the scientific approach and learning methods in 2013 curriculum to support learning objectives and materials of lesson plan developed; (4) validating the product to the experts to measure whether the product was appropriate to the learners' needs as well as the goals and objectivities of the course or not; and (5) the final product was ready to be implemented in trying out.

4. *Implementation*

This phase dealt with trying-out the product to measure the appropriateness of the product the learners.

5. *Evaluation*

This phase was designed to measure the rate of quality of the materials as being implemented. It measured the appropriateness of the developing materials. There were two types of evaluation. They were formative and summative evaluation. This phase had involved the experts of 2013 Curriculum (evaluator student book).

Findings

The result of this research finished based on the research focuses integrated with ADDIE model.

1. *Analyzing (the result of Needs Analysis)*

- *The results of need analysis of materials based on the syllabus*

The result of need analysis based on the materials in the syllabus of 2013 Curriculum was that the topics had been designed into twelve subtopics/lessons which were appropriate with the amount of meeting learning. They were things in my bag and in the classroom I and II, parts of my school, parts of my home, things in my home, pet, kind of animals I, kind of animals II, public building I, public building II, names of public building based on the occupation, the national and international buildings. Beside that, every meeting had a core skill and it was integrated one another in flows of skill that the researcher arranged systematically. Thus, learning activities dealt with scientific approach of 2013 Curriculum principle included observing, questioning, collecting information, associating, and communicating. The researcher developed the learning instructions referring to the type of activities consisted of individual, pair, and group activity, the amount of activities, and text structure.

- *The results of need analysis of developing learning materials based on the students' need.*

Table 1: *Amount of responses about the systematic organization of materials*

1. Systematic Organization of Materials	1. <i>Pre-teaching instruction</i>	Yes = 31 No = -
	2. <i>Type of pre-teaching instruction</i>	Warming up = 13 Ice breaking = 23 Pray = 9 Motivation Story= 6 Games = 13 All = 2
	3. <i>an activity before starting the material</i>	Listening teacher = 29 Reading the instruction= 2

		Practicing by the student itself= 0
	4. <i>Type of learning material</i>	Text = 3 Picture = 5 Dialog= 10 Presentation= 13
	5. <i>Design of learning book</i>	Full picture = 20 Colorful = 10 Black and white color = 1
	6. <i>Design model of material</i>	Caricatured picture = 5 Cartoon = 22 Real picture= 4

Table 2: *Amount of responses about Systematic Content of Materials*

2. Systematic content of Materials	1. <i>Thing materials</i>	Things in the home= 8 Things in the school= 5 Things in the class = 14 All = 4
	2. <i>Animal materials</i>	Tame animals= 21 Wild animals= 2 Cattle animals= 5 All = 3
	3. <i>Public building materials</i>	Building in the hometown= 10 Traditional building=7 International Building= 3 All= 11

Table 3: *Amount of responses about Systematic Content of Materials*

3. The Systematic of Learning Materials	1. <i>Model of studying</i>	Discussion = 10 Individual= 3 Pair = 5 Group = 11
	2. <i>Project assignment</i>	Individual project= 2 Pair project= 2 Group project= 27
	3. <i>Presentation assignment</i>	Individual presentation= 6 Pair presentation= 3 Group presentation= 21
	4. <i>Game combination</i>	Yes = 30 No=1

- *The result of need analysing of expert judgment.*

The experts stated the materials that it was clear, appropriate, and understandable. Then, the materials matched with the goals of the course, the focus of the course, and also appropriated with the 2013 Curriculum, students' need, and interest. The materials were well-designed and still up-to-date. Further, the experts stated that the language used was clear, appropriate with students' proficient English, and also understandable for the learners.

2. *The Results of Designing the Blueprint*

The results of product design included writing the topic related to the syllabus of 2013 Curriculum, content of materials, core skill, flows of skill, scientific approach, and learning instruction. Topics were divided into twelve meetings/lessons. There was core skill in every meeting as a symbol to achieve the purpose of study objectives and applied the flows of skill as the steps to make

both teacher and students more straight forward in understanding the content of material. Besides that, the scientific approach covering observing, questioning, collecting information, associating, and communicating became the existing objective to arrange the related topic and by adding learning instruction included type of activity, amount of activity, and text structure as additional qualified items in arranging the material for developing phase.

3. *The Result of Developing Materials*

The experts stated that all items in the product were proper and good to be used derived to the students' need as well as the blueprint designed.

4. *The Result of Implementing the Materials*

Based on the result, the materials had been related to the current learning materials with the learners' learning experience previously. The material was systematic (easy to the difficult, from the concrete to the abstract), and also presented the flow of skill to make learners understandable. The method and *Scientific Approach of 2013 Curriculum* enabled to leave the question of why and how, encouraged the learners to ask, facilitated the learners to try, to observe, to analyze, and provided questions for the learner to reason like processing logical and systematic thought. Again, it presented the learners several of activities to communicate in communication.

5. *The Result of Evaluation the Product*

In this evaluation, two experts were involved to check the quality of the product. They stated that the product was good and well-designed to be learnt because it was appropriate with the students' need in the field.

Discussions

Research development is intended to produce English materials for names and the number of things, animals, and public buildings.

1. Analysing of need analysing

The product was appropriate with students' need as well as the syllabus of 2013 Curriculum. Distributing the questionnaires expected to gather information about objective needs before developing materials (Tomlinson, p. 2011). Besides, Richard (2010, p. 60) emphasized that questionnaires are one

of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze. Questionnaire additionally became basic information to analyze the need. Nation (2010, p.24) stated that need analysis is a step to invent what needs to be learnt and what the learners want to learn. Likewise, many of question that are usually raised in analysis of target need (Munby, 1978; Hutchinson and Waters, 1987 in Nation, 2010, p.25). In order hand, questions in the questionnaires of this study were made to achieve three systematic goals; (1) systematic organization materials; (2) systematic content materials; (3) systematic learning materials.

In the experts' judgement rubric stated that the English materials was good, proper used, and well-organized. The product consisted of materials which materials were presented through interesting design activity to the students, designed attractive colours and photographs. Tomlinson (2011; 8) stated when materials have a noticeable effect on learner, that is when the learners' curiosity, interest, and attention are attracted.

2. Designing the Blueprint

The result of expert's consultation was that the blueprint was valid in the fourth revision. The blueprint was appropriate with the syllabus of 2013 Curriculum. Richard (2010) said that a syllabus is a specification of the content of a course of instruction and lists what will be taught and tested.

3. Developing Materials

Analysing the product done by the experts noted that the product was interactive, accurate, and integrated each other. Ideally, two aspects of developing materials are interactive in that theoretical studies inform and are informed by the development and use of classroom materials (Tomlinson, 2001: 6). Thus, evaluation either formative and summative phase resulted that the English materials completely proper to be used in the field area study based on the notes, comments, and summarizes from rubrics and experts' judgment filled.

Conclusion

The researcher adapted from the ADDIE model by Steve J. McGriff to develop English materials of the seventh grade student referring to names and the numbers of things, animals, and public building materials. First, the researchers distributed questionnaires to know the need of the students then analyzed what English materials existing in the syllabus used at 2013 Curriculum. Afterwards, she designed them in the form of a blueprint, and developed a blueprint in the form of modules. After developing the materials, she evaluated formatively the materials to the expert twice by using student book assessment rubric set by the government. After that, she tried out the product to the user, then, tried out to implement the product in the field in order to measure the appropriateness of the product. Finally, she evaluated the result of the research to the experts summatively in order to decide whether the product was well-organized and proper used. Overall, the materials expected to be a secondary book for students and teacher existing at MTsN Balang-Balang, Gowa had well crafted. The researcher had developed well-designed and proper used materials for the teaching English.

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Title

The Malaysian Education Blueprint 2013
and its Effects on English Language Teaching in Malaysia

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Abstract

The Ministry of Education in Malaysia has introduced the new Education Blueprint, which will be implemented in three waves starting from 2013 until 2025. The Education Blueprint 2013 aims to raise the Malaysian education standard to international level and prepare Malaysian children for the needs of the 21st century. The effects of the Education Blueprint 2013 on English Language Teaching in Malaysia will be discussed in this study. A total of 25 secondary level English Language teachers were involved in the study. The research tools used are observation checklist, document analysis and questionnaire. It is found that English Language teachers are starting to change their pedagogy from teacher centred to student centred approach which involves many activity based teaching and learning. The research findings indicate that as a result of the change in teachers' instructional approach, students become more active in classroom participation which is the key to acquiring the 21st century skills. Thus, it could be concluded that in order to equip students with the 21st century skills, they should be taught using the 21st century teaching approach.

Keywords: *Malaysian Education Blueprint, English Language Teaching, 21st century skills, student centred, teaching approach, pedagogy*

Introduction

Malaysians have long recognized that education is the key driver to the development of its human and economic capital. It is even more important today for

education to face the global economic and social challenges. In view of this and due to the fact that the current trends in the Programme for International Student Assessment (PISA) which saw Malaysia slipping further into the bottom, the Malaysian Government has developed the Education Blueprint that provides a quick but sustainable transformation of the education system until 2025. This is the result of an extensive research by experts in the education field from the UNESCO, the World Bank, the Organization for Economic Co-operation and Development (OECD), 6 local universities, principals, teachers, parents and students from all the states in Malaysia. The new blueprint was welcomingly different from the previous academic blueprint as it called for an all-encompassing transformation for the education system in Malaysia in order to enable it to meet emerging demands and future requirements. This is to ensure that Malaysia can continue to progress and keep in pace with today's competitive world.

Problem Statement

2009 was the first time Malaysia participated in the international PISA assessment but the result was not encouraging at all. Malaysia stood at the bottom third of 74 participating countries, scoring below the international and OECD average (Figure 1). Almost 44% of the 15-year-old Malaysian students who participated in PISA failed to meet the minimum proficiency level in reading. A difference of 38 points on the PISA scale is equivalent to one year of schooling. The result shows that 15-year-olds in Malaysia are performing as though they were three or more years behind their counterparts in Singapore, South Korea, Hong Kong and Shanghai (Education Blueprint, p. 7).

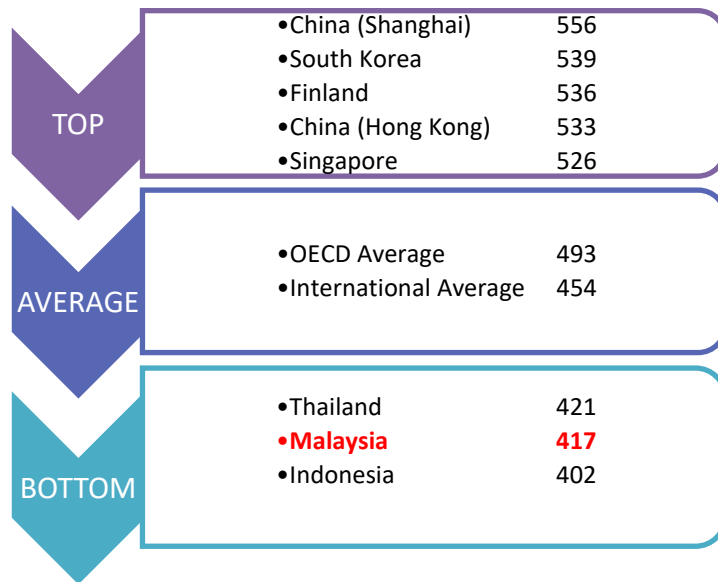


Figure 1 PISA 2009 standing adapted from the Malaysian Education Blueprint (2013)

Figure 1 shows Malaysia was placed at the bottom third among 74 participating nations in the PISA 2009. It is disheartening to note that almost half of the participating 15 year-old students failed to meet the minimum level in the reading assessment. Consequently, Malaysia scored well below the OECD and international average. 7% of the participating schools were good, 13% were mediocre but the bulk of Malaysian schools or 80% were weak in the reading assessment (DTP 2.0, 2015).

Research Objectives

Malaysia aspires to be in the top third of participating countries in terms of performance in international assessments such as the Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA), within the next 15 years. This may not be an easy task because even if Malaysia improves in terms of quality education by leaps and bounds, other countries are not expected to remain static or slide during the same period of time. With the new Education Blueprint underway, is enough being undertaken to ensure a rich education for students to acquire the 21st century skills? Bearing in mind that the system is being transformed from top to bottom but are the grass-root levels doing their part effectively enough to see the attainment of the vision?

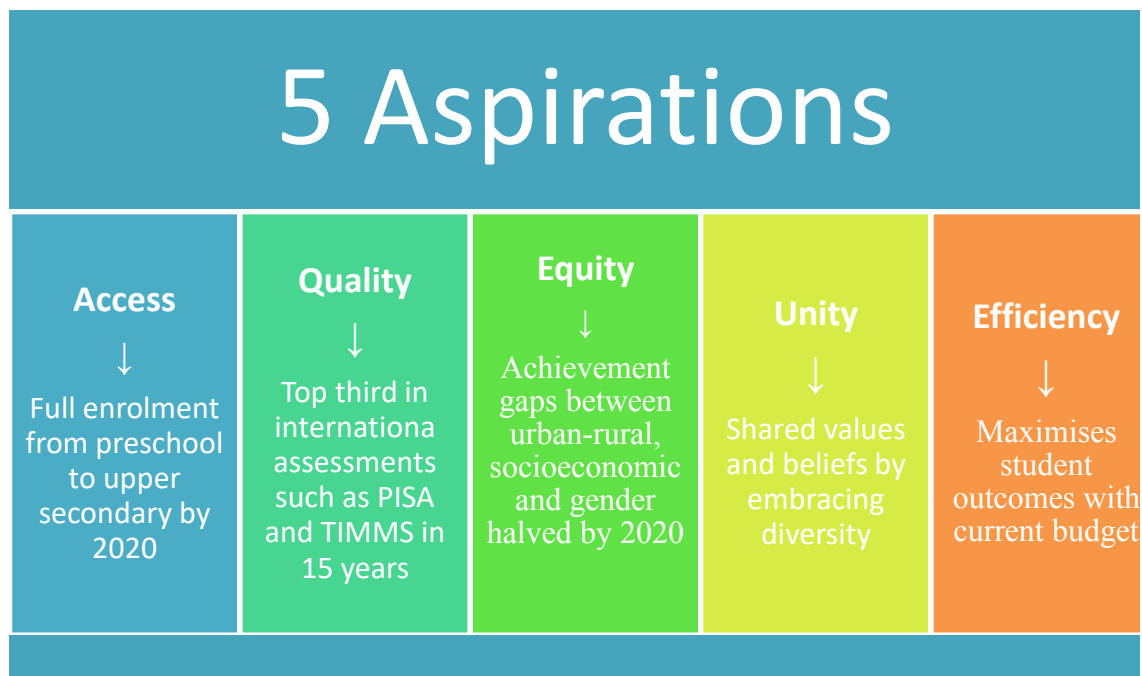


Figure 2 The five aspirations of the education system adapted from the Malaysian Education Blueprint (2013)

Figure 2 shows the five outcomes desired by the Education Blueprint 2013 for the nation’s education as a whole: access, quality, equity, unity and efficiency. These are aspirations articulated in the National Dialogue as well as outcomes set by other high-performing education systems. Efforts should be concentrated on all the five areas. Not one area should be viewed as being more important compared to the others. However, in this study, the researchers shall focus on discussing on the effects brought about by the Malaysian Education Blueprint (2013) on Malaysia’s English Language classrooms.

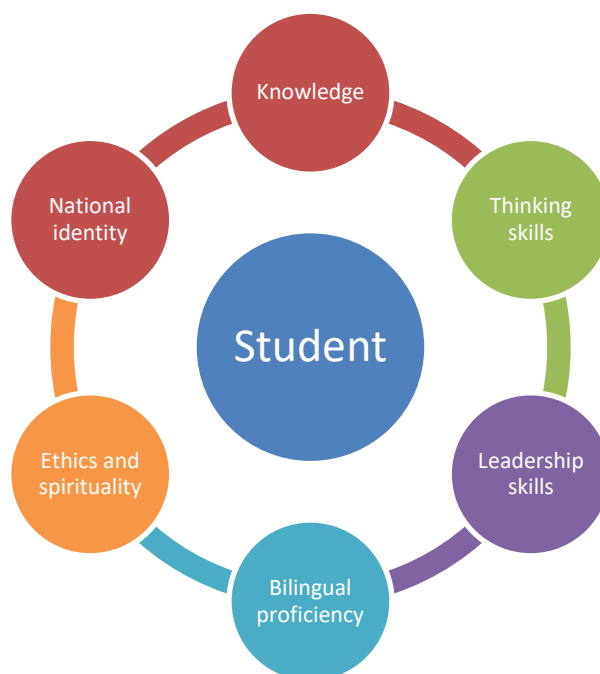


Figure 3 shows six attributes every 21st century student should possess

The Education Blueprint (2013) states six key attributes needed by every student in order to be globally competitive (Figure 3). Complementary to the system-wide aspirations, there are certain qualities that students need to possess in the 21st century, in addition to the holistic development of the intellect, spirit, emotion and physique as outlined in the National Education Philosophy (1988). The six key attributes are knowledge, thinking skills, leadership skills, bilingual proficiency, ethics and spirituality and national identity. However, I shall focus on three aspirations that are more closely related to ELT.

Knowledge

Every child should basically be literate. It is imperative that they master core subjects like English which is one of the fundamental subjects stated in P21’s Framework for 21st Century Learning (2009). P21 believes that mastery of fundamental subjects and 21st century themes is essential for students in the 21st century. Disciplines include English, reading or language arts.

Thinking Skills

It is hoped that every ESL student will learn how to acquire knowledge, connect knowledge and create new knowledge. Every student will master a range of essential cognitive skills among which are critical thinking, reasoning, creative thinking and innovation. Although critical and creative thinking skill is nothing new, our system has fallen short in producing such students. P21 (2009) stated that learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future, especially in the context of ESL.

Bilingual Proficiency

One of the languages of concern is English. English is a means for international communication. Every child should have a working knowledge of this language when they leave school. Ma'wa & Nooreiny (2015, p.101) stated “the role of English could be categorized into three themes which would be: 1) inevitable, 2) beneficial for both studies, career advancement and many various ways, 3) important but problematic especially for second language learners and those who are of lower proficiency level”.

As the research objective is to discuss the impact and changes on English Language Teaching in Malaysia brought about by the Education Blueprint (2013), therefore the research questions are as follows:

- (i) How far are teachers changing the way they teach before and after the Education Blueprint (2013)?
- (ii) How effective is a change in teachers' pedagogy on the result of their students?
- (iii) What are the teachers' perspectives on the impact of the Education Blueprint (2013) on their teaching?

Literature Review

The American National Research Council (2012) defined the set of key skills that are referenced by the labels deeper learning, twenty-first century skills, college and career readiness, student-centered learning, next generation learning, new basic skills,

and higher-order thinking. These labels are typically used to include both cognitive and non-cognitive skills such as critical thinking, problem solving, collaboration, effective communication, motivation, persistence, and learning to learn. These skills are those that can be demonstrated within core academic content areas and that are important to success in education, work, and other areas of adult responsibility. The labels are also sometimes used to include other important capacities such as creativity, innovation, and ethics which are important to later success and should also be developed in formal or informal learning environments.

Binkley et al. (2012) determined that new standards for what students should be able to do must replace the basic skills and knowledge expectations of the past. In order to meet this challenge, schools must be transformed in ways that will enable students to acquire the sophisticated thinking, flexible problem solving, collaboration and communication skills they will need to be successful in work and life. There can be two types of teaching methods: Teacher-centred approach and student-centred approach. The main focus for the teacher-centred approach is to facilitate the transfer of knowledge whereas the student-centred approach focuses on the learning of communication, collaboration, critical thinking and creativity, which are referred to as 21st century skills.

Rotherham and Willingham (2009) concluded that in order for the 21st century movement to work, three areas need to be urgently addressed, namely, curriculum, teacher quality and assessment. First, educators and policymakers must ensure that the instructional program is complete and that content is not shortchanged for an ephemeral pursuit of skills. Second, states, school districts, and school administrations need to revamp how they think about human capital in education—in particular how teachers are trained. Finally, we need new assessments that can accurately measure richer learning and more complex tasks. For the 21st century skills effort to be effective, these three elements must be implemented in concert. Otherwise, the reform will be superficial and counter-productive.

Methodology

Research Design

The design of the study is quasi-experimental in which data were collected through observation checklist, document analysis and questionnaire. The research was conducted

in eight secondary schools in Sibu, Malaysia. The schools were selected based on their performance in SPM English Language.

Participants

Twenty five English Language teachers were selected according to the classes they taught. Besides, the teachers had undergone formal teacher training in teaching ESL. It should be noted that only one of the classes taught by each teacher was observed by the researchers. The students' mother tongue is either Iban, Mandarin or Malay, and they began learning ESL when they were in Year 1. Students' results very much depend on teachers because most students do not go for private tuition due to family financial constraint and locality of the school which is too far from tuition centres.

Data collection and analysis

Data were collected through observation checklist, document analysis, and questionnaire. Table 2 provides a list of the teachers and the data collected from them. A total of 75 observations were conducted on the teachers, each being observed three times in the classroom by the researchers over a period of 6 months. In order to examine how far the teachers are changing their pedagogy to the 21st century teaching method after being coached by their School Improvement Specialist Coach (SISC+), the observation check list results were analyzed using paired sample t-test. The data analysis was substantiated through a triangulation of document analysis of students' subject grade average (GPMP) (Table 3) and teachers' perception of the impact of having an SISC+ coaching them the 21st century teaching method in a questionnaire (Table 4). Triangulation of data collection was employed because data were collected from different sources.

Findings

RQ1: How far are teachers changing the way they teach before and after the Education Blueprint (2013)?

TEACHERS' PERFORMANCE RECORD					
NO.	NAME (PSEUDONYM)	PRE	POST	DIFF	% DIF
1	DARREN	25	31	6	24.00
2	DANA	18	32	14	77.78
3	WENDY	16	27	11	68.75

4	DOROTHY	26	28	2	7.69
5	HUDSON	15	28	13	86.67
6	HII BEE HUI	16	23	7	43.75
7	HO LING LING	7	24	17	242.86
8	SHARON	10	36	26	260.00
9	GEENA	18	25	7	38.89
10	ROY	16	29	13	81.25
11	EDDIE	26	30	4	15.38
12	JACK	26	29	3	11.54
13	CINDY	22	30	8	36.36
14	BENJAMIN	13	19	6	46.15
15	KHAIRY	19	36	17	89.47
16	JENNIFER	16	23	7	43.75
17	SUZANA	19	22	3	15.79
18	HEATHER	18	29	11	61.11
19	WONG BING CHING	15	28	13	86.67
20	RANDY	17	28	11	64.71
21	DESMOND	13	17	4	30.77
22	LING CHEE KANG	15	29	14	93.33
23	JAMESON	17	36	19	111.76
24	ROHAYU	15	29	14	93.33
25	NURUL KHATIJAH	21	29	8	38.10

Table 2 shows a list of the teachers (pseudonyms) and the pre and post test results

Based on table 2, the research findings are significant ($t = -8.874$, $df = 24$, $p < .05$). The researchers conclude that there is a difference in the pedagogical achievement of teachers before and after the Malaysian Education Blueprint (2013). A higher mean score after teachers are coached (pre = 17.56, post = 27.88) shows that the coaching of the SISC+ is able to improve the pedagogical achievement of the teachers. This finding answers the first research question on how far are teachers changing the way they teach before and after the Education Blueprint (2013).

RQ2: How effective is a change in teachers' pedagogy on the result of their students?

AVERAGE GRADE FOR ENGLISH LANGUAGE (CLASS TAUGHT BY TEACHER)					
NO	NAME (PSEUDONYM)	PRE	POST	DIFF	IMPROV
1	DARREN (5A2)	9.00	8.96	-0.04	YES
2	DANA (5A1)	8.08	7.84	-0.24	YES
3	WENDY (4SC)	6.00	4.88	-1.12	YES
4	DOROTHY (4A1)	8.92	8.15	-0.77	YES
5	HUDSON (4A3)	8.56	8.42	-0.14	YES
6	HII BEE HUI (5A3)	8.59	8.48	-0.11	YES
7	HO LING LING (4SC)	3.57	3.86	0.29	NO
8	SHARON (5D)	8.73	8.43	-0.30	YES
9	GEENA (5A)	8.38	7.94	-0.44	YES
10	ROY (5A3)	9.00	9.00	0.00	UNCHANGED
11	EDDIE (5A2)	8.88	9.00	0.12	NO
12	JACK (5S)	6.00	5.63	-0.37	YES
13	CINDY (5S)	4.40	4.88	0.48	NO
14	BENJAMIN (5B)	8.88	8.73	-0.15	YES
15	KHAIRY (5C)	7.70	7.79	0.09	NO
16	JENNIFER (3D)	6.00	6.00	0.00	UNCHANGED
17	SUZANA (5A2)	8.26	8.30	0.04	NO
18	HEATHER (5S1)	4.63	3.52	-1.11	YES
19	HOO CHING (5A3)	9.00	8.90	-0.10	YES
20	RANDY (5S3)	7.62	6.29	-1.33	YES
21	DESMOND (5B)	7.94	7.53	-0.41	YES
22	LING CHEE KANG (5H)	9.00	9.00	0.00	UNCHANGED
23	JAMESON (5A)	5.37	5.30	-0.07	YES
24	ROHAYU (5I)	8.53	8.88	0.35	NO
25	NURUL KHATIJAH (5E)	8.83	8.80	-0.03	YES

Table 3 shows the subject average grade (GPMP) of the class taught by each teacher

Based on Table 3, it is found that 64% of the classes recorded an improvement in the GPMP for English Language after teachers started using the 21st century teaching method. As a result of the change from teacher-centred to student-centred classroom, students became more participative allowing them to acquire skills on communication, collaboration, critical thinking, and creativity. Consequently, these skills enabled them to perform better in the examination. This finding echoed Huba & Freed’s findings (2000) that there is a strong connection between student-centred learning and assessment of learning. This finding answers the second research question, “How effective is a change in teachers’ pedagogy on the result of their students?”

Meanwhile, 24% of the classes did not report any improvement while only 12% of the classes showed a drop in the GPMP. This could be caused by the inconsistency of teachers in using the 21st century teaching method. When the researchers were there to observe the lesson, the teacher would use the student-centred approach but when the researchers were not around, the teacher reverted to the traditional way of classroom instruction. This supported Lea et al. (2003) who found that an issue that arose from student-centred learning was many teachers claimed to practise it but in reality, they were not. The drop in the result was due to using a full examination paper by a certain school in the AR3 but it was not the case in the AR1, making the first exam easier to score higher marks.

RQ3: What are the teachers’ perspectives on the impact of the Education Blueprint (2013) on their teaching?

N O	PARTICULARS	STRON GLY DISAGR EE	DISAGR EE	NEUTR AL	AGRE E	STRONC LY AGREE
1	The sharing of the learning objectives makes the students more involved and	-	1 (4%)	6 (24%)	16 (64%)	2 (8%)

	responsible for their own learning						
2	Lesson is more well prepared to suit the capabilities of the students			5 (20%)	16 (64%)	4 (16%)	25 (100%)
3	The critical thinking skill of students can be honed through the HOTS activities and questioning technique			5 (20%)	17 (68%)	3 (12%)	25 (100%)
4	Students develop better communication skill by engaging in group activities			7 (28%)	13 (52%)	5 (20%)	25 (100%)
5	Students develop better collaborative skill by engaging in group activities			8 (32%)	13 (52%)	4 (16%)	25 (100%)
6	Students show their creativity when given a chance to participate in			7 (28%)	15 (60%)	3 (12%)	25 (100%)

activities during the lesson							
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Table 4 shows the teachers' perceptions on the impact of the Education Blueprint

Table 4 shows that 68% - 80% of the teachers agreed or strongly agreed that the 21st century pedagogy was effective to produce the targetted results in students, while 20% - 32% were sceptical of the usefulness of the 21st century pedagogy but only 1% disagreed that it was effective to produce the targetted results. This answers the third research question about teachers' perspectives on the impact of the Education Blueprint (2013) on their teaching.

Implications & Conclusion

The foreseeable transformation in Malaysia's ELT is broad and complex. Consequently, many initiatives have been developed as part of the reform. One such initiative is the introduction of SISC+ to give continuous professional development to teachers especially to in the transformation of the 20th century pedagogy into the 21st century pedagogy. It was found that by changing teacher-centred instruction to student-centred teaching and learning, students' results in English Language improved. This could be caused by students' preference of student-centred learning (Lea et al., 2003). Therefore, it is highly recommended that teachers start or continue to use student-centred learning. As shown by Huba & Freed (2000), there is a strong connection between student-centred learning and how well students perform in assessment of learning.

Teachers' role is an important one when it comes to influencing students to use a learning approach. Cope & Ward (2002) maintained that if teachers are interested and directed towards students and changing their conceptions, students are inclined to use the method prescribed by their teachers. The researchers supported this because it was found that teachers who agreed to the 21st century teaching method generally produced students with better outcomes. Therefore, it is suggested that teachers use the 21st century teaching method highlighted by the Education Ministry of Malaysia in the Blueprint 2013.

During the research, it was found that some teachers were skeptical and even disagreed with the 21st century teaching method. O'Sullivan (2003) stated that student-

centred learning might not work in developing countries due to limited resources and big classes. This is echoed by some teachers who were reluctant to practise student-centred learning in their classrooms. Therefore, it is essential for the Ministry of Education to cascade the system transformation.

The Malaysian education system is in the midst of an intense period of transformation. Change in an education system is time consuming. Significant results of these changes, such as improvements in performance on international assessments, will only be clear in the foreseeable future. Nonetheless, as Malaysians have undergone Wave 1 and are embarking on Wave 2, they can already see significant changes in the way the system is run. These changes will form the foundation for future results. The researchers believe that if every single ESL teacher in Malaysia work towards making these aspirations a reality, then most ESL students will get the future they truly deserve.

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Title

An Investigation into some Factors Influencing to Student's Motivation to Learn Speaking English of the First – Year Students at English Department, University of Foreign Language Studies – Danang University – Vietnam

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Abstract

Over the course of conducting the study entitled “**An Investigation into Some Factors Influencing to Students' Motivation to Learn Speaking English of First - Year Students at English Department, University of Foreign Language Studies - Danang University**”, the presenter has drawn some of useful and interesting results and information related to this topic. The presenter summarized the concepts of motivation, some kinds of motivation into learning languages, internal and external motivation and how they affected into learning speaking English. As a result, both lecturers and students will have an overview and understand students' motivation in learning speaking English. In addition, this study has focused on analyzing some main factors influencing students' motivation of learning English. To illustrate, the presenter has presented some factors including learners, teachers, teaching methods and power distances also. Especially, this

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study also covers some characteristics of speaking skill as well as communicative language teaching. All in all, through this research process, it can be seen clearly that English has such huge role for all students, and the first – year students in Danang University are no exception.

Key words: *Motivation, learning English speaking, factors, influence, University of Foreign Language Studies*

Introduction

This article aims to find out the students' motivation in learning speaking English is the way to help English teachers improve students' English speaking performance.

In the modern society, English has been taught as a subject in schools, and it is one of the compulsory subjects in Vietnam. However, Vietnamese students still cannot speak English fluently. The main reasons can be traditional teaching methods' emphasis on grammar and students' lack of motivation in learning speaking English.

According to National Foreign Language 2020 Project carried out by Vietnam's Ministry of Education and Training, all students in University of Foreign Language Studies must pass the official proficiency examination (level C1, approximately IELTS 6.5) before graduating. However, many students had got low marks of speaking skill in this kind of examination.

Current research aims to discovering the reality and identifying students' motivation in learning English speaking. From that, some suggestions were made to motivate students in learning speaking English.

Literature Review

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998, p.13). According to Flohr and Paesler (2006, p.6), speaking skill is the most important one in learning a foreign language. They also emphasize that “the focus in learning a foreign language is on communicative activities and expressive abilities, and the goal is to become fluent speaker”.

Types of motivation students have in learning speaking English: Motivation according to the Oxford Dictionary of English is a reason or reasons for acting or behaving in a particular way with interest or enthusiasm, (Oxford Dictionary of English, 2004). Meanwhile, Ellis (1994, p. 715) considered motivation as the attempt which learners make for learning a second language because of “their need or desire to learn it”. Students can themselves raise their awareness of studying when they are motivated. Motivation makes students receive adequate incentive so as to learn second language in general and English in particular.

According to Gardner and Lambert (1972), there are two types of motivation: integrative motivation and instrumental motivation. These two types of motivation can affect and control the procedure and outcome of learning. Ellis (1994) believes the best and the perfect motivation is the integrative motivation. He believes that integrative motivation is more competent and well-organized. Students who do not have instrumental or integrative motivation, in fact, will face with problems and difficulties to learn and gain knowledge of a second language in the classroom and generally, learning the language would be difficult for them (Cook, 2000).

Methodology

Design: The study used both qualitative and quantitative approaches. The methods are classroom observation, questionnaire and interview.

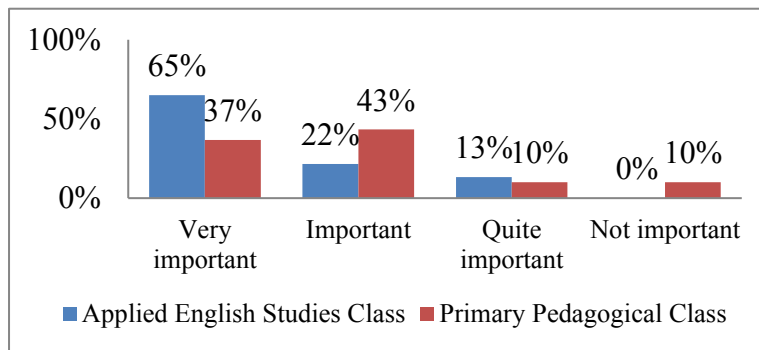
Participants: To conduct the research, 120 students including Applied English Studies Class and Primary Pedagogical Class were chosen randomly. One class will be observed and 10 students may be interviewed directly.

Data analysis: **The data collected from questionnaires were categorized and counted in numbers and percentages shown in figures and tables.** The data from class observations were used to clarify the information given in the questionnaires.

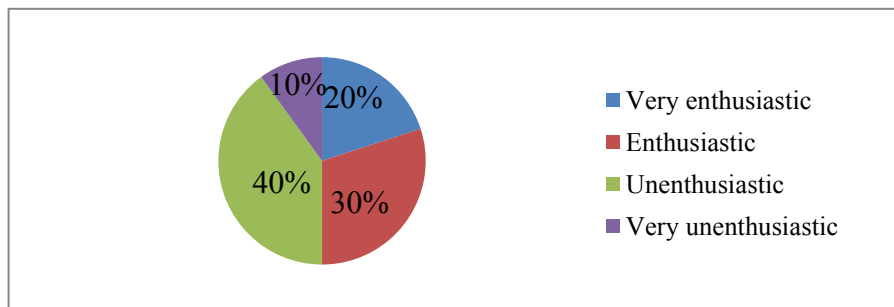
Findings and Discussion

The reality of learning and teaching Speaking English at University of Foreign Language Studies

It can be seen that most of the students in this study understand the importance of Speaking in learning English.



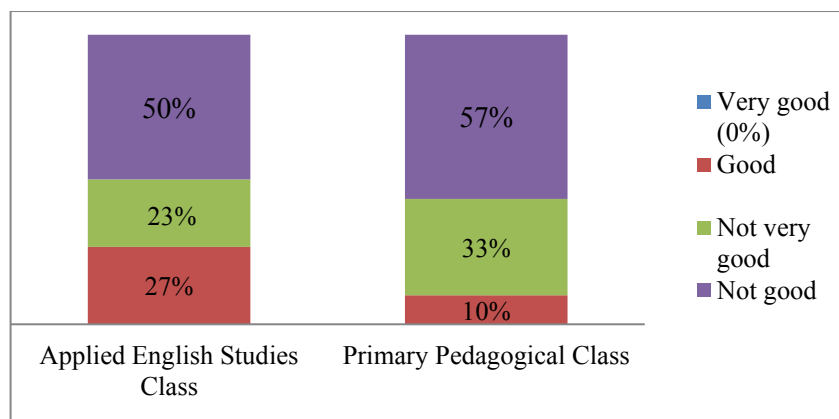
Students’ opinions on the importance of Speaking skill in learning English. However, many students said they did not feel enthusiastic when learning speaking skill. After investigating 120 students, the following result is found:



Students’ feeling when learning speaking skill

Half of the students did not feel enthusiastic in learning English Speaking because of many different reasons. Most of them said that Speaking English was very difficult. They did not know how to express their ideas in English.

50 percent of the student expressed their interest. Most of them like speaking English to communicate with foreigners. When the students were asked if speaking English was important and why in the questionnaire, 90 percent of them agreed that speaking was important in learning English.



Students' English Speaking performance

However, as the result shown in the chart, a large number of students said that their speaking performance was not good.

Types of motivation students have in learning speaking English:

After asking students to complete the questionnaires, students are learning speaking English for many different reasons. According to the table, the highest percentage of the students (account for 84.17 %) identified "to get a good job in the future" as the main reason for learning speaking English. Most of jobs require English skill. If they speak English well, they can get a good job easily. Especially, speaking English well helps them create a good impression in their job interview.

No.	Reasons	Number of students	Percentage
1	English is a compulsory subject	31	25.83 %
2	To communicate with foreigners	83	61.17 %
3	To study or travel abroad	21	17.50 %
4	To get a good job in the future	101	84.17 %
5	English Speaking is fun and interesting	55	45.83 %
6	To get good marks in the subject	45	37.50 %
7	To watch English TV program, listen to English songs, etc.	27	22.50 %

The students' reasons for learning English Speaking

Problems students have in their English speaking learning

<i>No.</i>	<i>Problems</i>	<i>Number of students (120 students)</i>	<i>Percentage</i>
<i>1</i>	Lack of vocabulary	<i>74</i>	<i>61.67%</i>
<i>2</i>	Lack of basic knowledge about topics	<i>31</i>	<i>25.83%</i>
<i>3</i>	Time for speaking activities is limited	<i>83</i>	<i>69.17%</i>
<i>4</i>	Speaking topics are not interesting	<i>21</i>	<i>17.50%</i>
<i>5</i>	Speaking activities are boring	<i>42</i>	<i>35%</i>
<i>6</i>	Pressure from teacher	<i>35</i>	<i>29.17%</i>
<i>7</i>	Teacher doesn't use much English in speaking lesson	<i>38</i>	<i>31.67%</i>
<i>8</i>	Lack of confident and afraid of "lose face"	<i>79</i>	<i>65.83%</i>
<i>9</i>	Pronunciation and Grammar mistakes	<i>91</i>	<i>75.83%</i>
<i>10</i>	Crowded class and seating arrangement are not suitable	<i>68</i>	<i>56.67%</i>

The students' problems in learning English Speaking

Clearly, after investigating students at University of Foreign Language Studies, they have many problems in English speaking class. It means that there still exists many factors affect students' motivation in learning speaking English.

Suggestions:

- Improve English language and social knowledge
- Learn in cosy and comfortable environment without pressure
- Learn with interesting speaking topics and suitable activities
- Add speaking test as an important part of examination

Conclusion

Language is a tool for communication, so speaking is very important in learning a foreign language. *Motivation plays a significant role in the process of learning a foreign language. Language teachers cannot effectively teach a language if they do not understand students' motivation and factors influencing students' motivation.*

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Title

Grammatical Errors in Students Speaking English: An Error Analysis on
Indonesian Maritime Students

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Abstract

The objectives of this research were: (1) to find out the grammatical errors commonly occur when students are speaking in English; and (2) to find out the pattern of errors made by the students when they are speaking in English. This research employed a quasi-experimental design. The sample consisted of 120 nautical students in the academic year 2015, classified by their TOEFL scores. The data on the students' grammatical errors were analyzed using descriptive statistics. The results of the research showed that: (1) students with above 400 TOEFL score were reasonably fluent in responding but still tend to make grammatical errors; (2) Errors in using simple past tense were mostly occurred when they were speaking or responding.

Keywords: *speaking, grammar, errors*

Introduction

2. The accurate use of grammar in students' speaking was identified through a conversation or discussion. How and what the materials of the interview also has standard, therefore it can measure the ability of students accurately. From a preliminary interview with some students, it was found that at intermediate level, students were reasonably fluent, in terms of responding and expressing ideas, sometime needed more time to think of the right words to use. The struggle was with the accuracy, which was the grammar part. Therefore, it was decided to continue the research to identify the common errors and the patterns of the errors.

Literature review

Error Analysis

Error analysis is the study of errors made by the second and foreign language learners (Richard, 1985, p.96). According to Brown (1980), error analysis is the process to observe, analyze, and classify the deviations of the rules of the second language. Hence, we concluded that error analysis is the act of identifying, classifying, and describing the errors in grammar use made by someone who speaks English.

Grammar

Grammar derives from the Greece *grammatikē*; gram, which means something that is written, and *tikē* from the word *technē* which means art. Therefore, etymologically grammar is the art of writing. The book of R. Lowth *Short Introduction to English Grammar* pioneered the era of perspective grammar, where grammar is a set of regulation of proper usage; the function is to decide the wrongs and the rights from the real usage. A more modern opinion emerged in the late 19s, which is descriptive grammar. In this opinion, grammar is a language structure, a system of words arrangement of certain language in certain period of time. The next opinion, or transformational-generative grammarians, grammar is a mechanism of sentence arrangement, therefore grammar is defined by its' pragmatic factors. Therefore, in those understandings, there are two types of grammar: practical and theoretical. Practical grammar is a practical language structure that follows the linguistic structure, while theoretical grammar analyzes structure that is used in linguistic principle and approach (Valeika, 2003).

Challenges in Speaking English

Speaking skills in English is a priority to most of the English learners as a foreign language or second language. This ability is also used as a benchmark in evaluating the result of an effective English learning, how they will feel that their verbal English anility has been improved. Even so, the teaching and learning method is still on debate; whether to use a direct approach that focuses on the specific criteria of verbal interaction such as turn-taking, questioning strategies, or indirect approach that creates a condition to interact through group work, task work or other strategies (Richards, 1990).

Richards (2008), identified some cases that happen to be the obstacles in students of English speaking learners:

1. Inability to sustain the interaction in a longer segment
2. Misunderstanding and truncated communication
3. Lack of vocabulary
4. Lack of communication strategy
5. Slow talking and a long time to arrange sentence utterances
6. Passive in conversation
7. Unnatural English
8. Bad grammar
9. Bad pronunciation

Methodology

Data collection is a process of providing primary data as the needs of research. Data collection is an important step in scientific method. There is a systematic and standard procedure to collect data. There is always connection between assembling method and the cases to solve (Nazir, 2014). Methods used to collect the data for this research were observations and interviews.

Observation used in this research was planned, with observation rubric, as to obtain valid and reliable data and related to the objectives of the research. Interviews were conducted on a personal basis in convenient time of the students. The interviews were structured with personal questions to cover all the intended grammar parts. To identify the commonly occurred errors and the patterns; all the interviews were recorded and transcribed.

The students to interview were classified based on the existing record of their TOEFL scores; those who had scores 400 and below, and those who had scores above 400.

Findings and discussion

The grammar parts covered in this research are the grammar parts designed in the IMO Model Course 3.17: Maritime English, the General Maritime English section, intended for the level of our students.

Table 1: *Grammatical Er*

Grammar Parts	Percentage	Grammar Parts	Percentage
Simple Past Tense	26.4	Pronouns	9.2
Present Continuous Tense	0.6	Countable and Uncountable Nouns	5.7
Past Continuous Tense	1.1	Comparisons	2.9
Future Tense	0.6	Conjunctions	0.6
Verbs Forms	18.4	Passives	2.9
Prepositions	9.2	Adverbs	1.1
Articles	10.9	Subject-verb Agreement	4
		Adjectives	6.3

rors

From the table above it is shown that the top four of the errors occurred in the use of Simple Past Tense (26,4%), Verbs form (18,4%), Articles (10,9%), also prepositions and pronouns (each of them is 9,2%).

Most of the students were not able to use Past tense correctly. The changes in the verb forms did not occur in their utterances, even though they were aware of the different time expressions. This kind of error may interfere with the understanding. As in the following quotation,

“Actually I don’t like this job. I never think I will join in STIP before. But now, I like.”

Or in the following,

“When I am still in high school, I see STIP students wearing the uniform. I like the uniform.

Now, I’m a cadet. My parents are proud.”

These changes in Past tense form could also be related to the next commonly occurred errors in using the correct verbs form, as in using gerund or to-infinitive or bare infinitive.

“I always try get false, false, then the false get perfect I think. They always reading vocabulary, listening music, and watching movies with English text.”

The most possible reason to this struggle in using the correct verb forms is the inexistence of such thing in the students’ first language, which is Indonesian. The concept of verbs-changing has not been instilled into students’ minds.

Figure 1: *Average treatment and controlling groups’ progress by month*

Conclusion

Students with TOEFL score below 400 experienced difficulties in expressing or giving responses in English, even though, they understood the questions, kept responding in Indonesian. On the other hand, students with TOEFL score above 400 understood the question and were able to give response in English, though with many grammatical errors, mostly in using Past tense (26,4%).

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Title

Designing an Instructional Model of Youtube-Based Materials of Listening Comprehension
at Umpar Indonesia

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Abstract

This research is based on the needs of designing an instructional model of teaching Listening Comprehension Course by using YouTube-based materials. The model is design based on the needs analysis of teaching Listening Comprehension course at Muhammadiyah University of Parepare, Indonesia. The objective of this study is to design a model of teaching Listening Comprehension at Muhammadiyah University of Parepare, Indonesia. The subjects of this research were the students of English Education Department of Muhammadiyah University of Parepare and the lecturers who are in charge to teach the Listening Comprehension Course in this university. The result shows the model of Listening Comprehension Course Instruction which is characterized with its venue, activities, and

strategies. The venue covers in-class activities and out-class activities. The in-class activities are divided into three main activities: pre-listening, intensive listening, and post listening. There are ten main tasks which the students conduct, namely predicting, setting the scene, learning for specific information, listening for confirmation, second predicting, responding, clarifying, evaluating, reflecting, and conducting project. In performing these activities, the learners are involved in some learning strategies: metacognitive strategies, cognitive strategies, and socio-affective strategies.

Keywords: *YouTube, Listening Comprehension, Instructional model,*

Introduction

One important thing - beside objective, method, and evaluation - that should be considered by the teacher to improve the quality of the learning process is an instructional teaching material. In delivering a material, a language teacher/lecturer should consider some aspects in choosing any material. They should consider whether the material can expose the learners to a rich, meaningful, and comprehensible input. The material, therefore, should be able to engage the learners to both affectively and cognitively in language experience to achieve communicative competence and purposes.

One of some efforts that the teacher should do to support these ideas is that they should implement authentic materials and tasks in the classroom. They should find materials that facilitate the effectiveness of the learning process. Otherwise, they should create or design materials to implement in the classroom. This is supported by Branch (2009:1) who argues that effective instructional design focuses on performing authentic task, complex knowledge, and genuine problems. He added that effective instructional design promotes high fidelity between learning environments and actual work setting. This argument shows the importance of authentic material in learning process.

The researchers as a lecturer at Muhammadiyah University is trying to find out an available way to get the authentic material. There are some materials that can be accessed throughout the internet. YouTube, for example, can be a very good medium because we can freely download some video clips which can help students to improve their language skills because through the videos the students can watch the communication that happens.

There are some experts and researchers (Paracha et al, 2005; Sadaati, 2009; Datu, 2009; Jauhara, 2009, Kuo, 2009) who suggest to use the internet as online media to accomplish the

students' comprehension both performance and competence. The use of internet in teaching is a great choice. However, it remains one quite big problem for it needs high cost. The instructional process should be facilitated with sophisticated tools such as modem, hot spot or Wi-Fi connection, We must spend out expensive cost to provide these tools. To use a modem, for example, we must purchase internet data packet in order that we can connect and download data from websites. Even the internet packet has been held; it remains problems in speed frequency which is still unsatisfactory in certain occasion when we are in slow connection area such as in Parepare, especially in the area of Umpar Campus.

To overcome this problem, the researchers proposed to develop an instructional model of YouTube-based materials for Listening comprehension 1 for English Education Department at FKIP UMPAR. The outcome was in term of an instructional model of listening skill material which was developed from YouTube. This research won the awards by Minister of Research and technology and Higher Education in two year grant 2015 and 2016. In addition, this research contributes to development of information and technology, socially and culturally.

The Teaching of Listening Comprehension

Objectives

As listening is defined as an activity of paying attention to and trying to get meaning from something we hear (Underwood, 1990), there should be a clear identification of the purpose before doing the activity. The listener needs to identify the purposes or the goals of conducting the activity.

Related to listening instruction, Richards (1983) proposes the taxonomies of listening, conversational listening and academic listening. Richards develops these microskills from a variety of sources, including needs analysis, discourse analysis, and related research. Thompson, Leintz, Nevers, and Witkowski (2004), however, state that listening goals involve people, settings, and tasks/purposes. They explain that an effective listener must determine his goals because goals are varied and incorporate both verbal and non-verbal components. The characteristics of listening goals according to Thompson, Leintz, Nevers, and Witkowski (2004), are 1) Discriminative, 2) Comprehensive, 3) Evaluative, 4) Appreciative, 5) Empathic/therapeutic, and 6) Interpersonal.

Before conducting a listening comprehension class, a lecturer should clarify the directions of the course by considering the characteristics above. These characteristics can help

the teacher in clarifying or stating the objectives of the listening comprehension course. They meet the listening goals which involve people, settings, and tasks/purposes.

Material

In most language programs, the teaching materials are the key component. The teaching materials can be in terms of textbooks or the teacher's own materials which are specially designed for teaching instruction, unless the materials are authentic ones like magazines, newspapers, videos, and TV shows. Authentic material refers to the use in teaching of texts, photographs, video selections, and other teaching resources that were not specially prepared for the pedagogical process (Richards, 2001).

Using authentic materials provides some advantages. Heitler (2005) mentions some advantages of the authentic materials when they are used in the Business English classroom. To summarize, the advantages of using authentic materials are a) they bring learners into direct contact with a reality level of language use, b) those that are drawn from periodicals are always up-to-date and constantly being updated, c) those from a particular source tend to work in consistent areas of language, d) they provide us with a source of up-to-date materials that can be directly relevant to learners' needs.

Methods and Strategies of Teaching Listening

Three main phases or stages in a listening lesson are as follows (Flowerdew and Miller, 2005):

- 1) Prelistening – Preparing students to achieve the most from listening
- 2) While listening – challenging and guiding students to handle the information and attitudes of the speakers during listening
- 3) Post listening – reflecting on the language of the listening (sounds, grammar, vocabulary, inferencing, etc) and applying understanding and interpretation.

There are some activities which can be conducted in a listening comprehension course. These activities can lead the students to achieve the goals or the objectives of the course. In turn, the intended skills can be achieved too. The activities can be in terms of macrostrategies (Lynch, 2004), namely *predicting, monitoring, responding, clarifying, inferencing, and evaluating*.

In conducting these activities the students are involved in some tasks. Doff and Backet (1991, in Field, 2008) describe some activities that can be done for independent listeners such as form-filling and labeling, completing a grid, comparing and contrasting, putting events in order of occurrences or facts in order of mention, making notes on specific topics, filling in

gaps in a paraphrase summary or in a paraphrase set of notes, and explaining connections between topics or completing a mind-map. These activities or tasks can be applied by compiling them with the macrostrategies in each stage of listening activities.

Strategies of the Listening Comprehension Course

Flowerdew and Miller (2005), however, summarized the strategies of learning listening differently. They summarized three main areas of learning strategy, namely metacognitive, cognitive, and socioaffective.

- 1) Metacognitive strategies are the ways learners organize, monitor, and evaluate their learning.
- 2) Cognitive strategies are the processes learners use to acquire the language.
- 3) Socioaffective strategies are the ways in which learners use others to enhance their learning and encourage themselves to continue learning.

The Teacher's Role in Listening Instruction

Beltrán (1995) explains teacher's roles in the classroom by dividing the roles into two main functions, namely *managerial function* and *instructional function*. To conduct the managerial function, teacher is assigned to create the conditions under which learning can take place. In this role, the teacher is associated with the social side of teaching. In the instructional function, the teacher imparts, by a variety of means, knowledge to his/her learners. In this case, the teacher is involved in the task-oriented side of teaching.

These desired teacher's behaviors are implementable in any type of instructional process including language instruction. The teacher can adopt these behaviors in order to help students gain competence on the language skills being trained. The effort of encouraging the learners to speak is not only applicable to the speaking classroom but also to listening skill instruction. The listening course is designed not only to get the students listen to text –audio– but to get them to respond to what they have comprehended from the message with a spoken response, written response, or nonverbal response. Therefore, the teacher should be *helpful, respectful, considerate, empathetic, approachable, and available for extra help*.

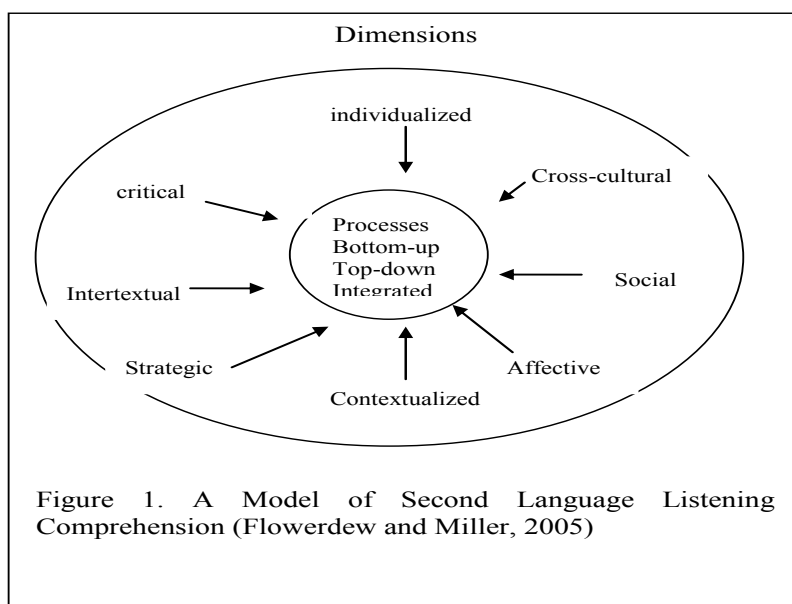
The Models of Teaching Listening Comprehension

6. Experts such as Flowerdew & Miller (2005), Field (2008), Lynch (2004) have proposed some models of teaching listening comprehension. The models are posed based on logical considerations of the concepts of listening and the concepts of teaching listening as the component of language teaching. Commonly, the models of their listening instruction are

similar in terms of stages of the listening instruction. The typical stages are pre listening stage, while listening stage, and post listening stage.

7. Flowerdew’s and Millers’ model

8. Flowerdew & Miler (2005) proposed a new model of teaching listening. They suggested to integrate the implementation of these strategies by considering dimensions of listening. The dimensions are individual variation, cross-cultural, social, contextualized, affective, strategic, intertextual, and critical dimensions, Flowerdew & Miller explained that these dimensions are applicable in any type of listening process, top-down, bottom up, or interactive model.



9. Field’s model of listening instruction strategy (2008, 316)

10. Field (2008) constructs the models based on his argument that listening is a process, not product. The characteristics of Field’s Model are 1) Multiple replays of short pieces of a recording for individual deconstruction, 2) Learner collaboration, resulting both in greater participation and increase motivation to listen with a view to proving that one’s own interpretation is the correct one, 3) Minimal intervention by the teacher.

11. The following Modelling strategy use of teaching listening by Field (2008,316)

1. Pre-listening

Establish context. Create motivation for listening.

Pre-teach only critical vocabulary.

Extensive listening (whole recording)

General questions on context and attitude of speakers.

2. Intensive listening 1 (first 20–30 seconds of recording)
Learners take notes of the words or chunks which they recognize.
Learners compare notes in pairs.
3. Intensive listening 2 (replay)
Learners revise the words they have written and add to them.
Learners compare notes in pairs.
They discuss (in L1 or L2) their interpretation of what they have heard.
4. Intensive listening 3 (replay)
Learners check their interpretation and discuss it.
Pairs discuss their interpretation with the whole class.
(Teacher does not provide answers.)
5. Intensive listening 4 (replay)
Class discusses interpretations and chooses between them.
Teacher gives pointers and/or feedback.
6. Awareness raising
Successful individuals report on why they chose a particular interpretation.

The teacher then repeats the intensive listening cycle with a further 20–30 seconds of the recording.

7. Final listening

Class listens with tape script. They mark the areas they found difficult.

Class and teacher review problems and how they dealt with them.

12.

13. Lynch Model

Lynch (2004) in his book *Study Listening* (2004) adapts the concept of macrostrategies (Predicting, Monitoring, Responding, Clarifying, Inferencing, and Evaluating) to the concept of microstrategies (note-taking, comparing notes, making oral summary, detailed note-taking, troubleshooting, marking up tasks, critical thinking, etc.)

Method of the Research

The researchers applied an R & D research design by mixing qualitative and quantitative approaches. This study was based on the concept of R&D Model by Gall, Gall, and Borg, (2005). The researcher applied a questionnaire as the instrument the research.

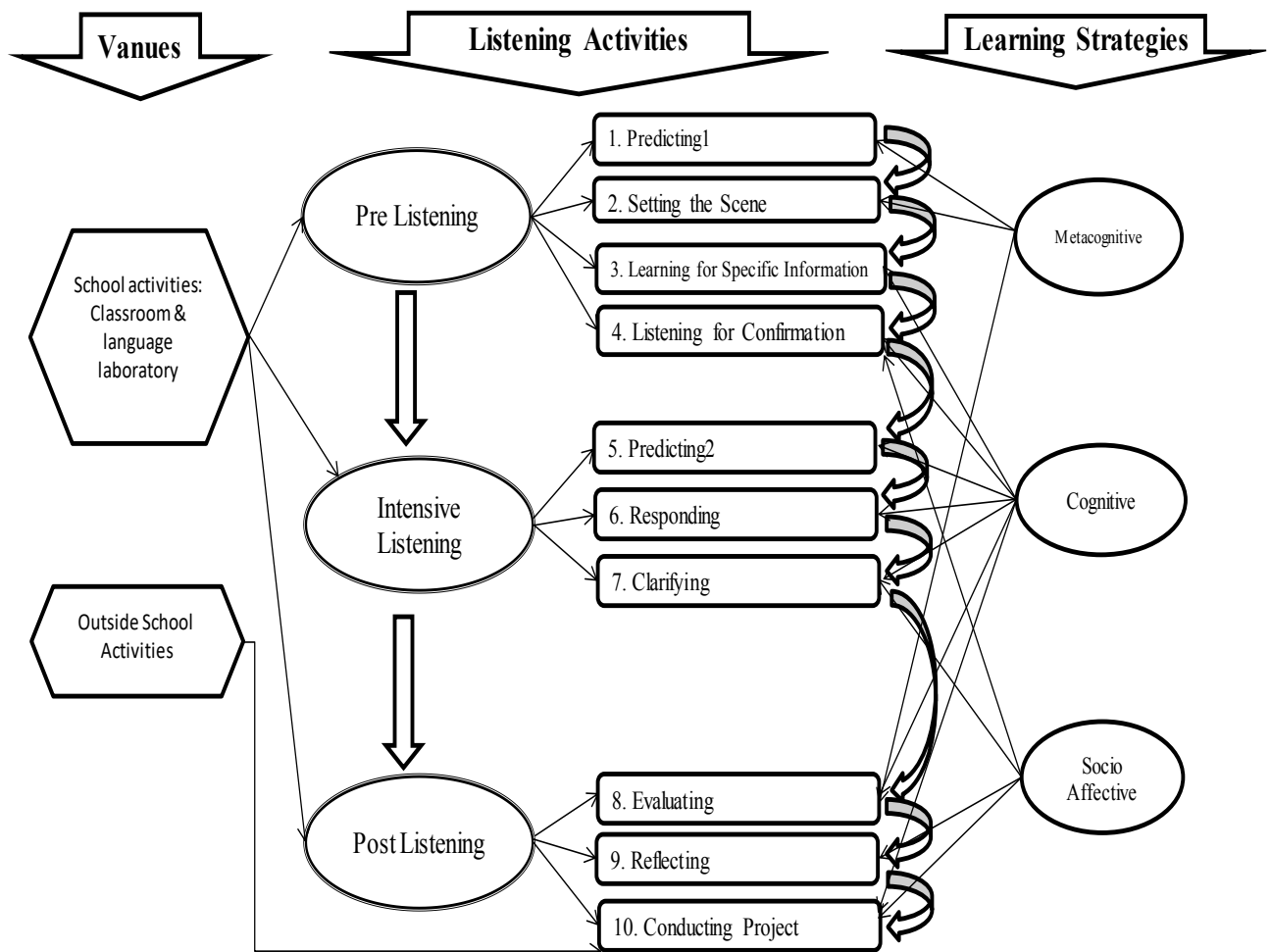
This research was conducted at Muhammadiyah University of Parepare. The researchers chose this university as a part of setting of this research because the researchers is a lecturer in this university who is eager to improve the quality the teaching and learning process in the university especially at Muhammadiyah University of Parepare. The subject of this research was the students of English Education Department of Muhammadiyah University. The second subject was the lecturers of English Education who have taught Listening Course. The researchers also asked an expert to be the subject of the research. This expert validated the product.

Findings and Discussion

In this phase, the researcher answered the research question#2, namely *What is the instructional model of YouTube-based materials for Listening Comprehension Course?* In this phase, the researcher developed the instructional model of YouTube-Based Materials for Listening Comprehension and the prototype of the materials packet which was developed for Listening Comprehension course of the English Education Department of UMPAR. In addition, the researcher confirmed the feasibility of the models by asking an expert to validate the model and the materials packet which had been developed for Listening Comprehension course.

The model of the Instructional Process

14. The Instructional process of the Listening Comprehension 1 course consists of three main components, namely: venues, listening activities, and learning strategies. The learning activity is performed in three main phases, namely pre-listening, intensive listening, and post-listening. Figure 1 describes about the flow of the learning process which this model proposes.



15. Figure 1 The Model of Instructional Process of YouTube-Based Materials for Listening Comprehension 1 Course

16.

17. The listening activities are divided into ten tasks which must be conducted gradually in three main phases of listening activities, they are as follows:

1. Pre-listening.

18. This pre-listening activity consists of four tasks, namely: predicting, setting the scene, learning for specific information, and listening for confirmation.

a. Predicting1 (Task 1). In this activity, the students are involved in a situation of a metacognitive learning strategy where they can manage and prepare their learning. They are encouraged to think about what they are going to listen. Some words are presented to encourage them to predict words or phrases that they might listen from the text. In sum, they are involved in a challenged activity to feel concern for what they are going to do.

- b. Setting the scene (Task 2). This task also involves the students into a metacognitive strategy of learning. A picture of place or situation is shown up to the students. The picture is related to the video which are going to be displayed. The activity aims at setting the students' mind about the situation which they are going to watch on the video.
 - c. Learning for specific information (Task 3). In this activity, the students are shown some still pictures of people and things that will appear in the video. The students are asked to make guesses about them. Another activity is by studying some words or expression which the students might find in the conversation. This activity aims at making the students ready to focus on some words which may appear in the video.
 - d. Listening for confirmation (Task 4). In this activity, the students confirm and fix their answers for Task 1, task 2, and task 3 after watching video which is downloaded from YouTube. In some units of the book, the students are assigned to conduct the task in pairs or in groups. Therefore, this activity involves the students not only into cognitive strategy but also in metacognitive and socio-affective strategies.
2. Intensive listening
- a. Predicting2 (Task 5). Through this task, the learners are expected to pay attention to the video which is downloaded from youtube.com. Then they are allowed to predict what actually happens in the video. The aim of this activity is to train the students' cognitive strategy by predicting and answering the questions through comprehending the messages that they watch in the video.
 - b. Responding (Task 6). This task involves the students to a cognitive strategy of learning. In this activity, the learners are watching the video again and answering some questions related to the video. The questions which are designed here may be in terms of essay test, close test, or matching test.
 - c. Clarifying (Task 7). In this task, the students are assigned to clarify their answers in task 5 and task 6. The strategy which is assigned here is not only cognitive strategy but also socio-affective strategy. In the cognitive strategy, they are assigned to do some activities like note taking, deducting, visualizing information, and others cognitive activities. In the socio affective strategy, they are assigned to do activities like asking clarification from teachers, working with fellow-students if they are involved in groups or pairs tasks, and self-talking if they are involved in individual task.

3. Post-Listening

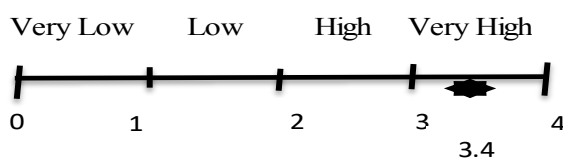
- a. Evaluating (Task 8). The aim of this task is to train the learners in three activities of learning metacognitive strategy, cognitive strategy, and socio-affective strategy. This activity assigns the learners to evaluate their comprehension after watching the video in four times in the previous tasks. Their comprehension over the video is evaluated here.
- b. Reflecting (Task 9). This activity assigns the learners to reflect or review the effects of the activities which they have conducted through some tasks. This activity involves the learners to train their metacognitive strategy and socio-affective strategy. They are invited to give some opinion, view, and comments towards the activities that they have done. They are also given chances to evaluate their own ways of learning or comprehending the video and think about the ways to cope the problems.
- c. Conducting Project (Task 10). This task involves the learners to cope with cognitive strategy and socio affective strategy. They are assigned to find any similar video and make the summary of it.

19. These tasks are intended to train the students to achieve the learning goals and the specific objective of teaching *Listening Comprehension I* subject. The students conduct these tasks by involving them not only in cognitive strategy but also in metacognitive and socio-affective ones.

The expert's validation on the model of YouTube-based Instructional Materials for Listening Comprehension course

20. After designing the instructional model of YouTube-based materials for Listening Comprehension course, the researcher asked an expert to validate the model by using a questionnaire as the instrument. The questionnaire was filled out by the expert. The following figure describes the level of its validity by using Likert Scale.

21.



22.

23. Figure 2 The Validity Level of the Model

24. After getting data from the expert, the researcher analyzed the data by using Likert Scale classification, as shown in Figure 2. This figure reveals that the average of the validity score of the model reaches 3.4, which is located at very high level. It means that, based

on the expert's point of view, the model of the YouTube-based materials for Listening Comprehension course which has been designed possesses a very high level of validity.

Conclusion and Suggestion

25. The instructional model of the YouTube-based instructional materials for Listening comprehension 1 course which was designed based on the needs analysis illustrates the mutual interrelation between the materials themselves and some aspects which support them, namely: goals, topics, contents, genres, strategies, activities, media, and testing strategy. The unity and the solidity of these aspects determined the success of the material. The instructional model of YouTube-based instructional materials for Listening Comprehension 1 also shows the integration of three elements in the instructional process, namely: venues, listening activities, and learning strategies. There are two types of venues, namely in class and out class setting. Both of them are needed in an instructional process of Listening Comprehension subject. Like other models, this model divides learning activities into three main phases, pre-listening, intensive listening, and post-listening. In the pre-listening phases, the learners are assigned to conduct tasks, predicting, setting the scene, learning for specific information, and listening for confirmation. In the intensive listening phase, the learners conducted three tasks, predicting, responding, and clarifying. In the post-listening phase, the learners complete three tasks, evaluating, reflecting, and conducting project. In carrying out these tasks, the learners are involved in three main types of learning strategies, metacognitive strategy, cognitive strategy, and socio affective strategy.

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26.

Title

Demystifying Teacher Cognition-Action Divide: Unfolding Teacher Cognition through shared Intentionality in a Grammar Microteaching Session

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Abstract

Despite the growing number of research in teacher cognition, a challenge in researching the relationship between teachers' mental lives and their action in the classroom practice remains. Thus, it fails to convince its significance to policy makers, public, or educationalists. Grounded in sociocultural approach, this research focuses on finding the link between teachers' cognition and action using shared intentionality framework. The data was collected using video recording and stimulated recall interview from a grammar microteaching class in a university in the UK. The data was analyzed using discourse analysis, perceiving language as mediation between cognition and action. The findings reveal that the that teachers' mental lives could affect and be affected by their actual practice in the classroom. It shows how the change of teacher's intentionality also changes her mental lives, and thus it changes her practice through her instructions in the classroom. The ability to share the intention to the students would determine the success of the classroom activities. The implication of the findings to teachers, teacher educators, as well as the researchers are discussed.

Keywords: *Teacher education, teacher cognition, intentionality*

Introduction

For decades, research on teacher cognition in Applied Linguistics has contributed to our understanding on teachers' beliefs, knowledge, decision-making, awareness; mental lives that are 'unobservable' (Borg, 2003). Despite the growing number of research, this field of inquiry is still in a crisis for the failure in explaining the link between cognition and practice (Skott, 2015), thus, it fails to convince its significance to policy makers, public, and educationalists (Kubanyiova & Feryok, 2015).

One main reason is the tendency to look at cognition and action as separate entities that could not be directly studied in the real world. Thus, although it is true that current research has acknowledged the importance of the context (Borg, 2015), the relationship between cognition and environment is not seen as embedded to each other. Therefore, there is a need to perceive action as mediated primarily through language as a tool which do something in the real world. Therefore, it could inform the speaker's cognition which is constructed through social activities (Vygotsky, 1978).

In this study, I attempt to use sociocultural approach to shed light on how a teacher constructs her cognition in a microteaching practice of MA TEFL University of Birmingham 2015/16 in a more situated and holistic manner. Rather than studying teachers' mental lives prior to the practice, I focused on analyzing the classroom activities to find out the emerging collective intentionality. Then, I could see how the teachers' mental lives emerge from the analysis of their practices in the classroom.

Literature Review

Teacher cognition research: Towards the unifying of cognition and action

Teacher cognition research has been going through gradual changes of perspective for more than 30 years (Borg, 2015). The first research on the topic in the 1970s focused on observing the teacher's and learner's behaviour in the classroom and how it affects the learning activities. With the growing popularity of cognitive psychology, in the 1980s the research focus shifted to the teachers' thoughtful behaviour which consider teachers' thinking activity such as planning, judgements and decision-making (Borg, 2006; Burns et. al, 2015; Skott, 2015). However, since mismatch between teachers' thinking and actual action is often found, the research changed its focus which is to investigate how classroom events, including students,

environment, and social factors, shapes the teachers plan, judgements or decision-making (Borg, 2006). This shift toward social ontology was then extended to the sociohistorical ontology, where wider views of social, historical, and cultural across time and space are taken into account (Lantolf, 1994; Johnson & Golombek, 2011).

Although there has been tremendous development in the focus of the research, the question about the direct link between cognition and the actual actions remains unanswered thoroughly (Kubanyiova & Feryok, 2015; Skott, 2015). The problem of the difficulty of finding the explanation between cognition and action is because we are still perceiving them as separated. Cognition is still not perceived as socially constructed (Vygotsky, 1978). Even in much research using sociohistorical view still focuses on exploring ‘the link between principles and practice’ through the separate information from teachers thinking and practice (Burns, et al., 2015, p. 593). In other words, much research does not let the cognition to emerge directly from the practice, a view which stems from the belief that mind and action is separated and cannot be directly observed.

In this article, I would position myself in the Vygotskian sociocultural approach, perceiving mind and action as unseparable. As Wretsch (1998, p. 109) argued, ‘..virtually all human action, be it on the individual or social interactional plane, is socioculturally situated.’ Wretsch (1991) also stated that the entry point of the sociocultural analysis is the *action and interaction* which could enable the aspect of environment and human mental functioning to *emerge* out of it. Action and interaction in this view is mediated primarily through language. Language is a tool that shapes and is shaped by the speakers’ cognition in the significant way (Wretsch, 1991). It could be contrasted with the view that language acts merely as the representation of thought or ideas of the speaker (Edwards, 1997; Potter & Edwards, 1999), the way how traditionally psychologists look at language.

Collective Intentionality: Broadening the view

While embracing the sociocultural approach to capture the more holistic and situated cognition is promising, operationalizing it in a research is challenging. On one hand, there is a need to situate cognition in social, cultural, and historical perspective. On the other hand, the existing concepts and terminologies are relatively narrow and specific such as beliefs, knowledge, decision-making. It creates a problem that Burns et al. (2015) calls as a ‘definitional challenge’ (p. 558). Therefore, intentionality could be a suitable candidate because it is broad enough to subsume all specific domains of teacher cognition (Kubanyiova & Feryok, 2015).

Malle et al. (2001) explained four reasons why intentionality plays significant role in social cognition. First, intentionality is central in the folk ontology of mind and it subsumes the mental states such as belief, desire, and awareness. Second, intentionality provides understanding on the relationship between intentions and actions. Third, intentionality explains the coordinated social interactions. Finally, intentionality is important in the evaluation of social behaviour. In addition, Searle (2010) emphasises the importance of understanding intentionality saying that intentionality is a means of understanding society through collective behaviour which is a manifestation of collective intentionality. In other words, intentionality is matched with the purpose of shifting the research orientation in teacher cognition to the view that cognition is embedded in social action and interactions.

Before discussing intentionality and collective intentionality, it is important to define intentionality and to contrast it with other mental states. Intentionality is ‘capacity of the mind by which it is directed at, or about, objects and states of affairs in the world, typically independent of itself’ (Searle, 2010, p.2). It is always *about* or *refer* to something. Mental states are subsumed by intentionality but not all mental states are intentional such as for example, when I feel anxious and I do not know its directedness or aboutness. In other words, the element of awareness plays a role in defining which is intentionality and which is not.

Thus, capturing the intentionality would be important to understand how mental lives are constructed by the teachers in the classroom context. So, it means that all mental states are nested in the broad concept of intentionality closely linked to actions that play a significant role in paving the way to understanding teacher’s mental states. To understand more thoroughly what teachers inner lives (desire, belief, commitment, skill, awareness) that emerge from the intentionality, explaining the intentionality from their social, historical, and cultural factors is necessary. These factors include what enables the actions, reasons of doing the actions, and the causal history of those reasons (Malle, 2001).

Thus, to know more how the teachers’ mental lives affect classroom activities, understanding how the intentionality is shared and how it becomes collective intentionality is necessary (Valleman, 1997). The difference between individual intentionality and collective intentionality could be simply explained as the shifting from ‘I intend’ to ‘we intend’ (Searle, 2010). The intentionality is shared to other people through collaborative interactions or join activities where the participants are committed to achieve a shared goal (Tomasello et al., 2005). Bratman (1992, cited in Tomasello, et. al, 2005), explained three characteristics of the joint activities: (1) participants are responsive to one another, (2) the existence of shared goal that

would be achieved together and (3) The participants understand their own roles in achieving the shared goal.

The concept of intentionality and collective intentionality is still the conceptual domain commonly associated with psychology or philosophy. In applied linguistics, few scholars have attempted to adopt this concept in research. The most recent is carried out by Stelma (2014) and Kostoulas and Stelma (2016) who studied intentionality in a language classroom in Greece using complex dynamic system. Although this research has successfully shed light on how intentionality emerges in the classroom, it does not directly relate to the teacher's cognition.

Methodology

Approach

This study used the sociocultural approach, a psychological theory of mind inspired by the work of L. S. Vygotsky (Johnson & Golombek, 2011). The core of sociocultural approach is that 'human cognition originates in and emerges out of participations in social activity' (p. 1). The concept of mediated action would be essential in understanding how language is used as tools that bridge between cognition and action.

Methods

The data were collected using video-recording of classroom activity and stimulated recall interview. The video-recording of the teachers' instruction and interaction with the students were transcribed and analysed using discourse analysis. Discourse as the unit of analysis is suitable with the purpose of the research that attempts to shed light on the direct link between cognition and action (Potter & Edwards, 1999; Van Dijk, 1990). Moreover, it is also suitable with the sociocultural approach that perceives language as the mediation of social action (Vygotsky, 1978). The interview in discourse analysis is not only used to find consistency in the initial coding of the discourse transcript, but also to find possible inconsistency or contradictions which is also useful to understand how the participants construct the reality (Potter & Wetherell, 1987; Parker, 2013). In the interview, I would particularly attempt at seeing how the teacher construct their experience of her classroom practice to better understand her mental lives as well as the wider social, historical, and cultural contexts.

Context

The focus of the microteaching I studied is on grammar. There are 40 international students in the classroom. The teacher used one assistant dressed up as Dr Papotsky (wearing

long wig hair, and mustache), which she told to the class as the suspect who murdered Fukimoto, his own student. She then asked the students to guess what Fukimoto had done to Dr Papotsky which made them being murdered. This activity then led into the teaching of past perfect tense. The microteaching lasted for 17 minutes.

Findings and discussions

Shared Intentionality

In line (1), the teacher opened her class by telling a story about a murder. This was followed by the appearance of her assistant dressed up as Dr Papotsky, wearing a long blue wig, and fake moustache. Students were immediately burst into laughter. Then, she also explicitly mentioned her intention in line (1) that she was trying to understand who did the murder. The fact that students were laughing at it, indicates that this is not something usual to have this appearance in the classroom and thus it becomes funny for them.

TRANSCRIPT 1

- (1) T: ((cough deliberately)) ((laugh)) Last night, there was a murder here on campus. When a japanese student was murdered after midnight and his body was found by police near the supermarket. He had been strangled to death and he had been dumped into the garbage.
So, we're trying to understand who did this murder. And we have a suspect.
Our suspect is...
((her assistant, dressed up in loose black clothes with fake mustache and blue wigs, came in front of the class))
- (2) SS: ((Laugh out loud))
- (3) T: Dr Papotsky! It was you, suspect who murdered Fukimoto, the japanese student! ((pointing at Dr Papotsky))
- (4) P: No, I didn't do it! I wouldn't admit it unless you get a motive ((pointing to students))
- (5) T: We will prove it that it was you! I think that you killed Fukimoto because he had stolen your lesson plan ((pointing angrily at Dr Papotsky))
- (6) P: No! He hadn't stolen my lesson plan
- (7)

- (8) T: Alright. I think, ooh, I got it. Wait. I think maybe he had flirted with your wife?
- (9) P: No, he hadn't flirted with my wife.
- (10) T: Mmm... oh, I got it. He hadn't done his homework.
- (11) P: No. em. Yes he had done his homework.
- T: Oh, I don't know. You need to help ((pointing at the students))
 Okay. We need to find the motive of why he killed Fukimoto.
 What had Fukimoto done to deserve to be killed.
 So, let us give them a paper for each group. I'd like you to... I'll give you five minutes exactly until five past. I'd like you to write down ten motives why you think that, em, what had Fukimoto done to deserve to be killed by Doctor Papotsky.
 And then I want you to narrow it down to the three most probable motives.
- (12) So, what do we have to do? ((pointing to students))
- (13) SS: Write down..
- (14) T: Write down what?
- (15) SS: Motives
- (16) T: How many motives?
- (17) SS: Ten
- (18) T: Ten. And how many motives that we have to come up as the most probable?
- (19) SS: Three
- T: Three. Okay, off you go. Five minutes

The intention that she is going to make it as a fun activity is also stressed in line (5) where she interrogated Dr Papotsky guessing that he did murder his student because his student had stolen the lesson plan. It was continued in line (7) and (10) when she mentioned 'flirting the wife' and 'not doing the homework' as the motive of killing. These motives already looked strange and unusual. This answer apparently functions as the trigger for learners to think about funny answers.

It is not until line (11) that she shared her intention to students by asking them to join the activity, helping her to find the motive of the murder. She did this after she positioned herself as someone who was clueless and needing helps. Interestingly, in line (12) until line (19) she positioned herself as the authority, checking whether the students have already

understood clearly her order to find the motives. This contrasting positioning is functioning as the shift from the role play to the classroom activities.

Once the students finished doing the discussion, the teacher asked every group to present the motives that they thought as the correct one. Almost every group attempted to come up with the funny answers.

TRANSCRIPT 2

(34) T: Hmm. What else? Let's see other reasons from this table? ((pointing to another group))

(35) S: The victim hadn't attended Doctor's lecture

(36) SS: ((laugh))

(37) T : Hadn't attended doctor's lecture...hmm. That sounds quite possible. But.. is that it? ((saying to Dr papotsky))

(38) P : No ((shaking his head))

In line (35), a student representing the group said that not attending the lecture is the reason why Dr Papotsky did murder. This was followed by laughter from all students. This funny answer was reinforced by teacher's answer in line (37) saying 'that sounds quite possible'. It indicates that they clearly understand each others' intention and that they have been joining the activity very successfully as ordered by the teacher. In this case, the collective intentionality which was directed at funny motives had emerged.

TRANSCRIPT 3

(47) T: Come on, come on, come on, we're running out of time. Who can nail it?

Yes, your table please.

(48) S: Oh, yeah. May be he.. um he...

(49) SS: ((laugh))

(50) S: He couldn't finish his homework. So he...

(51) T: Fukimoto hadn't finished his homework?

(52) S: Yes, and he's upset

(53) T: Fukimoto hadn't finished his homework, so he killed him. Is that why? ((pointing to Dr Papotsky))

(54) P: ((Shaking his head))

(55) T: No. Okay.

Transcript 3 shows how the students still attempted to come up with funny answer. They said Dr Papotsky killed his student because he had not done his homework. It went on until one of them could guess the motive. The right motive was that because the student had insulted the teacher's appearance, a motive that was also meant to be funny. So, it could be clearly seen that the collective intentionality emerged as the teacher asked the students to collaborate in achieving a shared goal, to find the right motives. The students' responsiveness to the task and their awareness of their role to help the teacher finding the motive, fulfill the criteria of shared intentionality (Tomasello, et. al, 2005).

Teacher's inner lives

After identifying the shared intentionality, the question would be how this shared intentionality could inform the teacher's inner lives. To inform thoroughly on the teacher's inner lives in relation to this shared intentionality and the wider sociocultural perspective, it is important to investigate the factors that enable the actions, reasons of doing the actions, and the causal history of those reasons (Malle, 2001).

In the following extract, the teacher explained her reason why she thought engagement is important and how students' engagement were achieved.

I think students engage to it because it was fun and it was different, you know, I mean she dressed up as Dr Papotsky played the element of surprise with them. So I think that they, um, also engage well with the whole story you know which was invented, about the murder which was situated in campus so I think the whole topic was, um, was fun. And it was interesting as well because people naturally have curiosity towards, you know, murders to be solved, so the fact that the activity is about solving the mystery murder

Her desire and belief emerged as she was constructing other people's interest. She believes that her desire to engage her students could be achieved if she did fun activities and mystery because she constructs people as those who are 'naturally have curiosity towards mystery' and like fun activities.

Furthermore, she believed that it is a 'common sense' that everyone likes mystery and funny things. She apparently learned to construct this 'common sense' from others and her past experiences.

Two main things: one is common sense because everyone likes to have fun and everyone likes to discuss mystery. So it's very attractive to a lot of different

people. The second thing from my experience, of course, because I have done lessons before. I did role play on the topic of tactics and mystery and I remember students were really getting into it.

Her memory of the success of her lessons in the past which also using the fun activities apparently becomes the important source of her decision on using this type of activity. She related it with her wide teaching experiences.

...when I was teaching kindergarten for few years in my life... to get the children attention, I would wear strange mask, so I do remember I used assistance, I had assistant at that time, to put this because she would get into like, you know, in a group, all a sudden I entered the room with outrages head or mask or something and start saying the new number or the new lesson to the kids. So that really taught me that whenever you want you have to get their attention to something. You don't wanna be boring, and just keep talking...

... a little bit eccentric topic, because with my students I always picked up something that stands out, so for example, if we're talking about food, I'm not gonna usually develop role play on the hamburger, and french fries because it is so normal.

The shared intentionality, thus, informs how the teacher constructed her cognition through social interactions. The belief that people like fun activities and mysteries is important in the way she planned the classroom activities because she constructed classroom engagement as the important element. This 'common sense' was learned through the years of teaching experiences that she did in Dubai and Turkey when she taught various people from different background and ages.

Shared intentionality and grammar teaching

Despite the success in creating shared intentionality in the classroom, it apparently did not really help learning grammar. It was shown from the classroom interactions where the enthusiasm of the students faded out, as well as from the interview on how the teacher constructed her classroom practice experiences.

TRANSCRIPT 4

(100) T: Okay. The past perfect tense ((writing it on the board))

That's our aim to try some practice

So, when can we say that we can use the past perfect in a conversation?

So we use the past perfect in what situation?

In the... ((recasting)) (0.5)

(101) S: In the past

(102) T: In the past. So when do we use the past perfect? When?

(103) S: When we talk something that has already happened and no longer happen

The students were not as responsive as before in answering the teacher's questions. It looks like the teacher lost her authority and the students started to withdraw their participations in the join activity. The teacher needs to recast over and over again until the students could answer the question.

TRANSCRIPT 4

(105) T: When.. we talk.. about an event in the past before another event in the past
((while writing this sentence on the board))

So, basically we're telling a story and the story is in the past but we wanna show something has happened before and something that happened afterwards but it's still in the past ((drawing an horizontal line))

So let's say, if this is the present ((Putting the dot in the middle of the line))
This is now.

Okay, so this is the past ((putting the dot in the left end of the line))

So, um. Let's say at em, 12 o'clock at midnight, Dr Papotsky killed Fukimoto.
((Putting the dot between past and present)). So, at twelve a clock Dr Papotsky killed Fukimoto and let's say at 10 o'clock Fukimoto had made fun of Dr Papotsky.

(106) Okay, so, what happened first?

(107) SS: ((mumbling))

T: Fukimoto had made fun of Dr papotsky. That's the first. That's at 10 o'clock. And then at midnight, Dr Papotsky killed Fukimoto.

Okay, so if we were to tell a story in the past and we wanna exactly say what happened first and what happened after in terms of timing, em., we should use the past perfect because that makes it clear.

In the real life, in the speech we always use the past simple ((laugh)) you know, don't use the past perfect that much. However, that's the correct way of doing it.

So, just to repeat it a little bit. If we want to use some examples. For example, we can say, 'by the time, the police got to the crime scene, Dr papotsky?' ((recasting by waving her hand))

(108) SS: ((Mumbling))

In line (106), and (108), students were not participating in the classroom activities by answering the teacher's questions promptly. It seems that the students were still directed or oriented at or about the funny activities but the teacher immediately tried to shift this orientation into a more serious activities. Thus, the students were not really interested in joining the activities about the grammar explanations.

Of course, arguing that this is due to the inability of students to answer grammar questions might be misleading because the fact that they are MA TEFL students might indicate that they to some extent are interested in learning about grammar. To understand these perplexing reactions from the students, it is important to look at the context of the teaching.

The fact that this is a microteaching suggests that they positioned themselves not as 'real students' and 'real teachers', thus, it was not actually a 'real language teaching'. In the interview, the teacher explicitly constructed her students as not the 'real students'.

Of course, when you have real students, you usually tend to tailor your lesson to their real needs and so I have to invent a need ((laugh)) of the TEFL students some that I could not find for the purpose.

This results on how the teacher tried to find the needs of the students.

Well, I just opened up an upper-intermediate coursebook ((laugh)) and I just looked at the grammar and I thought which grammar would be more suitable for this group of students and as I said it's a form that usually, you know. people don't use a lot in speech and it could be mixed up with others.

The way she constructed her learners not as 'real learners' affected the way she treated them. In the preparation, she mentioned that she 'just opened up an upper-intermediate coursebook' and not 'tailor their real needs'. Thus, the disappearance of shared intentionality in the form of the students' withdrawal from the joint activities informs how the teacher constructed her mental lives, which is a belief that they are not 'real learners'. It affected the way classroom activities are conducted.

Conclusion and Pedagogical Implication

The major findings this study contributes to the field of teacher cognition is that teachers' mental lives could be directly observed from their language-mediated teaching practices in the classroom. Thus, it sheds light on one of the biggest critiques to the teacher cognition research: whether teacher mental lives affect the way classroom activities are conducted. Secondly, it proves that intentionality is a useful concept when studying teachers' cognition in a more situated manner. Shared intentionality could unfold the teacher's mental lives embedded in their actual practices.

However, I believe that conducting research on teacher cognition using social constructionism perspective is also a challenge in itself because it requires the researchers to see participants themselves constructing the 'reality'. This shift of perspective is hard to fully achieved because to some extent it is difficult for the researchers to really move away from the taken-for-granted reality that have been learned throughout the researcher's lives. I do not want to pretend that my analyses are not affected by this influence. However, I believe that the multiple time discourse analytical process I conducted could minimise it.

Regarding pedagogical implications, this study could be beneficial particularly for teacher education. In teacher education, understanding teachers' mental lives from their practices is necessary. Also, there should not be a single out definition of the ideal language teachers' mental lives. Rather, their cognition-in-action which links to the wider sociocultural aspects should be the source of their further development. Lastly, teachers should be taught the importance of their awareness on their intentionality in the classroom and how they could strategically share their intentions to the students.

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Title

Improving Writing Skills by Using Authentic Materials in
Indonesian Vocational School

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Abstract

This study aims at finding out 1) whether or not the use of authentic materials improve the students' writing performance, 2) whether or not the use of authentic materials increase the students' interest. This study employed classroom experimental research by involving experimental and control group from 60 students. The instruments used in this study were writing performance test and questionnaire. The data on the writing' performance test were analyzed by using inferential statistics, while the data on the questionnaire were analyzed by using frequency and percentage. Based on the results, it has been found that 1) the mean scores of the students in the experimental group is higher than in the control group (69.66>58.16) 2). The students' interests in learning English by using authentic materials is classified very high (89.2%).

Key words: *authentic materials, writing skill, improve, vocational school*

Introduction

Writing, as one of the productive skills includes speaking, was categorized as the difficult subject but required very much in the workplace. Ratnah (2013) points out that writing skill is the second most used skill in the workplace and also the second most difficult skills to be mastered. Many students and employees considered writing skill as the most difficult language skill to acquire and should be given special attention because it is highly complex activity.

There were many methods had been introduced to improve the students' performance in writing ability and one of them was using authentic materials. Wiguna (2015) has found in his research that authentic materials is appropriate to be used in teaching writing as it is effective to improve the students' writing ability. Rahman (2013:36) pointed out in his study that the suitable authentic materials can increase the students' writing ability, motivate the students to get more information about the outside world, and create the students' confidence. Therefore, the researcher was inspired to conduct research to find out the improvement of the students' writing ability by using authentic materials.

Literature Review

1. The concept of writing

Writing has an important role when learners want to deliver a message to a reader for a purpose, through writing, the learner can explain things and as a result reader can get information by reading the written messages. According to Maroko (2010) there are two main purposes of writing, namely academic writing and functional or operational writing. Writing itself can be defined as a productive skill which involves thought and emotion and it is a medium of communication Harmer (1991:139) in Wahida (2014).

In order to express the ideas in the written forms, Heaton (1988, p.135) mentions five components of writing that should be taken into account, namely *language use* (the ability to write appropriate sentences), *mechanics* (the ability to use correctly words such as using of capitalization, punctuation, and spelling), *vocabulary* (the ability to express or write their ideas relate to the topic), *content* (the ability to think creatively and develop thoughts), and *organization* (the ability to develop ideas and topic which relevant in a united form). All the five writing components were used as the indicators for assessing the students' writing performance in this research.

2. The Concepts of Authentic Materials

According to Jacobson et al (2003,p.1) “authentic materials are print or learner-contextualized materials and activities used in the classroom in ways that they would be used in the lives of learners outside their class”. So, authentic materials are the materials which are not prepared for instructional purposes but produced for communication purposes in real-life situations. Biber (1996) cited in Maroko (2010, p.6) points out some characteristics of authentic materials that can be used in the classroom, namely: objective, allow for verification of classroom facts, and pedagogic. Therefore, authentic materials should bring variety of learning methodology to the classroom in order to enhance the students’ interest and motivation.

Methodology

This research employed classroom experimental research by using control group and experimental group. The sample of the research was the second semester students of Hotel Administration department, academic year 2014/2015 (class 2A and class 2B). Each class consisted of 30 students, class 2A was treated as control group, while class 2B was treated as experimental group. The instruments used were writing performance test and questionnaire on the interest. The data collected from writing performance test were analyzed by using inferential analysis to compare the results of pre-test and post-test. While the data collected from the questionnaire were analyzed by using percentage and frequency.

Findings and Discussion

Based on the results of data analysis of the performance test, it has been found that most of the students in the experimental group performed average scores 22 of 30 or 68.8% and in the control group performed poor scores 20 of 30 or 62.5% while the results of the post test shown that most of the students in the experimental group achieved average, good and very good scores while the students in the control group achieved poor, average, and good score as indicated in the following table.

Table 1.The students’ scores of the writing performance test

Classification	Score	Experimental Group				Control Group			
		Pretest		Posttest		Pretest		Posttest	
		F	%	F	%	F	%	F	%

Very Good	85 – 100	0	0	3	9.4	0	0	1	3.3
Good	71 – 85	4	12.5	6	18.8	0	0	6	20
Average	55 – 70	22	68.8	20	62.5	8	25	10	33.3
Poor	41 – 55	3	9.4	1	3.1	20	62.5	10	33.3
Very Poor	0 - 40	1	3.1	0	0	2	6.3	3	10
Total		30	100	30	100	30	100	30	100

In order to find out the mean score of the students' writing performance both in the experimental and control group, the data then analyzed based on the five components of the writing skills as described in the following table.

Table 2. The students' mean scores of the writing components of the pretest and posttest

Writing Components	Mean Score				Difference	
	Experimental		Control			
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
Content	17.56	20.63	15.50	17.36	2.06	3.27
Organization	13.06	15.03	11.23	12.76	1.83	2.27
Vocabulary	13.10	14.86	11.36	12.66	1.74	2.20
Language Use	13.60	15.83	10.43	12.46	3.17	3.37
Mechanic	2.40	3.30	2.36	2.90	0.04	0.40
Average	59.72	69.65	50.88	58.14	8.84	11.51

Based on the data above, the mean score of the experimental group in the pretest and posttest is higher than in control group, namely $59.72 > 50.88$ in the pretest, and $69.65 > 58.14$ in the posttest.

Furthermore, the data collected from the students' mean score of the pretest and post test can be analyzed to find out their standard deviation both in the control and experimental group as described in the following table.

Table 3 The means score and standard deviation of the pre test and posttest

Group	Mean Score		Standard Deviation	
	Pretest	Posttest	Pretest	Posttest
Experimental	59.73	69.66	7.172	9.582
Control	50.90	58.16	7.169	13.846

After finding out the mean score and their standard deviation of both groups, the data then analyzed by using the test of significant (t-test) through non parametric test and it has been found that the significance value 0.000 was lower than probability value 0.025. It means that result of the pre-test and post-test in both groups is different significantly with the level of significance is 0.

On the other hand, based on the results of data analysis on the questionnaire, it has been shown that the students' interest in learning English by using authentic materials were categorized very high with the mean score 89,2.

Conclusion

1. The use of authentic materials in teaching writing can improve the students' performance in writing skill. It was indicated from the results of mean score of the experimental group was higher then in the control group ($69.66 > 58.16$).
2. The use of authentic materials in teaching writing can increase the students' interest with the mean score 89.2 and it was classified as very high interest.

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Title

An Analysis of Lexical Density and Grammatical Intricacy in Thesis Abstract of English
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Abstract

This study attempts to construe the lexical density (LD) and the grammatical intricacy (GI) of thesis abstract written by English department student of University of Sumatera Utara (USU). There are two types of abstract which concerns on linguistics and literature. Those abstracts were analyzed in terms of lexical density and grammatical intricacy in order to find out the characteristics whether those abstract can be classified into spoken or written language and which type of thesis abstract has lexically dense or grammatically intricate. Qualitative content analysis method was employed in this study. The data of this study were all the text of thesis abstracts comprising of 3 abstracts for each of categories. From the analysis, it can be seen that in linguistic thesis abstract has the average score of GI index 1.83 and LD index 0.67 while the literature thesis abstract has GI index 1.79 and LD index 0.6. In terms of LD and GI, linguistic thesis abstract is higher than literature thesis abstract. It can be concluded that those abstracts are characterized as written language because of having high degree of LD which is more than 0.4 and written in simple language because of low degree of GI.

Keywords: *lexical density, grammatical intricacy, thesis abstract*

Introduction

In a thesis, there must be an abstract of thesis. Graetz (1982, p.23) argues that the aim of abstract is to give the reader a precise and concise knowledge of the total content of the very much more lengthy original, a factual summary which is both an elaboration of the title and a condensation of the report. In writing thesis abstract, the students are required to produce language to give a brief summary of the whole thesis at glance. This study will try to investigate the characteristics of abstract written by students of English department student in terms of lexical density and grammatical intricacy and to compare the lexical density and grammatical intricacy of the thesis abstracts written by English department student of USU and to characterize if those abstracts can be categorized into written or spoken language.

Literature Review

Lexical Density and Grammatical Intricacy

27.

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aragih (2006, p.9) holds that lexical density describes number of content words (noun, verb, adjective, and adverb) per clause. Lexical density of a text can be calculated by expressing the number of content carrying words in a text/sentence as a proportion of all the words in the text/sentence (Eggins, 2004, p.97). When a text is lexically dense, the text is characterized to be in a written mode. So, lexical density is the description of the total number of content words per clause. In addition, Ure (1971, p.445) concludes that a large majority of the spoken texts have a lexical density of under 40%, while a large majority of the written texts have a lexical density of 40% or higher.

Eggins (2004, p.97) holds that grammatical intricacy relates to the number of clauses per sentence or clause complexes and the means of calculating by expressing the number of clauses in a text as a proportion of the number of sentences in the text. To exemplify, *Putra was absent because he was ill* is more complex than *his absence was caused by his illness*. The high ratio or level of GI is the indicator of a text to be categorized as a spoken language. So, if the number of clause complexes is more dominant than simple sentences in a text, it means that the text has high level of GI, on the contrary if the number of clause complexes is less than simple sentences, the text is said to have low GI. In other words, the ratio of LD and GI can be used to differ between spoken and written language.

Research Method

This study employed qualitative content analysis. Cohen, Manion and Morrison (2007) argue that qualitative content analysis is the process of summarizing and reporting written data – the main contents of data and their messages. The source of the data was 6 thesis abstracts (3 linguistics and 3 literatures) submitted to English department of faculty of cultural sciences, University of Sumatera Utara (USU) in 2014.

Findings and Discussion

In order to find out the findings, the data have been analyzed and separated clause by clause. The first analysis will be through *grammatical intricacy analysis* as the following; Abstract 1 (**Linguistics**): Thesis entitled “An Analysis of Code Switching and Code Mixing Used by Front Office Department Staffs of Grand Elite Medan” is about code switching and code mixing between Indonesian and English in daily conversation when they were working.

From the data 1, it can be seen that there are two clauses in 1 sentence. It means that the grammatical intricacy of the data 1 is 0.5. From the entire data (24 clauses) in abstract 1, there are 15 sentences and 24 clauses. It means that the grammatical intricacy in linguistics thesis is 1.6. The comparison of the two kinds of thesis abstracts written can be seen in the following Table.

Table 1. *Grammatical Intricacy Characteristics of Abstracts*

Grammatical Intricacy Characteristics						
	1 (Ling)	2 (Ling)	3 (Ling)	4 (Lit)	5 (Lit)	6 (Lit)
Total Clauses	24	30	16	19	20	7
Total Sentences	15	13	10	11	8	6
Grammatical Intricacy Score	1.6	2.30	1.6	1.72	2.5	1.16

These low grammatical intricacy characteristics simply indicates that both of abstracts have the tendency of written language. Then, the grammatical intricacy of linguistic thesis abstract is higher than literature thesis abstract. To make sure that the characteristics of written

language appear in both abstracts, grammatical intricacy is not enough without checking lexical density score.

Abstract 1 (Linguistics): Thesis entitled “An Analysis of Code Switching and Code Mixing Used by Front Office Department Staffs of Grand Elite Medan” is about code switching and code mixing between Indonesian and English in daily conversation when they were working.

The data presented above shows that there are 26 content words from 39 words as the total word of the data. The percentage of lexical density is 66.6%. From the entire word in abstract 1, there are 294 content words from 400 as the total words of the abstract. Thus, the lexical density of that is 73%. Lexical density of the abstracts will be presented in the following table.

Table 2. *Lexical Density Characteristics of Abstracts*

Lexical Density Characteristics						
	1 (Ling)	2 (Ling)	3 (Ling)	4 (Lit)	5 (Lit)	6 (Lit)
Total words	400	259	340	231	211	122
Total lexical words	294	166	217	143	110	82
Total Lexical density	73%	64%	64%	62%	52%	67%

In terms of lexical density (LD), it can be seen that LD in linguistic thesis abstract is higher than literature thesis abstract. In line with Ure’s statement, a large majority of the spoken texts have a lexical density of under 40%, while a large majority of the written texts have a lexical density of 40% or higher. It means that those abstracts are characterized into written language supported by GI and LD index data. Those abstracts definitely fulfill the requirement to be grouped into written language as characterized by Eggins (2004).

Conclusion

From the analysis, it can be concluded that in linguistic thesis abstract has the average score of GI index 1.83 and LD index 0.67 while the literature thesis abstract has GI index 1.79 and LD index 0.6. In terms of LD and GI, linguistic thesis abstract is higher than literature thesis abstract. Then, those abstracts are characterized as written language because of having

high degree of LD which is more than 0.4 and written in simple language because of low degree of GI.

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Title

Lexical Bundles and Keywords in Psychology Research Articles

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Abstract

As two components of discourse, lexical bundles and keywords have prominent roles in discourse. This study aims at investigating discourse functions of lexical bundles. Moreover, it studies keywords and the co-occurrences of lexical bundles and keywords in psychology research articles. This study applied corpus methods. It was found that the discourse functions of lexical bundles are attitudinal/modality stance (directive), quantity specification, impersonal stance, and tangible framing attribute. Based on the keywords investigation, the main issues are gender, interaction, theory/hypothesis prediction, social event (Olympics), nervous system, and individual perception. Co-occurrences of lexical bundles and keywords exist in particular research articles or across several ones.

Keywords: lexical bundle, keyword, discourse, corpus

Introduction

As a study of academic discourse, the current study focuses on discourse in social psychology research articles. Discourse is built by word choices that convey functions of the language.

Some words tend to occur together frequently that result in lexical bundles. Lexical bundles are “the most frequent recurring lexical sequences” (Biber and Conrad, 1999, p.168).

Besides lexical bundles, keywords have important roles in discourse. Keywords are words that are more significant in a study corpus than in a reference corpus. The results of keywords analysis uncover what topics or issues the writers mostly concern about (Baker, 2004).

Even though lexical bundles and keywords are two different things, they can be complement to each other in discourse study (Partington in Flowerdew, 2012). They can be the basis to identify moves in the texts. When they co-occur, they carry specific contexts (Thornbury, 2010).

To the best of my knowledge, there has not been a study dealing with lexical bundles and keywords in academic discourse. Therefore, the study sought to answer the following questions:

1. a. What four-word lexical bundles do occur?
b. What are the discourse functions of the lexical bundles?
2. What are the keywords and their collocates?
3. What lexical bundles do co-occur with keywords?

Literature Review

Lexical bundles

Lexical bundles are primary elements in discourse construction (Biber and Conrad, 1999). Biber, Conrad, and Cortes (2004) explored discourse functions of lexical bundles in academic register and categorized them as can be seen in the table below.

Table 1: *The categorization of discourse functions of lexical bundles by Biber et al. (2004)*

Categorizations	Subcategorizations	Units
Stance bundles	Epistemic stance	
	Attitudinal/modality stance	Desire
		Obligation/directive
		Intention/prediction
		Ability

Discourse organizers	Topic introduction/focus Topic elaboration/clarification	
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Referential bundles	Identification/focus Imprecision Specification of attributes	Quantity specification Tangible framing Intangible framing
	Time/place/text reference	Place reference Time reference Text-deixis Multi-functional reference

Biber and Barbieri (2007) argued that lexical bundles were rarely found in academic texts but they are common in course management and institutional writing. According to Hyland (2008), lexical bundles in biology and electrical engineering texts mainly focus on passing on research results while the ones in applied linguistics and social science are characterized by texts as the center in which the writers built their point of views.

Keywords

The function of keywords to analyze discourse is as the starting points. Textual approach influences most discourse studies that use keywords (Flowerdew, 2012). Describing patterns by studying collocation of the keywords and semantic preferences becomes essential (Hyland, 2009). It can be used to discover the ideas of the texts.

Methodology

The study is a combination of text and corpus analyses. The study corpus consists of 50 social psychology journal articles written in English and published in 2009-2010. The size is 312,860 words. All sections of the articles except references were included in the corpus.

Four-word lexical bundles were found through running the texts into Antconc. The minimum frequency of the bundles is 20 in at least 16 research articles. They were categorized based on classification developed by Biber et al., (2004) to identify the discourse functions.

To obtain the keywords, the study corpus was run into Lextutor online and compared to the Brown corpus that only consists of written texts. Among the top 100 keywords, only those that have at least 13 occurrences in at least 6 research articles were analyzed. By using Antconc, the collocations of selected keywords were examined to see the issues commonly discussed. The span of the collocations is 4 words to the left and right. The concordance lines of the keywords were scrutinized to see whether the lexical bundles co-occur with the keywords in the sentence level.

Findings and discussion

Lexical bundles

There are five lexical bundles which occur as follows:

Table 2: *The occurrence of lexical bundles*

Lexical bundles	Frequency	Range	Discourse functions
participants were asked to	45	22	attitudinal/modality stance (directive)
the extent to which	75	20	referential bundle (quantity specification)
as a function of	53	18	referential expression (identification)
are more likely to	24	16	stance expression (epistemic stance/impersonal)
in the context of	39	16	referential expressions (tangible framing attributes)

The bundles above are the chunks of language that are commonly used in this register. By using *participants were asked to*, participants' involvement to do some tasks in this field of research can be seen. It tells a part of research procedure that the participants did. *The extent to which* shows measurement in the studies. *As a function of* gives more detailed explanation. *Are more likely to* shows writers' personal point of view towards the topics. It illustrates writers' certainty. The use of *in the context of* means the writers set up the scope of the studies. It specifically limits the research.

Keywords

The keywords are *gender*, *interact*, *predict*, *Olympic*, *perceive*, *neural*, and *psychology*. All keywords appear as lemmas. The following is a list of keywords and their collocates.

Table 3: *The collocations of the keywords*

Keywords	Collocates
Gender	Differences
	Social
	Participant(s)
	Gender
Interact	Significant
	Culture
	Social
	Way
	Effect
	Main
Predict	Hypothesis
	Theory
Olympic	Games
	Chinese
Perceive	Individual
Neural	Self
Psychology	Social
	Cultural

Some words have patterns in their occurrences. When *gender* collocates with *differences*, some are followed by prepositional phrases that begin with *in*. *Gender differences* occur in specific contexts as can be seen in the concordance below.

When *neural* collocates with *self*, they tend to form compound nouns *self*-... as occur in the following concordance lines.

revealed that the activation of a neural circuit for processing self-relevant verbal
: Han, 2007), suggesting that the neural correlates of self-perception (like other
of priming procedures in neural investigations of the self circumvents pote
) . Complementing studies on the neural substrates of self-referential thought note
rains: fMRI study of their flexible neural representation of self and significant othe
lel for understanding the flexible neural representation of the self and others

Figure 4: *Concordance lines of neural and self*

Co-occurrences of lexical bundles and keywords

The co-occurrences exist in the very limited scope, i.e. in a research article or in the larger scope, i.e. in several research articles. *The extent to which* co-occur seven times with *face* in one research article as in ... *cultural differences in the extent to which negative and positive face threats would ...* . It has been discussed *the extent to which* reveals measurement. Therefore, the focus of the research is to measure face threats. There are also co-occurrences that appear in five articles those are collocations of *the extent to which* and *negative*.

Conclusion

The use of lexical bundles has particular functions that show the characteristics of psychology research articles. The analysis of the keywords sheds light on the issues mainly discuss in this register. Some lexical bundles co-occur with keywords and the co-occurrences reveal how language chunks and single word carry specific meaning that becomes the essence of the discourse.

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Title

Teachers' Assessment on Students' Speaking Ability in Vocational School

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Abstract

This descriptive qualitative study aims to analyze the teachers' assessment on students' speaking ability by observing the assessment techniques used by the teachers in a vocational school. The reason why the researchers conduct this study because it is a must for the teachers to hold the assessment especially in measuring students' speaking ability which should be in line with the purpose of speaking outcomes. In this study, the researchers use observation, document, and interview as the techniques of collecting the data. Moreover, the results of this study are expected to give the information for teachers in constructing appropriate speaking assessment.

Keywords: *teachers' assessment, speaking ability, vocational school.*

Introduction

Teachers have an important role in assessing speaking ability since the good impact of the assessment will lead the students on their improvement. Teachers should have clear

understanding of what they assess. How they employ many ways to collect information in order to make a judgment of students' speaking ability is an ongoing process.

Speaking ability can be expressed in one way and two-way communication. Lunenburg (2010: 3) stated that when feedback of the interlocutor does not occur, the communication process is referred to as one-way communication, while two-way communication occurs with feedback and is more desirable. Those are different in performance. Therefore, it is suggested for teachers to differentiate the assessment. Moreover, students of vocational school should have an intended outcome which is able to communicate in naturally context based on their program. Due to this fact, the effect of assessing speaking should give positive wash back on their learning.

Arranging the assessment of speaking ability is not easy because of the complexity on its aspects. In order to provide a valid and effective assessment, teachers should consider many things before conducting assessment. What aspects that will be assessed determine the activities or tasks that will be used to gain the process of assessing speaking ability, so that there must be a strong relationship on the purpose and the way of assessing. In terms of ways in assessing speaking, teachers may combine the result of teachers' assessment, peer assessment, self-assessment, and external assessment (inviting external assessor or inter-rater). Besides, in normal classroom conditions, formal assessment in speaking could be supported by informal assessment to acquire the result of assessment and the level of students' ability. It is as stated by Dorobat (2007: 36-37). He explains that informal assesment should be linked with other assessment in order to provide possitive feedback and motivation to learners and to identify the learners' difficulties.

However, there are at least three challenges faced by teachers who assess oral language or speaking ability: making time, selecting assessment activities, and determining evaluation criteria. This means that teachers should plan for assessment, observe students, and document of their performance. Due to those phenomenon, the researchers aim to explore the way how teachers assess the students' speaking ability.

A research about speaking assessment had been conducted by Sujin Lee (2010). He investigated current practice of speaking assessment by Korean English teachers of Secondary School in South Korea. He found that performance based tasks are broadly employed for speaking assessment while the criterion description and marking score are offered to the students as a consideration in designing the process of assessing speaking. The result also showed that they tend to use traditional formal testing to measure and report learning outcomes.

Another previous study about second language assessment conducted by Rahmawati and Ertin (2014), but it focused on university level. They suggested a speaking assessment which refers to Brown and Abeywickrama criteria. By considering some reasons, an oral presentation test is the extensive speaking activity that is applied in their research for assessing speaking skill. It is quite different with teachers' assessment on speaking ability in vocational school since the intended outcome of students is able to communicate fluently and appropriately in their field work. Therefore, the researchers are interested to study the teachers' assessment on speaking ability in vocational school in order to be able to design a suitable or acceptable speaking activities.

Literature Review

As a productive skill, speaking is talked a lot among many experts. The first definition comes from Underwood (1997: 11). He reveals that speaking means a creative process involving active interaction between speakers and listeners that involves thought and emotion. The next definition is from Rizvi (2005: 93). He states that speaking is an interactive communicative process that involves speaker and listener. Another perception comes from Thornbury (2005: iv). He defines speaking as an interactive process which requires the ability to cooperate in the management of speaking turns. Meanwhile, Byrne (1997: 8) in Liao (2009) tells that speaking or oral communication is a two-way process between speakers and listeners which involves the productive skill of speaking and receptive skill of understanding (or listening with understanding). It can be concluded that speaking is a two-way, active, creative, cooperative, communicative and interactive process of building and sharing meaning between speakers and listeners which involves thoughts, emotions, and surely productive and receptive skills.

By concerning on Dorobat's explanation (2007: 2), teachers' assessment refers to a variety of ways in collecting information on learner's ability or achievement by considering on aspects or indicators that will be observed. It means that teachers can apply many techniques to assess students' speaking ability. In order to know their communication skill based on their program, teachers should design speaking assessment activities since it is their responsibility to control students' progress.

To focus on the purpose of teachers' assessment in speaking, there are several speaking activities that can be used. According to Brown (2004: 141), there are some basic types of speaking and its technique of assessment. They are as follows:

1. Imitative

28. It is the ability to imitate a word, phrase, or a sentence. In this type, the communicative competence of the language is not essential so that test takers don't need to understand or convey meaning or to participate in an interactive conversation. It means that the students focus on pronunciation although grammar also takes part as the scoring criteria. There are some activities that can be done to assess students' speaking ability based on this imitative type. They are word repetition task, phone pass test, repeat sentences.

2. Intensive

29. This type of speaking does not emphasize on pronunciation. It more focus on the meaning than the respond of the first speaker. To be able to respond well the students have to realize the meaning even they have minimal interaction with the teachers or their friens as the interlocutors in the conversation. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion, Limited picture-cued tasks. While O'Malley (1996: 79) stated that picture-cued descriptions or stories assessment technique can be used for individual and beginning or intermediate student. The teacher should prepare variety of black and white or colored pictures or photograph. The pictures should be appropriate for age level of the students.

3. Responsive

30. Responsive assessment tasks involve the interaction of simple two ways communication and test comprehension such as very short conversations, standard greetings and small talk, simple requests and comments, and etc. Since the authenticity of conversation is important, therefore the test takers should speak or respond promptly. There are some assessment techniques that can be done to assess students' speaking ability based on this responsive type. They are question and answer, giving instruction and direction, paraphrasing, Test of Spoken English (TSE).

4. Interactive

In interactive speaking, the complexity of interaction can be occurred. It is because the interaction in speaking has purposes to exchange information and keep social relationships, therefore there should be more than two persons involved in the conversation. Some assessment techniques based on this interactive type are as follows; first task is interview, O'malley (1996: 78) assumed that oral interview can be conducted for all level of language learners by individual student or in pairs. Second task is role play.

Third are discussions and conversations. Fourth are games. Fifth is oral proficiency interview (OPI).

5. Extensive (monologue)

31. It can be said that in this type of speaking has a limited stimulus from the listeners. Extensive oral production tasks include speeches, oral presentations, and storytelling. Usually, the language used is in formal style, it also planned well before performing the extensive speaking.

O'Malley (1996: 61) stated that assessment of oral language should focus on a student's ability to interpret and convey meaning for authentic purposes in interactive context. It should include both fluency and accuracy. To make a speaking assessment, the teachers should pay attention to the goals and objectives of classroom instruction before using instructional activities for the assessment. They also need to concern on the proficiency level of the students. Therefore, the teachers need to consider the purpose of the assessment activity, the expected performance and the criteria of each task. Then, they should design a scoring rubric, rating scale, or checklist based on the criterion levels of performance (O'Malley: 1996, p.65). For model rubric or scale, it will include communicative effect or general comprehensibility, grammar, and pronunciation.

In scoring rubric, the teachers should put criteria what the students can do based on their level of proficiency. After designing a scoring rubric, rating scale or checklist, they need to set standards of oral language performance. To set them, they should determine the range score and the description criteria of performance based on each level of proficiency on scoring rubric. Then, the criteria should be appropriate to the language learning objectives in each level of proficiency. The students' performance also can be a monitor of students' progress in teaching learning process and decisions of students' placement.

32. O'malley (1996: 66-67) explained that there are two types of scoring rubrics for speaking assessment. Those are holistic and analytical scales. If the teachers use a holistic scale, they only need three to six levels of performance. Then they need to make the rating that fits to the students' actual performance closely because some students may be not always fit with one category or another. If the teachers use an analytic scale to assess students' speaking performance, they need to pay attention on students' strength and needs.

Methodology

33. Qualitative is the design of this research. It deals with the understanding of social phenomena emerged in natural setting. This design tries to examine the phenomenon in detail. Moreover, Creswell (2012: 16) states that the qualitative research is used because the researcher needs to investigate the participants or subject of study to get more information about a phenomenon of study. In other words, qualitative research focuses on describing a phenomenon from participants of the study in order to get deeper understanding and information about it.

34. Interview is one of the methods to collect the data in qualitative research design. According to Ary et al (2010: 438) interview assists the researcher to collect the data of peoples' opinions, beliefs, and feelings about situations to understand the experience of the subject of the study. In this study, the researchers use semi-structured interview to gather the data. Semi structured interview is the type of interview which is more flexible than structured interview because the interviewer is allowed to add new questions during the interview (Ary et al, 2010:438).

35. Moreover, this study uses non participant observation. Non-participant observation or usually called indirect observation is the observation in which the observer does not involve herself as participant in the context being observed, and the interaction with the people being observed is limited (Wahyuni: 2012). This observation had been done during the teaching learning process. This observation was used to confirm the data from interview.

Findings and Discussion

36. This research involved three teachers in vocational school at Boyolali. Each teacher can handle more than one vocational class. They differently teach Tourism, Hotel Accomodation, Agriculture, Food Product Technology, and Engineering students.

37. Based on the ways of collecting the data, the researchers reveal some findings. After conducting some observations, the researchers found that the teachers had various ways in assessing students' speaking ability based on the condition and students' need. The researchers found that vocational teachers tend to construct speaking assessment in a line with the purpose of learning speaking in each program. They have consideration in designing the speaking activities for each vocational program since the students should have different competencies in mastering English practices which deals with their job field.

38. To assess the students' speaking ability, teachers play the important role in deciding the speaking activities. Based on the observation, the teachers did not apply all of the speaking activities in assessment due to some considerations. They allowed the students to have role play, question and answer, interview, and oral presentation activities. All of them are used based on the aim of learning and the effectiveness of usefulness when it is applied in speaking activities.

39. For students of Engineering Program, Teacher A used role play in speaking activity. The students were instructed to perform their role play in a pair, as a supervisor and a technician. In addition, it should be videoed. The benefits of this activity are students have more time to prepare the performance and the teacher can use the time efficiently for doing the assessment. On the other hand, the teacher can not achieve the result of speaking assessment authentically because students may edit their video or replay their role play to improve their performance.

40. Not only using role play, Teacher A also applied monologue in speaking activities. He instructed the students to compose procedures orally and video their performance. It should be done in a group. They could decide the topic freely. Teacher A did not require the students to perform their oral procedure in the class because he had a consideration to allow his students prepare their task better. The students are not only asked to create procedures orally, but also act like an anchor to broadcast news.

41. The instruction for Engineering students differed with the instruction for students of Tourism and Hotel Accommodation Program. Teacher B required them to perform their role play in the class. Tourism students had to practice role play as a guide and a tourist in the context of guest handling. For Hotel Accommodation students, Teacher B instructed them to have role play as a receptionist and a guest. Teachers' instruction in that assessment allowed the students to prepare their performance for a while before being assessed by Teacher B. The benefits of conducting speaking assessment in the class is ease teachers to observe the students' speaking ability naturally.

42. Teacher B also used oral presentation in speaking activities for students of Tourism program. They were asked to present orally about tourism objects using slides to support the performance. For this kind of assessment, Teacher B just applied to students at the twelfth grade since the material about presentation was covered in the grade mentioned.

43. Then, for students of Agriculture and Food Product Technology, Teacher C used question and answer; and interview in speaking activities to conduct the assessment. To

conduct question and answer activity, he grouped his students in a pair. Then, each pair should perform simple conversation by the theme of daily activities and current environment. By applying this activity, students are able to think quickly in order to arrange the conversation. Besides, teacher can also derive a result of assessment efficiently since question and answer activity does not take time. While the interview activities, the teacher asked students about their interest for their future and hobbies in their daily activities.

44. Based on the discussion above, it can be concluded that speaking activities conducted by the three teachers depend on the learning goal of each vocational program. It means that the activities should relate to students' need when they are in the field work. It deals with O'Malley (1996: 61) who explains that assessment of oral language should focus on a students' ability to interpret and convey meaning for authentic purposes in interactive contexts.

45. To support the result of this study, the researchers document syllabus, lesson plan, videos, and assessment document. The content of lesson plan included speaking assessment in the classroom. The videos are students' task that contain role play between a supervisor and a technician and the oral procedures of how to withdraw money from ATM machine, how to paint motorcycle cover, and etc. Besides, there are also videos of reporting news created individually.

46. Role play and interview are interactive speaking activities that the teachers conduct to assess students' speaking ability. Besides, questions and answers is the activity of responsive speaking assessment. The other one is oral presentation and oral procedure as monologue or extensive speaking activities. By analysing them, the researchers can conclude that all of the teachers tend to involve interactive, responsive, and extensive speaking assessment to measure students' speaking ability. Teachers use them to cover the students' need that maintain one way and two ways communication skill of students especially for their needs in the field work.

47. Moreover, the result of interview shows that all of teachers combine the formal and informal assessment to assess their students' speaking ability.

48. Teacher A said, *"I can't collect information of my students' progress on speaking completely if I just use formal assessment. I also informally observe them during learning process to support it. Sometimes, I talked to them, communicate with them, in certain topic and purpose. I walk around the classroom monitoring pair work or group work."*

49. It is in line with Dorobat (2007: 37) that says “assessing speaking informally is important when you have practical difficulties in organizing oral tests. It is a way of providing positive feedback and motivation to the learners.” It means that teachers link the formal and informal assessment to assess students’ speaking ability.

50. Teacher B, a teacher who is experienced in teaching English for several years also mentions, “*To collect more complete and accurate information on students’ speaking ability, I use not only my assessment, but also pair assessment and self assessment. Those are combined.*” He often require the other students to give assessment on their friends’ performance. Besides, he also instruct the students to assess themselves. Nevertheless, both of the assessments are still guided by the teacher.

51. Based on the findings above, it can be taken a perception about implication of teachers’ assessment on students’ speaking ability in vocational school. The consideration on applying speaking assessment based on the students’ need and learning goals are important points. Moreover, the more teachers used varied assessments, the more information that teachers obtain about the students’ progress on speaking. The result is the teachers can give a valid assessment to students. In addition, it will be beneficial for the students to determine their competence and motivate themselves on the improvement of their speaking ability. The evidence of their speaking achievement can be observed in their exams that improve by the time. In addition, through a good assessment, positive feedback can support students in order to develop their speaking.

Conclusion

After conducting this study, the researchers expect that English teachers in vocational school will be wiser in implementing speaking activities in order to focus on the aspects that will be assessed. It is a must for the teachers to design speaking assessment that relate to the learning goal of instruction and students’ need, so that the teachers can observe their students’ progress on speaking. It is hoped that the students can obtain appropriate feedback which will motivate them on the improvement of their speaking skill. It is expected the researchers can study a good assessment used by the teachers in other skills or new ways in teachers’ assessment on students’ speaking ability.

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Title

Enhancing the Students Speaking Interest through News Reporting Technique

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Abstract

Despite the fact that news reporting requires writing skills, the presenter intends to point out why this technique is worth a try in a speaking class. This study focused in finding out the degree of students' interest toward the use of news reporting technique, which is very infrequent in its use for speaking skills class. The population of the study is 90 students of English education study program, Khairun University, academic year 2014-2015. The instrument of this research was a set of Questionnaire with Likert Scale analysis. In collecting the data, the presenter distributed the instrument following the application of news reporting in speaking class. The findings revealed that 74% out of 100% of the students were strongly interested and 22% of them were interested in using news reporting as a way to enhance their speaking interest. Whereas only 4% of the students perceive moderate for this practice of news reporting and 0% considered that the technique is of no interest. In other words, most students were interested in improving their speaking skill by using news reporting technique. This method of learning was found appealing by the students and, accordingly has changed their attitude toward speaking.

Keywords: *Students interest, speaking class, news reporting*

Introduction

When learning a language students need to be exposed into a good and well-designed strategy. Teachers who are familiar with techniques and strategies would find the way of teaching more challenging and would consequently reach the teaching outcome. As the productive skills, speaking and writing require ability to utter ideas and thoughts. What makes the two different are that the former focused on producing verbal utterance while the later concerned with ability in expressing written language. Speaking skill involved interaction with people and utilize language to reach the purposes. Thus a successful teacher will employ various activities which enable students to learn and express their thoughts and language functions (Siegel, 2016). Students and learners need to develop a collection of realistic “situation-dependent communicative choice” in order to interact successfully in various circumstances and with many different speakers (Siegel, 2016).

What makes this research an appealing study to do is that beside the activity that mostly relies on verbal communications, it also includes writing tasks. In order to be able to perform a report through new reporting the students were asked to develop a story or news in the form of writing in which later they should perform with their peers acting as news reporters. This study involved the second year university students in which they have passed the subjects of intermediate level of writing. Accordingly, the choice of writing activity in this case is of the students’ interest and ability. Models of writing were chosen based on their level of comprehension to motivate them. In writing news report, students were given a task of report writing. They were first trained in the class of how to develop interesting news of reporting. In the assignment, they have to pay attention on the elements of reporting such as headline, bylines, place line, lead, body and quotation (Reed, 2009). Two topics were chosen from a famous film review and regular news of all fields. The students were grouped with their peer in the process of writing. They then were given some times to rehearse and then performed their result in front of the class verbally. The two activities of writing and reporting were to some extent increased students’ motivation in learning and performing what they have been written. This is in line with what Jere Brophy (2004) described about learning and performing. Brophy stated that learning involved processing the information, making sense the context, and advances in comprehension or mastery that occurs while one is acquiring knowledge or skill. Whilst performance is the demonstration of such knowledge or skill after it has been acquired (Brophy, 2004)

Review of Related Literature

1. Speaking Skill

Speaking has been observed and experienced a most challenging skill to produce. When students lack self-confidence or possess low level of English, they will face shocking experiences of shaking, panic or even keeping silent for a long period when asked to speak (Thornbury, (2005). Therefore, to train them utilizing what they have written and practicing with their peers, will keep them away from such hardships. In order to achieve proficiency in a skill, such as speaking, teachers and learners should bear three stages in mind. Those three levels include awareness, appropriation and autonomy (Thornbury, (2005). In terms of activities in speaking, Scott Thornbury (2005, pp.63-88) noted at least eight appropriation activities such as Practiced control, Drilling and chants, Writing tasks, Reading aloud, Assisted performance and scaffolding, Dialogues, Communicative tasks and Tasks repetition. This activity include in the drama, role-play and simulation as developed by Thornbury (2005). Learners can benefit from utilising real-life language use, practising greater range of register and exercising formal language in classroom. In addition, the simulation practice may improve certain learners self confidence. Students who feel uncomfortable because limited comprehension on English speaking will feel relaxed when engaging in activities and performing in front of their peers (Thornbury, 2005, Harmer, 2001).

2. Writing skill

It may seem quite odd to have writing skill in the area of speaking. Nevertheless, writing is also found suit the speaking tasks as Thornbury (2005) put

‘writing has a useful role to play as an initial stage in the appropriation off newly encountered language for speaking’.

Therefore it is important to consider the activity of writing that match students interest. Thornbury also adds that writing can serve as an approach of easing the students the transition from learning a language to using it (2005). When students find uncomplicated in the process of learning, it can also motivate them. As Harmer (2001) noted that to motivate students, they can be involved in various common everyday styles such as writing postcards, letters, narrative compositions, reports, newspaper and magazine articles.

As what have been explained elsewhere in this article, students performed their speaking through news reporting technique. The process they gone through writing reports from topics given before. Harmer (2001) pointed out four examples of writing based on their range and complexity. Those examples are : writing postcards for elementary level, altering dictation for

intermediate, newspaper headlines/ articles for intermediate level and report writing for upper intermediate and advanced level. Seeing from their level of proficiency, writing a report or articles by the students and then perform it with their peer before the class in the form of dialogue are interesting activity. This is supported by Brophy (2004) that whether or not the content of an activity is interesting and process is enjoyable, they may be motivated to learn. In short learning goals and related strategies enhance students motivation

3. News Reporting

A report is simply a story in a newspaper or on radio or television that is about something that happened or that gives information about something. It is also defined as a written or spoken description of a situation, event or an official document that gives information about a particular subject (Webster, 2016).

Panjab Technical University (PTU) classified news reports into two major types:

1. straight news reports
2. investigate or interpretative reports

Straight news reports present what has happened in a straightforward, factual and clear manner. They draw no conclusions, nor offer any opinions. The main sources for this category of reporting are, Government officials, elite groups, news agencies, eminent people, businessmen, and others. Investigative reports, on the other hand, is a rather detailed and complex description, because they need validity over the claims. Since the report happenings in depth, it should present fairly all sides of the picture in the context of the situation, and generally, put some meaning into the news for better analysis and understanding by the readers. The investigation report including disaster stories e.g. famines and floods get pride of place in the daily press, and these provide many 'human interest' stories, exploitation of workers, social injustice, corruption, and cases derived from social, economic and political structures (PTU, 2016). In this study the students are asked to report 2 types of news of a film review they watched beforehand and one category of reporting. They should follow the rules in news reporting guidelines.

4. Students' interest and motivation

Learning a language needs effort and motivation that comes from every individual. Motivation is a key term that frequently being used by language teachers to describe the successful or unsuccessful learners (Cambridge, 2001). Learners can achieve success in learning when they show enthusiasm, commitment and persistence. Most study found that apart

from their language aptitude or other cognitive characteristics, students can achieve a working knowledge of an L2 with sufficient motivation (Brophy, 2004).

It is teachers role to somehow make the learning process more stimulating and enjoyable (Brophy, 2004). Interesting process of learning would greatly contribute to sustained learner involvement. When students found the process of teaching and learning interesting, they may have strong motivation to study. As many teaching practitioners would simply associate the adjective 'motivating' with 'interesting'. (Cambridge, 2001, Brophy, 2004))

5. Research Method

This study employs qualitative and quantitative method. Since the data analysis intends to find out students interest in the application of news reporting technique, the qualitative data collected through the observation checklist and video recording on the process of teaching and learning. In order to obtain the data of the students' level of interest, a list of questionnaires with likert scale analysis were distributed and then analyzed. For the quantitative approach, students answered a questionnaire that developed by the researcher to collect some important information about their interest in learning speaking with news reporting technique.

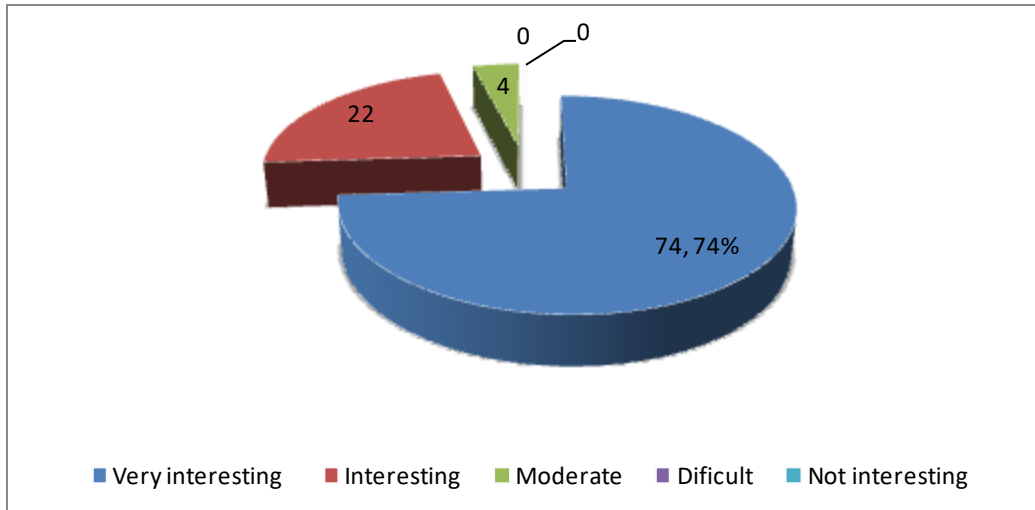
6. Subjects

Subjects of the study were 90 students of English Education Study Program, at the Faculty of Teachers Training and Education, Khairun University- Ternate, North Maluku Indonesia. They were spread into three classes. Each of the class were taught speaking. And for the research purpose, the students were given tasks of writing report with the guidelines and worked in pairs for speaking activities. However, their questionnaires data was collected individually to find out each perception and interest on the application of news reporting technique in speaking class.

7. Data and Discussion

Figure 1

The chart below shows data on students' respond toward news reporting technique.



The chart (figure 1) showed that 74% out of 90 respondents said that the news reporting technique was very interesting, whereas 22% of them found interesting. While 4% of the respondents considered the technique were moderate in its application, 0% considered the implementation of news reporting technique is of no use.

Figure 2

Questionnaires on the application of news reporting technique

No	Questions	Respond
1	54. 55. What did you think of this class?	a. Very interesting b. Interesting c. Moderate d. Dificult e. Not interesting
2	56. 57. What did you think of the textbooks/materials?	a. Very interesting b. Interesting c. Moderate d. Dificult e. Not interesting 58.
3	What did you think of your teacher performance and the method used?	a. Very interesting b. Interesting c. Moderate

		d. Difficult to understand e. Not interesting
4	What do you think of the lesson?	a. Very interesting b. Interesting c. Moderate d. Difficult to understand e. Not interesting
5	59. 60. How did you compare this class (with news reporting tasks) to other speaking class	a. Very interesting b. Interesting c. Moderate d. Difficult to understand e. boring

What are the good points about having this course (speaking with reporting news technique)

1. interesting texts
2. good teacher
3. the class helped me to improve my speaking skills
4. I feel motivated to speak
5. I enjoy speaking in front of the class with my peer
6. Others (specify.....)

Thus, news reporting showed appropriate technique to the students in terms of raising their speaking proficiency. They learn from utilizing words and sentences they built within writing task. This is confirmed by Thornbury (2005) that learners can benefit from utilising real-life language, practising greater range of register and exercising formal language in classroom.

In terms of teaching and learning speaking, the things should be considered as important factors are among others; class atmosphere, materials, teachers' performance and the method used.

The materials taken from everyday use should also trigger students motivation to learn as described by Harmer (2001) that to motivate students, they can be involved in various common everyday styles such as writing postcards, letters, narrative compositions, reports, newspaper and magazine articles. Writing tasks and dialogue are within the scenario of teachers' choice.

As supported by Thornbury (2005, pp.63-88) that at least eight appropriation activities for speaking such as Practiced control, Drilling and chants, Writing tasks, Reading aloud, Assisted performance and scaffolding, Dialogues, Communicative tasks and Tasks repetition. Teachers can choose the suitable activities that match with students' capability.

Figure 3

Questionnaires regarding to teacher's performance, the class and motivation
 (SA) : Strongly Agree, (A) : Agree, (N) : No Opinion, (D) : Disagree.,
 (SD) : Strongly Disagree

No	Questions	SA	A	N	D	SD
A	The Teacher					
1	The teacher pays attention to me in the class					
2	The teacher is friendly					
3	The teacher is helpful					
4	I can understand the teacher explanation					
5	The teacher uses various techniques and method					
B	The Class					
1	The class had helped me to improve my English					
2	The English level for this class is right for me					
3	The writing tasks helped me to learn more					
4	The speaking tasks improve my verbal communication					
5	I grasp a lot of vocabularies and language function					
C	Motivation					
1	I enjoy this class with this technique					
2	I am confident with my speaking in this class					
3	I feel motivated to study with this kind of technique					
4	My level of understanding speaking improved					
5	My level of understanding writing improved					

What kinds of activities do you involved in this class...

1. Drama
2. Role-play
3. Simulation
4. Writing tasks
5. Practiced control

Figure 3 showed how the teachers, the class and students motivation have portion in speaking class. Motivation is also a great factor in raising students interest. Successful learners possess high motivation in learning. This is in line with what Cambridge (2001) and Brophy (2004) statements that students achieve their working knowledge of L2 learning when they show enthusiasm, commitment and persistence. In addition, teachers' role is found essential in stimulating the learning process, which in turn can make the activities more interesting and enjoyable (Cambridge, 2001, Brophy, 2004). When students involved within the interesting activities they will find themselves more motivated and simply reach the learning outcomes.

8. Conclusion

Speaking is found to be the most challenging skill in language learning. However, the choice of various techniques and activities may ease the students to learn. One technique that can support a language learning especially speaking is news reporting. For news reporting technique, students utilized their writing and speaking at the same time. The activities were found encouraging when wrap with interesting activities and be based on teachers' specialties. Students show their enthusiasm and commitment in using this practice. Accordingly, they found this approach is interesting and therefore it is suggested that this technique can be one technique to consider when teaching speaking in enhancing students speaking proficiency.

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Title

Multilingual Lecturers' Competence in English Teaching at the University of Iqra Buru,
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Abstract

This study aims to determine; 1) the competence of multilingual lecturers in English teaching at the University of Iqra Buru; 2) the factors influenced the multilingual lecturers' competence; and 3) the students' perception of multilingual lecturers' competence.

This study employed qualitative research by applying grounded theory. The informant of the research was two of non-native English lecturers who have multilingual competence at the University of Iqra Buru. In collecting the data, the researchers employed three primary data collection techniques, namely; observation in which the researchers as nonparticipant observer who observed and wrote the field notes on teaching and learning process to see the multilingual lecturers' competence; Interviewed both the lecturers, the head of department, and the students using voice recorder. In addition, the data also was gathered through teaching document. To analyze the data, the researchers adopted a technique suggested by Strauss and Corbin which consists of three steps; open coding, axial coding, and selective coding.

The result showed that; 1) The multilingual lecturers have high competence in personal and social, while the lack of their pedagogical and professional competence has been reinforced by their good intercultural and emotional competence; 2) The main factors influenced the multilingual lecturers' competence were educational background, experiences, social interactions, and cross-cultural communication; and 3) The students mostly evoked positive perception toward the multilingual lecturers' competence in English teaching.

Keywords: *Multilingual, Lecturers' Competence, English Teaching*

1. Introduction

The lecturer's competence is the main factors that contribute to the students' success in learning a particular field of study or a subject. Competence is a combination of knowledge, skills, values and attitudes which are reflected by the lecturer in the situation and the learning process so that the objectives of education and learning can be achieved. Although the learning process has been facilitated by the completeness of the materials and the modern media of teaching, but if the lecturer was not competent in teaching then it would have a bad impact on the students' learning performance (Depdiknas, 2004, Usman, 1992; Katane, et. al. 2006; Gupta, 1999).

In the Indonesian context, the competence of lecturers has been regulated in the Law Number 14 of 2005 on Teachers and Lecturers, which asserts that the competence is a set of knowledge, skills, and behaviors that must be owned, lived and ruled by a teacher or lecturer in performing the duties of professionalism. So the educator, teacher or lecturer should have four basic competencies, namely pedagogical, personal, social, and professional competence. Despite all that has been set in the Law of the State, but in reality, there are many teachers and

lecturers in Indonesia who have not mastered the four competencies as a whole, especially in provinces that are far from the state capital.

Maluku is one of the provinces in the eastern of Indonesia are facing very complex issues related to the competence of teachers and lecturers. Based on the results of *Teacher Competency Test* (UKG) conducted in 2013-2015, Maluku is ranked 32 out of 34 provinces in Indonesia. The low test result correlates with qualified teachers in which most of them are not graduates of bachelor degree (S1). From a total of 29.466 teachers, only 10.181 of them are qualified S1, while graduates of master degree (S2) amounted to 116 teachers, the rest of them are high school graduates, D2, and D3. Even still there are 7.291 teachers are a high school graduate (LPMP Maluku, 2015). These appalling conditions occur in public schools and also in private schools who will graduate students to continue their study at the university. This will obviously have an impact on the future of their education and learning in the college and also will burdensome for lecturers to teach them.

It also occurred at the University of Iqra Buru as one of the two universities in Maluku who will graduate teachers, especially teachers of English in which the lecturers often face problems in teaching due to weaknesses of students in mastering basic of English lessons. Nevertheless, the students were eager to learn due to the lecturers who can motivate them. Based on observations and initial interview conducted on January 22, 2016, it was found that the lecturers were mastered several local and foreign languages that are often used in teaching. The results of preliminary observations also show that the lecturers were multilingualism that was able to speak and communicate in three or more languages (Vildomec, 1963; McArthur, 1992; Edwards, 1994; Kemp, 2009; Bin Tahir, 2015). The uniqueness of the lecturers' method in teaching and motivating the students had attracted the attention of researchers to study it in an in-depth fashion.

Some of the previous studies about the competence of teachers and lecturers have been carried out by researchers over the world (Jubaidah, 2015; Balgis, at.al, 2014; Wong, 2008; Penn-Edwards, 2010; Bin Tahir, 2015). But their studies were focusing on motivation, perception, attitude, and the effect of competence quantitatively to the learning achievement without exploring more in an in-depth study of the competence partially and the factors that strengthen or weaken the competence that will contribute to the development of the lecturers' competence and to be more qualified and expert in teaching.

Based on the background, this study aims to determine; 1) the competence of multilingual lecturers in English teaching at the University of Iqra Buru; 2) the factors

influenced the multilingual lecturers' competence; and 3) the students' perception of multilingual lecturers' competence. The results of this study are expected to provide additional information and reference for governments, educators, and researchers who wish to study this field and efforts to improve the competence of teachers and lecturers.

2. Literature Review

2.1. Multilingual Lecturers' Competence

Competence is the set of knowledge, skills, and experience required for the future, which is manifested in the activities (Katane, et. al. 2006). While Gupta (1999) defines competence as knowledge, skills, attitudes, values, motivations and confidence to be successful in the job. These definitions provide an indication to the general competencies that must be owned by a teacher can be divided into three domains, namely; field, pedagogical, and cultural competency.

Based on the Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers, competence is a set of knowledge, skills, and behaviors that must be owned, lived and ruled by a teacher or lecturer in performing the duties of professionalism. Competence is also the knowledge, skills, and values reflected in the basic habits of thought and action (Depdiknas, 2004). In other words, competence is the specification of the knowledge, skills, and attitudes of a person as well as its application in the work, in accordance with the required performance field. Meanwhile, Usman (1992) stated that the competence of teachers is a teacher's ability to perform the duties and is responsible for its actions. The above definition shows that an educator, teacher or lecturer should have four basic competencies, namely pedagogical, personal, social, and professional competence (Danim, 2010).

Pedagogical competence is the ability of teachers to manage learning process and activities which include: 1) Understanding insight or educational foundation; 2) Understanding of the learners; 3) Development of a curriculum or syllabus; 4) Design of learning; 5) Implementing the learning process; 6) The use of technologies; 7) Evaluation of learning outcomes; 8) The development of learners aptitude to actualize their various potentials.

Personal competence show on the teacher's personality is intact, virtuous, honest, mature, faithful, morality; capabilities such as self-discipline, responsibility, sensitive, objective, flexible, resourceful, able to communicate with others; the ability to develop a profession such as creative thinking, critical, reflective, willing to learn throughout life, can

take decisions etc. Personal competence further concerns the identity of a teacher as a good person, responsibility, open, and willing to learn to move forward (Mulyasa, 2009).

Social competence is the ability of teachers to communicate and interact effectively with the community and environment inside or outside of the school. A teacher also should try to develop communication with learners' parents so intertwined continuous two-way communication between them (Agus & Hamrin, 2012).

Professional competence means that the teacher should have a broad knowledge of the subject matter as well as in the field of study are taught, as well as methodological within the meaning of theoretical concepts, is able to choose the appropriate method, as well as being able to use in teaching and learning. Professional competence is the mastery of learning materials is broad and deep, which includes mastery of curriculum subjects at school and substance of knowledge that overshadow his material, as well as mastery of the structure and methodology of science (Kusnandar, 2007).

While multilingual is defined as a person who has the ability to use three or more languages, either separately or in various degrees of code-mixing, in which different languages are used for different purposes, competence in each varying according to such factors as the register, occupation, and education. It may not have equal proficiency in or control over all the languages he/she knows (McArthur, 1992: 673; Edwards, 1994: 33; Vildomec, 1963: 28; Kemp, 2009: 11; Bin Tahir, 2015:11). Thus, multilingual lecturers' competence here referred to an English lecturer who is able to speak and communicate in three or more languages and then implement them in the teaching process to facilitate students understand the lesson.

2.2.Factors Affecting Lecturers' Competence

There are several factors that affect the lecturers' competence, namely; adequate facilities, work discipline, supervision of principals, training, and reward. It has a huge influence on the improvement of lecturers' competence and the quality of education of a department or the institution (Mulyasa, 2009).

The success in improving the lecturers' competence cannot be separated from the role of the principal with the direct supervision such as attendance, discipline, dedication to work, providing infrastructure facilities even with the welfare of the teacher. Thus, the efforts to increase lecturers' competence in teaching and learning will be realized in line with expectations and educational purposes. To address the factors that can hinder efforts to increase the competence of the learning process, the principals, educational institutions, and teachers themselves must mutually support one another for educational purposes to be achieved that can

be realized together. Of course, there are many more factors that contribute to the success and the failure of teachers in teaching due to the low of students' achievement that should be explored to the surface.

3. Method

The researchers employed qualitative study by applying grounded theory. Qualitative research is to collect data on the subject of research in order to obtain deep insight of the phenomena of interest. The data collection will analyze and interpret descriptively or narrative (Gay *et al*, 2006: 399). Grounded theory is a systematic methodology involving the discovery of theory through the analysis of data (Strauss and Corbin, 1990).

This research was conducted at the University of Iqra Buru. The respondent of the current research were two of non-native English lecturers who have the ability to speak and communicate in three or more languages. Before deciding the respondent, the researchers did a primary study in intended the subject through an interview. Thus, we decided to take the two lecturers as the participant. The two lecturers are a male and a female. The male lecturer has the ability to speak in local language, Indonesian, English, and Arabic, while the female lecturer has the ability to speak in some of local languages, Indonesian, English, and Mandarin. The data gained from documentary record of the two lecturers' teaching activities and data interview with them and the students.

The primary data collection instrument was the researchers themselves (Gay, at al, 425: 2006) as an observer and an interviewer. It means that they decided what to be observed related to the problem statements then interpreted the data and confirmed the information about what have been observed by interviewing both the lecturers and students. The secondary instruments were an observation scheme and interview protocol.

In collecting the data, the researchers employed three primary data collection techniques, as follows:

1) Observation

Here, the researchers as nonparticipant observation or external observation in which they did not directly involved in the situation being observed. They wrote field notes in all classroom activities during the learning process. In addition, they also used a videotape to record verbal and nonverbal communication between lecturer and students which later be confirmed and adjusted to field notes, and also a volunteer assisted them in the interview section.

2) Interview

The researchers interviewed both the lecturers and the students by using voice recorder. Type of the interview was a semi-structured in which some questions were prepared before interviewing and some additional question will be asked on the spot. The lecture's interview was used to collect qualitative data or confirmation toward what had been observed, it was done at the end of every meeting. And students' interview was aimed to obtain the students' perceptions of the multilingual lecturers' competence in English teaching. The way to interview the students was by doing the group interview.

3) Examining Records

In addition to the observation and interview, the information was gathered through documentary evidence. This third primary data collection technique was examining records. The researchers examined various types of videotapes and audiotapes.

To analyze collecting data, the researchers adopted a technique of grounded theory in data analysis suggested by Strauss and Corbin (1990) which consisted of three steps; open coding, axial coding, and selective coding. Open coding is a process of labeling the observed phenomena of multilingual lecturers' competence which in turn revealed categories. Axial coding is a set of procedures whereby data on lecturers' competence are put back together in new ways after open coding by making connections between categories. Selective coding is a process of selecting core category and connecting with another category.

4. Finding

The data on multilingual lecturers' competence were obtained through observation, interview, and recording of the teachers' interventions and English learning activities at English Department of the University of Iqra Buru. Data were also gained from the teaching document and field notes. All of the data were analyzed to know the multilingual lecturers' competence, factors affecting their competence, and students' perception of multilingual lecturers' competence process as can be explained in the following.

4.1. Multilingual Lecturers' Competence

Based on observations and interviews for both lecturers during four times meeting of English teaching in the classroom, we found that the two lecturers have an established personality, morality, and can serve as a role model for the students. In addition, the two lecturers were able to make social contacts in teaching and learning with students inside or outside the classroom well, they were able to establish good cooperation with leaders, staff,

peers, and communities on campus. While the lack of both lecturers is that they do not develop learning materials; they do not take advantage of information and communication technology, and they are less evaluate the achievement of student learning well. This can be illustrated in Table 1 below:

Table 1: Multilingual Lecturers' Competence

No	Lecturers	Competencies	1 st Meeting	2 nd Meeting	3 rd Meeting	4 th Meeting
1	A	- Pedagogical	√	√	-	-
		- Personal	√	√	√	√
		- Social	√	√	√	√
		- Professional	√	-	-	-
		- Intercultural	√	√	√	-
		- Emotional	-	√	√	√
2	B	- Pedagogical	√	-	√	-
		- Personal	√	√	√	√
		- Social	√	√	√	√
		- Professional	√	-	√	-
		- Intercultural	√	√	-	√
		- Emotional	√	√	√	-

Symbol (√) in Table 1 indicates the existed competence of lecturers, while the (-) symbol shows up the lack of competencies possessed by the lecturers. The table above shows that the two lecturers have good personal and social competence, but they were less competent in pedagogical and professional. However, we also found that the two lecturers have the good intercultural and emotional competency to cover the shortfall of their competence and be able to support the learning process and increase the students' motivation in learning.

4.2. Factors Influencing Multilingual Lecturers' Competence

There are several indicators of theoretical factors that affect the multilingual lecturers' competence and we have taken them as a reference or guideline in conducting observations and interviews in this study. In addition, we also found several factors that affect their competence, and one of the factors that really stand out was intercultural communication. It can be described in table 2 below:

Table 2: Factors Influencing Multilingual Lecturers' Competence

No	Factors	Existed	Non-Existed
1	Facilities	-	√
2	Training	-	√
3	Discipline	√	-
4	Reward	-	√
5	Strict supervision and controlling	-	√
6	Lecturer's autonomy	√	-
7	Background of study	√	-
8	Experiences	√	-
9	Social interaction	√	-
10	Intercultural communication	√	-

Table 2 shows the factors that affect the multilingual lecturers' competence was dominated by internal factors of themselves on how to empower their independence in improving the competencies individually based on their educational background, experiences, social interactions, and cross-cultural communication. All these factors increased their competence as a lecturer despite the absence of adequate facilities, no implementation of training that support the quality of competence, or lack of reward for their achievements. This is in line with the results of interviews to both lecturers who stated that:

"What we have applied in teaching and learning in the classroom was the result of experience, educational background and the result of interaction with colleagues or professional in this field as well as interaction with others who have the different educational and cultural background".

This statement further confirms that the independence of the lecturers was the main aspect of improving their competence that can be acquired through experience or sharing with colleagues and the professional as well as the communication between cultures so as to trigger creativity in teaching and awareness of cultural differences and students' nature when teaching in the classroom.

4.3. Students' Perception of Multilingual Lecturers' Competence

We have conducted interviews with all students collectively or in group interviews in the classroom to determine their perceptions of the multilingual lecturers' competence. From the results, we found that 91% of students stating very pleased with the competence of multilingual lecturers and highly motivated to learn. As the statement of students (RB and HR):

"We loved the lecturer because of his way of teaching, he mastered several foreign and local languages that used to give a more comprehensive and understanding of English learning, communicative with the students and low profile".

Statements of students (ER, YR, and HT):

"We are very pleased with the way he teaches us because he is so creative to make us understand what been taught and highly interactive to motivate us in attending the subject and make us feel happy and comfortable when learning and he was also able to overcome the naughty and lazy students to keep learning".

The statements above confirms that the lecturers have a mature personality, understanding of others, having experience of social interaction, experienced in communicating cross-cultural, having the emotional maturity to interact with students in the classroom so that they feel comfortable to learn and easy to accept lessons from the lecturers.

5. Discussion

The findings from this study indicate that the multilingual lecturers have excellent personal and social competence and they have deficiencies in pedagogical and professional competence. Despite the lack of those competencies, they can overcome and cope them with the other competencies which include intercultural and emotional competence. The findings can be simplified in a syllogism figure below:

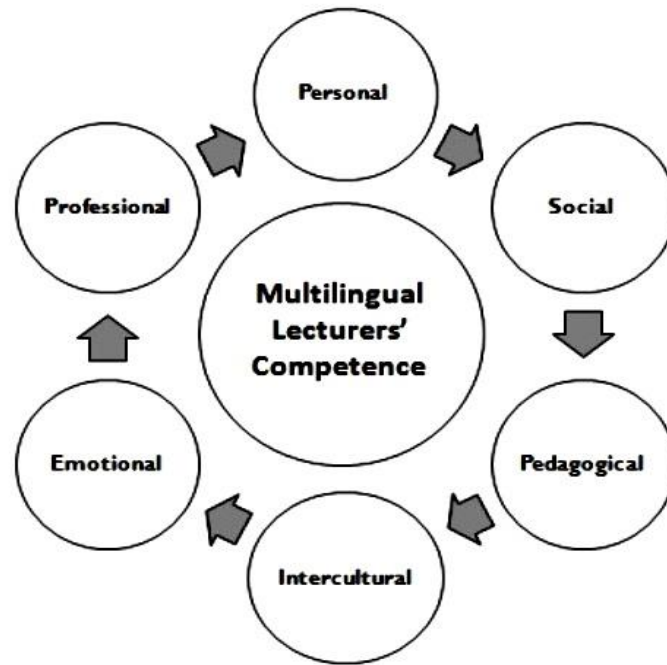


Figure 1: Syllogism of Multilingual Lecturer' Competence

The figure above shows the syllogism between the personal and social competence of a lecturer toward his pedagogical competence and it is affected by the intercultural competence that has implications for the emotional maturity that would drive him to become a professional lecturer. All of this syllogism will eventually return to the personal. Thus, we can conclude that there is some competence also contributed in enhancing the competence of a lecturer.

The general understanding about the competence of teachers and lecturers in Indonesia is more focused on four areas of competence, namely; personal, social, pedagogical, and professional. Whereas the competence of teachers and lecturers could be composed of other dimensions which would greatly contribute to learning to be unexplored before they become professional teachers (Bulajeva, 2003: 41; Bridge, 1993; Hansen, 1998: 169; James et al, 1998: 113; Stoffels, 2005: 544). It is also similar to what has been stated by Selvi (2010) that there are various dimensions that have contributed to making someone as a professional lecturer, including the emotional and social-cultural competence which in this study was called intercultural competence.

Emotional competence includes values, morals, beliefs, attitudes, motivation, and empathy associated with the implementation of psychological counseling and guidance for students to improve their learning emotional dimension. Emotional competence also helps teachers become effective teachers in monitoring student learning. In other words, teachers can be a learning consultant and mentor on learning for students and be a consultant for other

lecturers. While intercultural competence includes knowledge and awareness of teachers about the differences in socio-cultural background of the students and the lecturers so that he/she can adjust to the teaching process and material based on the students' culture and to avoid cultural conflicts that would eliminate the students' interest in learning.

Based on the explanation, it can be concluded that there are many other dimensions of the lecturers' competence such as emotional and intercultural which patronize to the successful of their teaching in the classroom and should be further explored as a benchmark for the development of the lecturers' competence in Indonesia.

6. Conclusion

Based on the findings and discussion, the researchers can summarize the conclusion as follows:

1. The multilingual lecturers have high competence in personal and social, while the lack of their pedagogical and professional competence has been reinforced by their good intercultural and emotional competence;
2. The main factors influenced the multilingual lecturers' competence were educational background, experiences, social interactions, and cross-cultural communication; and
3. The students mostly evoked positive perception toward the multilingual lecturers' competence in English teaching.

From the research results and conclusions, we can give some suggestions and recommendations as follows:

1. The educational institutions should provide more opportunities and training for the lecturers to improve their competence;
2. For further researchers to pay more attention to the emotional and intercultural competence of lecturers as a separate part of personal and social competence.

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Title

Investigating Foreign Language Learning: Examining Anxiety associated with English
Language acquisition in the Asian ESL context

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Abstract

In this paper, the authors will offer a model of Foreign Language Anxiety (FLA) that is context-based so as to promote understanding of its dynamics in the English as Second Language environment in an Asian context. Since the anxiety that is associated with acquisition of a second language is recognised to have debilitating effects in the linguistic performance of speakers for whom English is a foreign language (FL), the paper gives an overview of relevant literature associated with FLA. The authors attempt to examine the various dynamics that relate to FLA including its situational specificity. In this paper the authors have proposed a context-based model of ESL in Asia. FLA is regarded to be highly pertinent variable in the field of language acquisition. Hence the context based model aims at studying various factors which may lead to higher FLA. Finally, the authors propose a further research insight into devising anxiety neutralizing means to alleviate FLA.

Keywords: *Anxiety, Communication Apprehension, Foreign Language Apprehension.*

Introduction

Learners and teachers of second languages mention communication related anxiety as common experience in the L2 acquisition process. Learners mention fear, worry and unease when they have to learn and use a language that is non-native to them. In Asian nations this is acutely seen in the need to pick English as a learned second language. As a second – and foreign – language, the study of English is commonly seen as provoking communicative apprehension. Communication Apprehension (CA) was originally conceptualized by James McCroskey almost 40 years ago (McCroskey, 1970, 1977). He defined it as an "individual's level of fear or anxiety associated with real or anticipated communication with another person or persons". CA has been linked to both cognitive processes (Ayres, 1990) and psychological perceptions (Ayres, 1986). Buss (1980) defines stage fright as "fear, tension, and disorganization in front of an audience". Since Asian students find that competence in English language is an important factor in academic success, particularly in higher education, the issue of language learning anxiety becomes paramount for consideration. Given that Foreign Language Acquisition is a phenomenon of great complexity, the paper proposed a context based analytical model so that theoretical underpinnings of test anxiety, anxiety of negative appraisal and communication apprehension can be analysed from a multidimensional perspective.

The rest of the paper is structured as follows: First literature review is discussed to understand the limitation of the state of the art literature. Then, a context based analytical model is proposed. This is followed by the discussion of the benefits associated with the proposed model. Finally, conclusion and contribution is presented.

Literature Review

Research by Khalid and Hasan (2009) indicates a positive co-relationship between a language learner's performance and his/her anxiety. Research on second language acquisition, particularly in Asian nations, has continued to examine the effect of anxiety on learning experiences of students. Baharuddin and Rashid (2014), for example, have studied second language learning and performance in test and classroom conditions. The actual measurement of the degree of anxiety that language learners experienced has been carried out by various studies (Bailey et al.2000; Hewittand Stephenson, 2012). Since these studies reveal the role that anxiety plays in second (English) language learning, ongoing research in this area is warranted in the Asian context. The various studies reviewed here indicate that the negative emotion of communication anxiety hinders academic progress, and can even prevent competence in acquisition of English as a target language. Tanveer (2007) shows how these ESL (English as Second Language) learners experience stress and fear during their use of English in oral communication while simultaneously saying they suffer from a 'mental block' when learning English. Others such as Riasati (2011) show how speaking in English in academic communication can be "extremely anxiety-provoking", even more so as compared to the reading, writing and listening, which are the other key language performance skills. The existing literature fails to identify any novel model which could analyse foreign language anxiety and thus this paper attempts to address this gap.

Methodology - Conceptual model

A context based analytical model (Fig 1) of factors that cause foreign language anxiety (FLA) is proposed. It offers a view that is relevant to the complexities of Asian nations, where local and national languages differ from English, and where the latter is learnt as a foreign and second language.

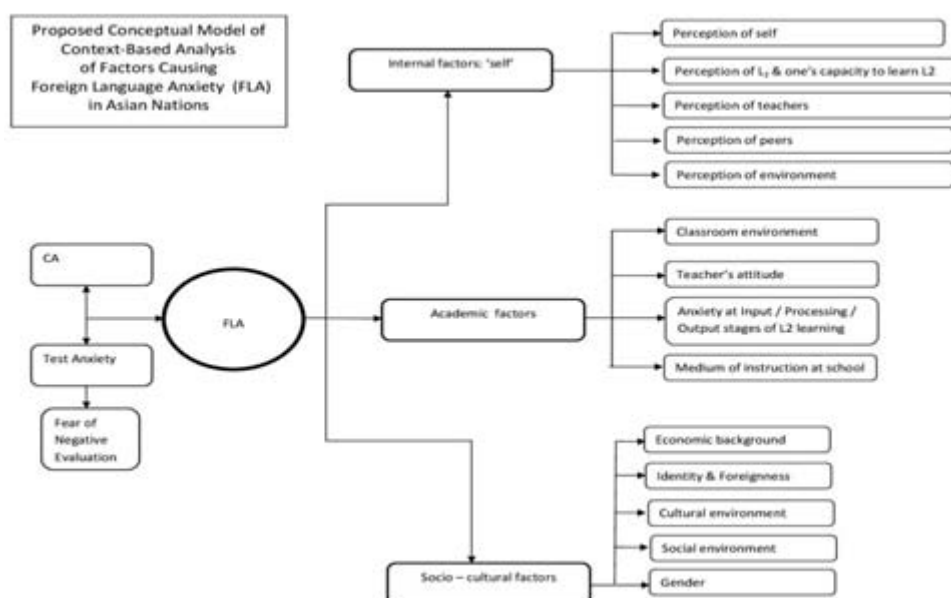


Figure 1 – Conceptual Model of Factors Causing FLA

Thus, Foreign Language Anxiety (FLA) is itself a complex phenomenon, since it encompasses a gamut of dimensions that contribute to its effects. The model being proposed above focuses on what is regarded to be the three significant ones:

- i. Communication Apprehension
- ii. Test Anxiety
- iii. Fear of negative evaluation

Since FLA is produced from a myriad combination of factors, both internal and external, the model proposed in this paper looks at three possible sources of related anxiety. As Fig 1 shows, that FLA could be traced to three major taproot factors:

- i. Internal factors - those inner causes that are anxiety-provoking can be traced to various issues, all linked to the individual's cognitive processes,
- ii. Academic factors – factors that could provoke FLA in the mind of the language learner
- iii. Socio-cultural factors –factors contributing towards anxiety-provoking for learners during communicative interaction.

There are several sub-factors of these three taproot factors which need to be studied and understood for examining the level of FLA among Asian learners.

Conclusion

This paper presents a novel context- based model of Foreign Language Anxiety (FLA) so as to promote understanding of its dynamics in the English as Second Language environment in an Asian context. The model considers various factors to capture the root cause of the FLA. The model will open new dimensions for learners, educators, academicians and practitioners to understand and alleviate FLA. In future research work, author will attempt to propose a FLA measurement tool for an Asian context.

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Title

An Analysis on the Integrated English Teaching and the Islamic Students' Reflection on their Engagement in Learning English at Irsyaadul Ibaad Islamic Boarding School Pasir Sakti, East Lampung, Lampung, Indonesia

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Abstract

This research discusses about the six months integrated English teaching program in EFL setting; vocabulary, speaking and grammar and the students' reflection of their engagement at Irsyaadul Ibaad Islamic Boarding School Pasir Sakti, East Lampung, Lampung, Indonesia academic year 2015/2016. The research questions are: 1). what are the students' vocabulary mastery level?; 2). To what extent do the students speak English ?; 3). how far do the students achieve their speaking level?; and 4). what is the description of the students'

reflection?. The subject is the grade 7 students of K-12 program; 40 males and 47 females. This research is a descriptive qualitative and reflective inquiry. The data collecting technique is document analysis with three researchers and co-instrument reflection sheet. Whereas, the data analysis technique is proceed through coding, categorizing, describing and interpreting. The result shows that the students achieved 1000 vocabularies within six months, their speaking reached elementary level, and their grammar level gained compound sentence shared in different portion but all are sinificant. The implication of this inquiry implies that the integrated model plays important role to promote English acquisition in EFL setting.

Key Words: *EFL, vocabulary, speaking, grammar.*

A. Preface

1. Glimpse of Irsyaadul 'Ibaad islamic Boarding School

Education is a simple word, but education has high meaning and benefits. Of education was born humans that are dignified and effective for another humans and the environment. The value of benefits that becomes the barometer of the quality of education. Good and whether the education can be identified from the value of the benefit and productivity of all existing instruments. But how is the quality of our country's education today? Education in our country tends to create a human being individualists, konsumtive, pragmatic, weak spiritual and morality.

After having crossed a portrait of the current educational and imagination how education should be ideally, it gives birth an educational intititution that plans and stragles education so as to answer the problems in society. Since 2014 has been formalized educational institution Irsyaadul 'Ibaad as an educational institution based islam, professional and modern, which is packed with the values of Islam as an identity with the aim to develop students to have a high social life, creative, strong spiritual and moral.

Irsyaadul 'Ibaad is one of the educational institutions in the district of Pasir Sakti, East Lampung Regency, Lampung province, Irsyaadul' Ibaad established since 2014, the Institute of Education Irsyaadul 'Ibaad has five pillars namely education of Quran, English, Science, litteratur Islam and Characters education, educational institutions Irsyaadul 'Ibaad has great ideals of the younger generations that are prepared into a warrior society, ethnicity and religion. By five pillars, the students are expected to be a

cadre of academics by focus and comprehensive knowledge. The five pillars are gradually conveyed to the students, and English language delivered in the first year of junior high school.

2. Why the teaching of English is required in this boarding school

English is the international language so all aspects of human life on earth can not be separated from the English language, so that way almost all of countries in this world had been studying English, if English is not learned and understood well then we will become the generation that left behind in every way while a lot of new things that we will get from the international community.

In this global era as an international language acquisition becomes the main requirement if we want to have a role to the times. And as an international language. Increasingly mastered English so the more opportunities to be gained, both in the areas of education, economy, governance, technology etc. Because that with the enactment of the English language as one of the five pillars of education in Irsyaadul 'Ibaad with the expectations of the students of the Islamic boarding school have a strong orientation and optimism to international community.

3. How the state of current students did not learn english yet?

As one of the areas that is located in the village, English is not a new thing for the community, because almost all schools teach it, but it is still too difficult to be learned and understood, this is caused by various factors, among which are not small educational institutions which don't have a target towards learning English and there are also caused by lack of system and teaching methodologies that can motivate learners of english.

Of the reality that almost 100% of prospective students at Irsyaadul 'Ibaad in academic year 2015/2016 do not know English yet, because the English language when mentioned to them, they tend to respond to negative (pessimistic). Because that teaching methodologies of English that is organized by Irsyaadul 'Ibaad using a special methodology which essentially gives notion that English is easy and to be learned and understood.

4. problems that are encountered in english learning?

At the beginning of the learning, prime obstacle that is faced by the teaching team of english is changing mindsite learners to English “they initially said that the English language is hard and hard to be learned and to be understood” to the English language that is easy and easy to be learned and to be understood, in this problem, the students are

undergoing the process of orientation of the English language, but this obstacle can be completed properly by a team of English teachers.

The next obstacle is the human faculty, in fact a lot of prospective teachers of English who are not able to understand and deliver the material according to the curriculum in Irsyaadul 'Ibaad namely 6 months could speak English well, so a team of English when it is experiencing a shortage of teachers who are targeted to have the number of the ideal of 100 learners are 10 teachers of English, but in reality they only consisted of 6 teachers, but they are able to undertake and complete the programs well.

The next obstacle is related to the unavailability of educational facilities such as language laboratories, so that learners gain knowledge of the English language in the classical process, practical classes and without the means to support the promotion of their English language skills. The next obstacle, as a regional community is certainly very difficult to meet directly with native speakers so very little opportunities to develop English language skills with native speakers.

5. why does English language learning emphasis on grammar, vocabulary and speaking? what theory does underlie this belief? What advantages are expected by the teacher?

As a basic English language program that emphasizes active English language, then the above three components become a staple of English learning at Irsyaadul 'Ibaad. With the mastery of a thousand vocabularies that are related to daily activities and be supported basis grammar materials to support their speaking so it is expected that learners are able to improve their quality of speaking, mastery of grammar is also given for the writing skills of the students, so in addition to actively speak also writes and doing practice questions either from the related department or internal school. So students can active to speak English every day and English is the main language in their daily lives.

Before implementation of English language curriculum is the teaching team had studied English in Kampung Inggris (Pare, East Java, indonesia) and a lot of beginner English learners who study and pursue the above three items, namely grammar, speaking, and vocabularies. With focused the material that will be delivered to students facilitate teaching English team to control development of students so that students can achieve the set targets.

6. how the desire of english language teachers of learning the language and activities of the students in english language?

As one of the important instruments that must be mastered by the students, so that English should be embedded to the students well, and the main function of a language is a communication tool, the main and a minimum target of learning English at Irsyaadul 'Ibaad are students able to active to speak English both in speaking of their daily lives or in their academic.

With the application of English in students' daily life, the students are hoped that they have been familiar by English language. So they be able to resolve the English language academic well, besides the students will also be directed to be active in activity of scientific either in the form of discussion or papers written by English.

7. glimpse of learning theory that is used?

Learning theory that is used to students is complete learning system, ie, the all of English materials are delivered to the students in accordance with the stages of the level within the specified time, so students can be focus on getting the materials that had been prepared. In addition to a complete learning system is also provided acceleration system, namely learner of English can complete the program faster than a specified time (six months could be completed within four months or more.

English learning theory will be supported by class management that uses private system, namely one class only consists of 10 to 15 students, this simplifying the process of teaching and learning activities. As a form of evaluation of this theory is supported by the examination system that includes daily exam, weekly exam, monthly exam, exam increase in the level, the test of program, the final exam (munaqsyah) and pick-test before the public.

The objectives of this research are to find out:

- 1). what the students' vocabulary mastery levels are?;
- 2). what extent the students speak English ;
- 3). how far the students achieve their speaking level; and
- 4). what the description of the students' reflection is?.

B. Methodology

The research method using descriptive qualitative research, the research seeks to uncover the actual circumstances and in accordance with the facts that are supported by quantitative data. Flow conducted by researchers in this study was preceded by collecting data,

analyzing the data, interpret the data and ends with a conclusion based on the analysis of the data.

The subjects were Junior High School of Irsyaadul 'Ibaad Islamic Boarding School, said earlier that Irsyaadul' Ibaad has one of main programs namely English that is taken for six months with targets that students were able to master the English language so that they can actively use the English language both in communication and writing. And this research is focused on the seventh grade of students of Irsyaadul 'Ibaad in academic year 2015/2016 with the number of 87 students.

In this study the authors used a variety of means of support, namely are:

1. Questionnaire

61. A questionnaire is one of the techniques of collecting data or information that allow them to study attitudes, behaviors, and characteristics of some or all of the research objects. By using questionnaires, researchers attempt to measure what was found in the study, and also to determine how broad or limited sentiment expressed in a study.

2. Document

62. This document was obtained from results of basic English learning program at Junior High School of Irsyaadul 'Ibaad for six months on the hump seven in school year 2015/2016. And in this document can also be known to the accuracy of student outcomes so that the percentage of success of learning theories applied in JHS Irsyaadul 'Ibaad.

63. Data gathering techniques.

64. 1. Students fill the closed and open reflection

2. Teacher fills Reflection

3. Looking back student progress document during the six months

Data processed by:

1. Researchers collect pieces reflection of students

2. Incorporate into the database according to category

3. Make quantitative data

4. Make a percentage

5. Incorporate all datas from students into the results table

6. Open the learning documents

7. Comparing the three sources of data and draw conclusions

8. Make deskriptive good statistical charts, and bar.

C. Findings And Discussion

1. Results of Questionnaire Closed Table

Speaking	Speaking How well the ability to speak with you before 6 months (when signing)		
	a. Could not speak at all	62	72%
	b. Can speak despite stumbling brick	21	24%
	c. Can speak fluently, although not a true	4	4%
	d. Can speak fluently and correctly	0	0%
	65. TOTAL	87 Students	100 %
	How good is your ability to speak after 6 months?		
	a. Could not speak at all	2	2%
	b. Can speak despite stumbling brick	20	22%
	c. Can speak fluently, although not true	61	72%
	d. Can speak fluently and correctly	4	4%
	66. TOTAL	87 Students	100 %
	Grammar	How do you assess the ability grammar quality before 6 months?	
a. Do not know grammar at all		74	86%

	b. Know grammar though not yet able to use	8	9%
	c. Know grammar and know how penggunaannya although not perfect	5	5%
	d. Know grammar and know how to use properly	0	0%
	67. TOTAL	87 Students	100 %
68. How do you assess the quality of grammar abilities after 6 months?			
	a. Do not know grammar at all	0	0%
	b. Know grammar though not yet able to use	10	11%
	c. Know grammar and know how to use although rudimentary	71	82%
	d. Know grammar and know how to use properly	6	6%
	69. TOTAL	87 Students	100 %
Vocabularies	How long had you memorized vocabulary 1000?. (Select one)		
	a. 1 to 2 week	4	4%
	b. 3 weeks	20	23%
	c. 1 months	14	17%
	d. 2 months	20	24%
	e. 3 months	12	14%
	f. Months	6	6%
	g. 5 months	4	4%

	h. 6 months	7	8%
	70. TOTAL	87 Students	100 %
Conviction			
	Conviction Are you sure forms of learning vocabulary, speaking, and grammar help you learn English?		
	a. Not sure	2	2%
	b. Pretty sure	7	8%
	c. Sure	26	29%
	d. Sure once	52	59%
	71. TOTAL	87 Students	100 %

72.

2. Open Results Table

73. WHAT ENGLISH MATERIAL DO YOU LEARN DURING THE SIX MONTHS AT IRSYAADUL 'IBAAD?

74. A. Subject Material namely : Grammar, Speaking, vocabularies

B. Supporting Material : Listening and pronunciation

75.	No	76. How do you learn English?	77. Presentase
78.	1.	Practice and english area (8 students)	8%
79.	2	Motivation (5 students)	6%
80.	3	Focus and enterprising learning (33 students)	38%
81.	4	Fun, better not get bored (32 students)	37%
82.	5	Memorizing 1000 vocab, english area, and deepening of grammar (5 students)	6%

83.	6	Difficult (4 students)	5%
84.	7	Total (87 children)	100%
85.	No	86. What do you feel while studying English in irsyaadul ibaad?	87. Presentase
88.	1.	Very happy (20 students)	23%
89.	2	Happy (37 students)	42%
90.	3	Comfortable, fun, proud, happy (8 students)	9%
91.	4	Exciting dan challenging (4 students)	5%
92.	5	Dizziness, less enthusiastic, mediocre (13 students)	15%
93.	6	Diligent, focus, confidence (5 students)	6%
7		Total (87 students)	100%
94.	No	95. What do you like the best in learning English?	96. Presentase
97.	1.	Speaking (33 students)	38%
98.	2	Grammar (21 students)	24%
99.	3	Vocabularies (6 students)	7%
100.	4	No (2 students)	2%
101.	5	All (4 students)	3%
102.	6	a. Grammar and vocabularies, (6 students) b. Grammar and speaking (6 students) c. Vocab and speaking (9 students)	26%
7		Total (87 students)	100%
103.	No	What do you most dislike in English learning?	104. Presentase
105.	1	Grammar (33 students)	38%

106.	2	Speaking (16 students)	18%
107.	3	Vocab (20 students)	23%
108.	4	No thing (18 students)	21%
5		Total (87 students)	100%
109. No		110. What have not you done in order to achieve the target of English?	111. Presentase
1		English area (18 students)	19%
2		Increased vocabularies Peningkatan vocabularies (11 students)	13%
3		Improving the quality of learning Peningkatan kualitas belajar (40 students)	45%
4		INSIGHT speaking (12 students)	15%
5		INSIGHT grammar (7 students)	8%
6		Total (87 students)	100%
112. No		113. How can You improve learning English to achieve results better?	114. Presentase
115.	1.	Englis area (18 students)	21%
116.	2.	Improving the quality of learning (64 students)	73%
117.	3.	Deepen grammar (5 students)	6%
4.		Total (87 students)	100%

118.

119.

2. Result Of Basic English Program

120. RESULT OF BASIC ENGLISH PROGRAM OF IRSYAADUL 'IBAAD

121. ACADEMIC YEAR 2015/2016

Month	ACHIEVEMENT											
	VOCABULARIES				SPEAKING				GRAMMAR			
	Target	Failed	Success	Finish (1000)	Target	Failed	Success	Finish (6paket)	Target	Failed	Success	Finish (6paket)
September	150	6	50	31	Speaking 1	-	87	-	Grammar 1	10	77	-
October	300	6	24	26	Speaking 2	-	87	-	Grammar 2	4	83	-
January	450	6	11	13	Speaking 3	-	60	27	Grammar 3	25	35	27
February	600	-	10	7	Speaking 4	-	37	23	Grammar 4	20	30	10
March	750	-	6	4	Speaking 5	-	27	10	Grammar 5	20	7	23
April	1000	-	-	6	Speaking 6	20	7	7	Grammar 6	20	7	7
Total	1000	-	-	87	6 programs	20	-	60	6 programs	20	-	67

122.

123.

124.

125.

126. STUDENTS RESULT OF ENGLISH PROGRAM

	TOTAL	SCORE									Presentase
		A	A-	A/B	B+	B	B/C	C	D	TOTAL	
Success students	67	-	2	15	43	7	-	-	-	67	77%
Failed students	20	-	-	-	-	-	10	10	-	20	23%

SCORE RANGE

95 – 100 : A	85 – 89 :A/B	75 – 79 : B	65 – 69 : C	0 – 60 : E
90 – 94 : A-	80 – 84 : B+	70 – 74 :B/C	60 – 64 : D	

- note:
1. The students passed the exam if in Kahir scored min 80
 2. The students who scored above 75 on the exam Kahir then passed on parole.
 3. Any students who scored below 75 on the final exam then did not pass and had to repeat.

D. Conclusion

127. From the results, the author concludes that:

1. Irsyaadul 'Ibaad is one institution that was founded in 2014, is located in Pasir Sakti, East Lampung District, Lampung, Indonesia. Irsyaadul 'Ibaad developed systems of Islamic Boarding School, in order to prepare students whose international competitiveness irsyaadul' ibaad has five pillars of education, namely

128. the Quran, English, Science, Islamic Litteratur and Characters

129.

2. Basic English Program that is held at Irsyaadul 'Ibaad Islamic Boarding School uses acceleration theory and program completed and delivered to the private system for six months with a range of material speaking, 1000 vocab and grammar both for development speaking and for writing.

130.

3. Irsyaadul 'Ibaad in Basic English program also has an evaluation system that gradually, the daily evaluation, evaluation weekly, monthly evaluation, program evaluation and the final exam (munaqasyah) and pick-test in front of the public

131.

4. According to data that is got by author, although almost all students of 2015/2016 generation do not know about English. and added many problems faced by the teaching team, they were still able to finish well which reached 77%, from 87 students there are 67 students were able to complete the program well, and there are 20 students who had not passed.

132.

E. Suggestions

133. Although irsyaadul ' ibaad is two years old or new school, but Irsyaadul 'Ibaad spirits and creativities are so high that potential of students can be read well, but I am as a researcher will provide various suggestions for the advancement of English in Irsyaadul' Ibaad

1. If the standard that is used is different from English language learning in formal educational institutions other than Irsyaadul 'Ibaad must hold special training to prospective faculty so that they are able to know the purpose of achieving the targets set in Irsyaadul' Ibaad
2. Immediately hold a language laboratory to support the knowledge of the students
3. Often bring native speaker for the adaptation of Listening
4. Repaired and improved formulation of the basic material that is speaking, grammar, vocabularies, listening and pronunciation.

F. Acknowledgements

In this study, researchers would like to say thanks to:

1. The chairman of the Foundation and all commites of Irsyaadul 'Ibaad which has allowed researcher to do researching in this Islamic boarding school.
2. The Board of Trustees to all, especially to the English team which has supported the implementation of this study.
3. To Islamic students Parents who have supported all activities of students, including English programs
4. To all students of Irsyaadul Ibaad especially 2015/2016 generation who have been willing to become objeck research in this study.

134.

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Title

Applied Error Analysis of Comparative Degree Sentence Construction
of Students in STIM Sukma Medan

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Abstract

The objectives of this study are two folds; to estimate the predominant and least dominant errors made in sentence construction, particularly in comparison degree sentences; and to evaluate the seriousness of the error occurred, whether it is global error or local error. The data of this study is gathered from 300 of comparison degree sentences written by 30 of first semester students of management major of STIM Sukma Medan in the academic year of 2015/2016. Each student is asked to write 10 sentences of comparison degree about two

persons' physical appearances. The findings appear to be, first, the most predominant error found in the students' sentence construction is the confusion in applying comparison and superlative degree rules, with account for 52,9%. The second predominant error is the use of unbalanced comparison, which construes of 25%. The third predominant error is the omission of article 'a/an', with account for 18%, which then followed by the use of doubling up comparison, which construes of 2,3%. The least predominant error is the addition of article 'a/an' with account for 1,8%. The seriousness of error evaluation reveals that the errors students make are mostly interfered by local errors which construes the percentage of 54% towards 213 times of errors occurrences.

Keywords: *error analysis, English comparison degree, error evaluation*

Introduction

As a non-English speaking country, Indonesian posits English as a foreign language. Yet, in Indonesia, the use of English within several aspects can't be ignored. It has been taught as one of learning subject to Indonesian scholars. Learning about English language means learning about the structure of the language itself as well. The importance of grammar is expressed by Alexander (1990:1), he argues that grammar is the support system of communication and we learn it to communicate better. It explains the *why* and *how* of language. We learn it because we can't do without it.

Learning L2 is normally begins after someone has already completely learned his mother tongue (L1), therefore it is not rare to say that the students at the college level have passed the phase of acquiring their L1 (Indonesian). They are obviously expected to learn their L2 as well, English in this case. They are required to have ability in constructing English sentences which are grammatically correct, whether in spoken or written form. Since at this level of education, the students in Indonesia have been exposed to the structure of English language, by means of its use in a sentence. Frank (1972:1) states that subject-predicate relationship in English sentence been divided according to the function each word. Each of these functions is classified as a different part of speech. The adjectives are a kind of modifier in the parts of speech that has grammatical property functioning to comparison. Regarding to one of adjectives uses as a comparative tool, English language also has the rule of adjective in degree of comparison. Turkel and Peterson (1982:60) describe that the comparative degree shows relative value, and is usually formed by adding *-er*, *more* or *less*; the superlative degree

is usually formed by adding *-est*, *most* or *least*. The use of adjectives in constructing English sentence is necessary as one of language foundation which needed to be mastered by the students at the college level.

Yet, though constructing sentence is one of important stage of L2 learning, it is still assumed that the college students of non-English speaking country still find difficulties in constructing English sentences; therefore they can't avoid making erroneous sentences. By looking at this phenomenon, the experts of Second Language Acquisition (SLA) field have presented an approach which is appropriate in analyzing errors, called Error Analysis (EA) by the end of 60s. Error analysis is part of the methodology of the psycholinguistic investigation of language learning. The father of EA, Corder in Richards (1973:25), claims that the making of errors is significant because it is part of the learning process itself.

Ellis (1997:15) argues that focus on errors is important, since they are conveyed these three functions; errors are a conspicuous feature of a learner language; useful for teachers to know what errors learners make; and help learners to learn when they self-correct the errors they make.

Even though EA is an old approach in SLA field, but large numbers of researches have proven that EA remains being the best approach to analyze L2 errors in classroom discourse. Moreover, in line with the earlier view of the importance of EA, it is necessary to find out whether the college students in one of the biggest city in Indonesia, Medan, make errors in their sentence construction. Thus, the researchers intend to find out the occurrences of errors in the comparative degree sentences constructed by 30 students of management major in the college of STIM SUKMA Medan.

After considering the huge number of EA research, the researchers assume that this research would be different, for this research concentrates only on common errors found in the sentence construction of comparative degree, namely rule confusion, doubling up, unbalanced comparison, omission of article and addition of article. Thus, these limitations are expected to be useful for the teacher and learner to restrict the grammar use in constructing English comparative degree sentence. This research is aimed at estimating the predominant and least dominant errors made by the management students of STIM SUKMA Medan in their comparative degree sentence construction; and evaluating the seriousness of the error occurred.

Literature Review

It is necessary to review some previous researches on errors of students' comparative degree sentence construction, mainly in non-English speaking country. This review might guide the researchers to work on this research.

Pu and He (2016:73-80) conducted a study on applied error analysis to find some comparative degree errors in the writing of Chinese high school students. This study applied Antconc to retrieve aj3 which was the marker of comparative degree error in the corpus ST2. Firstly, all these errors were classified into different groups. Next, reflective thinking helped to reveal reasons for those errors. According to the study, there were seven comparative degree error groups in this study; mischoosing analysis, omitting comparative degree, duplicative use of analysis and synthesis, overuse comparative degree, wrong in comparative degree structure, irregular adjective errors and the rest errors belonged to group seven. Three reasons accounting for those comparative errors are as: interlingual transfer, learning strategies and incomplete application of rules.

Hidayatulloh (2015) investigated the types and sources of error made by 30 students of VIII A of second grade students at MTs Al-Islamiyah, Kebon Jeruk, Jakarta, Indonesia. The test consisted of 30 items and each number of degrees of comparison was put in random. The result appeared to be the most of types of errors made by students of MTs Al-Islamiyah is misformation and the most source of error was communication strategies. Based on the result, it can be interpreted that the students do not understand in using one or more syllable in comparative and superlative with the reasons are less of reading grammar and low motivation.

Analyzing errors is significant to conduct by the teacher of L2, as through EA the teacher can figure out the students' L2 acquisition level. In order to analyze errors students make, the researchers adopted error analysis approach designed by Ellis (1997:15-20), there were several procedures applied in this research; (1) identifying errors, (2) describing errors, (3) explaining errors and (4) error evaluation. It was adopted in this research for it provided the complete procedure in analyzing L2 learner's grammar level. Moreover, it provided the researcher with error evaluation procedure, which was considerably needed to answer the research question of the seriousness of errors.

Research Methods

In this research, descriptive qualitative method was used because the data were analyzed and explained descriptively. This research focused on analyzing the error found in comparative adjectives sentences made by the students. There are 30 first-semester students of STIM Sukma Medan in the academic year of 2015/2016 taken as the sample.

In collecting the data, the students were assigned to write 10 comparative sentences about two persons' physical appearances. The students were asked to pick two world-wide known persons, whether who came from Indonesia or from foreign country. All of the comparative degree sentences they wrote taken as the data of this research. In sum, there were 300 comparative degree sentences analyzed.

Findings and Discussion

The data were analyzed based on four of EA procedures adopted from Ellis (1997). Thus, the procedures were applied respectively and functionally as;

Identifying Errors

After the data were collected, the researchers read all the data thoroughly. Then, the researchers tried to identify the errors while reading the data, by marking the errors.

Describing and Explaining Errors

In describing the errors, the researchers applied the procedure of classification of errors. The categories of errors in the sentence construction of comparative degree were defined as rule confusion, doubling up, unbalanced comparison, omission of article and addition of article. Each error occurred then classified into its categories. Table 1 below shows the example of rule confusion errors found in comparative sentences constructed by the students.

Table 1: *Example of rule confusion errors*

Sentences	Source of Errors
Lee Min Ho is <i>more tall</i> than Justin Timberlake.	Transfer
Albert Einstein <i>rich than</i> Soekarno.	Omission

The rule confusion errors occurred for 94 times. Each error was then explained due to its source of errors, whether it was transfer, omission or overgeneralization.

Table 2: *Example of doubling up errors*

Sentences	Source of Errors
Teejay's ability is more better than Justin.	Overgeneralization
Rani is more taller than Ayu.	Overgeneralization

Table 2 above shows the example of doubling up errors found in comparative sentences constructed by the students occurred for 4 times.

Table 3: *Example of unbalanced comparison errors*

Sentences	Source of Errors
Lee Min Ho's complexion is more fair than <i>Justin Timberlake</i> .	Transfer
Justin's hair is more brown than <i>Teejay</i> .	Transfer

Table 3 above shows the example of unbalanced comparison errors found in comparative sentences constructed by the students occurred for 45 times.

Table 4: *Example of omission of articles errors*

Sentences	Source of Errors
Nikita Willy is \emptyset Indonesian actress	Omission
Farah Quinn is \emptyset Indonesian chef	Omission

Table 4 above shows the example of omission of articles errors found in comparative sentences constructed by the students occurred for 32 times.

Table 5: *Example of addition of articles errors*

Sentences	Source of Errors
Selena is the longer than Ariana	Addition
Ariana is the smaller than Selena	Addition

Table 5 above shows the example of addition of articles errors found in comparative sentences constructed by the students occurred for 3 times.

Table 6: *Errors distribution in comparison degree sentence*

No.	Types of errors	Number of occurrences
1	Rules confusion	94
2	Doubling up	4

3	Unbalanced comparison	45
4	Omission of article	32
5	Addition of article	3
Total number of occurrences		178

Table 6 above shows that errors of comparison degree sentences found in students' sentences occurred for 178 times. Therefore, it can be obtained that each type of error is respectively described to be;

1. The first predominant errors is rules confusion which occurred with account for 52,9%.
2. The second predominant error is the use of unbalanced comparison, which construes of 25%.
3. The third predominant error is the omission of article 'a/an', with account for 18%,
4. Then followed by the use of doubling up comparison, which construes of 2,3%.
5. The least predominant error is the addition of article 'a/an' with account for 1,8%.

Error Evaluation

After the data were classified due to its types of errors, then each erroneous sentence was evaluated according to its level of seriousness whether it is local errors or global errors.

Table 7: *Analysis of seriousness of errors*

Sentences	Remark
Citra Kirana nose is pointed than Rossa	Local error
Dani Pedrosa ability is more better V. Rossi	Global error

Table 7 above shows the example of error seriousness analysis. As the data finished being analyzed, then it was found that within 300 sentences the students constructed, the seriousness of errors in students' comparative degree sentences employs for 213 times. It tend to be more local errors which occurred for 115 times (54%), meanwhile the global errors occurred for 98 times (46%).

Conclusion

The analysis has been done toward the data; it is found that the students of STIM Sukma Medan still commit making several errors within writing the simple sentences of comparative degree. It is shown from the result of number of errors which respectively described as followings; the confusion of applying rules occurs for 94 times (52,9%); the error of

unbalanced comparison, occurs for 45 times (25%); the omission of article 'a/an' occurs for 32 times (18%); doubling up comparison occurs for 4 times (2,3%); and the addition of article 'a/an' occurs for 3 times (1,8%). This findings lead to a level of seriousness which is important to be evaluated. The evaluation reveals that the errors employed in comparison degree sentences constructed by the students tend to be local errors. By means of the errors are not completely causing language problems as global errors are. The local errors occur for only 213 times toward the entire 300 sentences. Moreover, the global errors occur for 98 times. Though the seriousness of errors are not so alarming, but in order to enhance the English acquisition of Indonesian students, there should be in-depth pedagogical investigation applied.

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Title

Zooming in Gate-Keeping: Ameliorating Writing

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Abstract

A number of studies that focus on analyzing texts published in Indonesian scientific journals indicate that Indonesian academic gate-keepers, i.e. journal editors, do not seem to have oriented their editorial practice towards publication with international standards. This is also implied by the relatively small number of Indonesian journals indexed in reputable international databases. In order to examine the actual conditions of the academic gate-keeping practice of Indonesian journals, we conducted a study investigating Indonesian journal editors' perceptions of rhetorical elements of manuscripts. We collected the data by means of questionnaire which mainly inquires into what elements the editors think are required in different sections of manuscripts prepared for publication in scientific journals and the reasons why they think that way. The findings provide an empirical-based description on the editors' perceptions and understanding of good manuscripts and lead to recommendations on what can be improved with the current practice of academic gate-keeping in Indonesia.

Keywords: *gate-keepers, journal editors, rhetorical elements, international journals*

Introduction

This study aims to investigate the perceptions of Indonesian journal editors of rhetorical elements needed in a good manuscript. It departs from the concerns of a number of Indonesian academics, such as Djojodibroto (2004), Mirahayuni (2002), about insignificant contribution of Indonesian academics to the global academic sphere. The Competitive Research Grant Manual for International Publication has also thoroughly and convincingly presented data indicating the lack of contribution of Indonesian academics in shaping the world's body of knowledge.

With sheer determination to contribute to the attempts in minimising the aforementioned problem, several studies have been carried out (Basthomi, 2007, 2009, 2012; Cahyono, 2007; Rakhmawati, 2014; Widiati, Basthomi, & El Khoiri, 2010). These studies, however, focused on the analysis of texts written by Indonesian academics. In other words, their studies have not directly and adequately dealt with the academic discourse gate-keepers. Even though Basthomi (2012) has addressed the academic discourse gate-keepers, he just dealt with only a small number of reviewers/editors, i.e. five (5) persons.

Research in this area have been conducted not only by Indonesian researchers, but also those outside of Indonesia who have interest in academics whose L1 is not English (e.g., Flowerdew, 2001; Hyland, 2002). These studies have successfully pinpointed the problems in academic writings by non-native English writers, including Indonesian academics. Their academic writings, particularly the ones in the form of research articles, tend to exhibit the characteristics of writings by Indonesian academics, especially in the introduction and discussion section (Rakhmawati, 2014). This situation also holds true with regard to the introductory section of research proposals (Basthomi, 2009). Basthomi (2009) has noted that the introduction section of several dissertation proposals by a number of Indonesian students taking courses in English Language Teaching tends to be crammed with elaboration of concepts but less successful in showing the uniqueness of the topic or research problems proposed. The same issue was found by Rakhmawati (2014) on research articles written by Indonesian academics which have been published in scientific journals in Indonesia.

As aforementioned, it is undeniable that Indonesian academics have not been able to significantly contribute to the shaping of body of knowledge globally. It is pinpointed that this issue is associated with the fact that international media for the dissemination of research articles frequently use English, whereas English has rhetorical orientation or norms that might be different from those of Indonesian (Mirahayuni, 2002; Rakhmawati, 2014). The different rhetorical norms often become a significant inhibiting factor for the academics' success in publishing in international journals (Flowerdew, 2001). Upon this ground, conscious and research-based effort is required in order to be able to overcome the problem.

With the attributes described above, writing practices of Indonesian academics are very likely caused by the practice of gate-keeping (Basthomi, 2015; McGinty, 1999; Swales, 2004) which is typically Indonesian. Fundamentally, gate-keeping always takes place anytime and anywhere because we always establish communication on a daily basis as well as in academic contexts (Bergh, 2008; Cormode, 2013; Pearson, Mullen, Thomason, & Phillips, 2006). It is

part of the usual practice of tutelage, the curricular norms of which are passed down from the more experienced community members to the next generation (Eden, 2008; McGinty, 1999). Despite the fact that the research done by McGinty (1999) is very much influential to the research reported in this article, the primary consideration of the theoretical foundations McGinty took into account, namely Coser's and Lewin's model, does not have direct link to this study. It happened because the two models referred to by McGinty are less relevant to the situation in Indonesia as the setting of this research.

It should be noted that there is a tendency of ambivalence towards the existence and/or the appointment of journal reviewers in Indonesia (Basthomi, 2012). The same is also true about the journal editors. Although McGinty (1999) also indicated this ambivalence, the two models McGinty referred to, which are reflections of the practice of journal publication in more developed countries, are less suitable to be used as a benchmark in a research that deals with journal editors in Indonesia. The second reason why the two models of McGinty's foundation are less suitable for this study is that they are less specific in looking at the rhetorical expectations (which affect the substance) of articles, while this study aims at examining journal editors' conception and expectations regarding elements considered important in the three parts of an article, namely Introduction, Method, and Discussion. Conception and expectations of these three elements are rhetorical, while the two models in McGinty's theoretical foundation are not as specific as the work of this research. For one thing, this study focuses more on journal editors who directly relate to the efforts of preservation and quality improvement of publications (Baruch, Konrad, Aguinis, & Starbuck, 2008) and for another, it is directly related to the rhetorical aspects which are also attributable to the substance. Therefore, this research framework is more relevant to research conducted by Flowerdew (2001), Huckin and Berkenkotter (1995), and Swales (1990; 2004), which links to the concept of research space.

The concept of space is associated with staging (Renkema, 1993). The concept of staging is similar to the concept of thematization which Brown and Yule (1983, p. 134) define as the organization of the text, namely that any clause, sentence, paragraph, episode, and discourse is developed from an element serving as the central point of development. In this regard, the importance of the thoughts proposed by Brown and Yule (1983, p. 124) is the emphasis on certain elements as a result of the manipulation of a linear structure. In spite of the slight difference from the concept of linearization by Brown and Yule above, Renkema (1993) has a similar conception. Renkema's (1993) idea is open to the use of rhetorical devices such as the selection of lexis, repetition, metaphor, and so forth. The selection of lexis, in

particular, has frequently become the locus of analysis in the field of corpus linguistics (see Guswenda and Basthomi, 2013; Shitadevi and Yannuar, 2013; Wijayanti and Widiati, 2013).

Swales (1990; 2004) has demonstrated the application of text analysis on a particular genre, especially research articles, with the term move analysis. This application is in line with the loose definition of staging as mentioned above. Although Swales' monumental book published in 1990 has not presented the definition of move explicitly, his work in implementing the concept of move resulting in a schematic model structure called Create a Research Space (CARS) has drawn a lot of appreciation and criticism. In his book published in 2004, which is a continuation and self-critique of Swales to various issues and concepts he has pointed out in his book published in 1990, Swales defines the term move as discourse unit or rhetoric showing a coherent communicative function. The discourse is in the form of written and spoken. In an attempt to give this definition, Swales (2004, p. 229) emphasised that move tends to be more functional rather than formal. However, it should be acknowledged that the formal aspects, at certain levels, play a role in determining the boundaries of move since these formal units are able to help in facilitating the application of the move concept which some researchers considered intuitive (Mirahayuni, 2001, 2002). Without any objections, Swales (2004, p. 229) even underlined the need for intuition as the basis for move analysis.

The concept of staging and move which tend to refer to the same issue has been indicated by several researchers in the field of discourse/genre analysis (see Ahmad, 1997; Safnil, 2000). The practice of staging and move analysis is in line with the text analysis widely used in several types of qualitative research (Titscher, Meyer, Wodak & Vetter, 2000). The application of staging and move analysis is bottom-up (Titscher, et al., 2000; Swales, 2004). Moreover, it must be underlined here that the results of move analysis undertaken by a number of researchers such as Ahmad (1997), Mirahayuni (2002), Rakhmawati (2014), Safnil (2000), and Swales (2004) have gone through the process of editing or gate-keeping. Thus, the schematic model of rhetorical structure generated by Swales (1990; 2004) can be considered as a rhetorical standard for international publications suggesting the use of English. It is also consistent with the results of the analysis done by Flowerdew (2001) concerning international journal editors' conception of rhetorical issues of English non-native speakers. In this regard, Basthomi (2007) identified that Indonesian academic discourse gate-keepers have not oriented the gate-keeping practices (scientific publications in journals) towards international publications. It is also indicated by an insignificant number of Indonesian journal publications

indexed in international leading indexing institutions such as Scopus and Thomson (KOPERTIS12, 2016).

Journal editors, as academic discourse gate-keepers, have a double task: to fulfil writers' needs, and to maintain and improve the journal standards and reputation (Pearson, et al., 2006). Cormode (2013) points out a series of manuscript processing stages showing the crucial roles of the journal editors. At least, there are five stages showing journal editors' roles that can be extracted and elaborated from Cormode's explanation, namely in (1) doing a quick review of manuscripts to determine whether or not a manuscript is worth-forwarding to reviewers for evaluation, especially in terms of the novelty of contribution and clarity as well as the suitability of topic to the scope and format of the journal, (2) studying the evaluation results of manuscripts by the reviewers and doing the follow-up needed, (3) communicating with the author about the evaluation results, (4) communicating with authors and reviewers related to the process of manuscript revision, (5) making the final decision on whether or not a manuscript deserves to be published in the journal, and (6) editing the manuscript and communicating possible further revisions needed. This description shows that not only reviewers but also editors are required to understand the criteria of good quality texts to be able to smoothly perform the aforementioned tasks and ultimately produce good quality volumes of journal. In the Indonesian context, in accordance with the national agenda of Directorate of Research and Community Service of the Indonesian Ministry of Research, Technology and Higher Education in encouraging Indonesian journals to become internationally reputed and improving international publications of Indonesian academics, it is clear that editors' understanding of the concept of rhetorical elements in the academic texts of articles, with reference to the standards of international journals, need to be pursued and improved. There are scarcely any studies, however, that investigate the Indonesian journal editors' perceptions and understanding of the rhetorical elements of a manuscript. It is the purpose of this study to provide empirical-based description on this, which, in turn, can lead to founded recommendations on what can be improved with the current practice of academic gate-keeping in Indonesia.

Methodology

This research is a case study involving editors from various journals participating in a training programme for editors. A questionnaire was used to gather data about the scientific journal editors' perceptions of rhetorical elements of manuscripts. The questionnaire,

consisting of open-ended questions, was intended to find out the journal editors' understanding of what elements are required in the Introduction, Method and Discussion sections of a manuscript meant for publication in scientific journals, why they think the elements should be included, and how the elements should be presented. Prior to distribution, the questionnaire was piloted and revised. In collecting the data, the questionnaire was distributed in a journal publication workshop attended by editors of different journals in Indonesia.

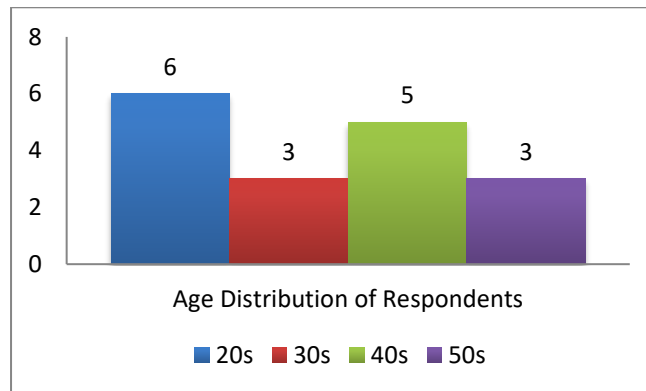


Figure 1: *Age Distribution of Respondents*

The respondents in this research were 17 editors (10 males and 7 females) representing the managements of nine journals in the field of social sciences and humanities at several universities in Indonesia which publish articles in English. The respondents were those willing to fill out the questionnaire. The age composition of the respondents is shown in Figure 1. Figure 1 illustrates that most of the respondents were editors in their 20s and 40s. The editors' ages do not correlate with the duration of their experience as journal editors. For example, there was an editor aged 40s but was just in his/her first year working as a journal editor. For that matter, Figure 2 shows the duration of the respondents' experience as journal editors with a span of 1 year or less up to 3 years, 4-6 years, and 7-10 years or more. Figure 2 shows that 70% of respondents have been working as an editor for 1 – 3 years.

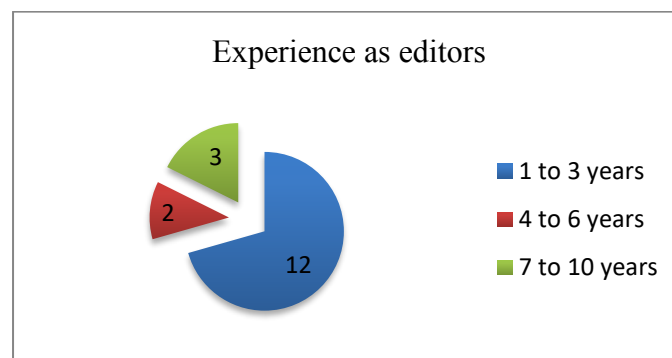


Figure 2: *Duration of Experience as a Journal Editor*

The data analysis was carried out through several steps, i.e. organising data, classifying data into specific units, searching for patterns, discovering what is important and what is to be learnt, and deciding what to tell others (Bogdan & Biklen, 2006). Thus, the data analysis process moved from a rough draft to a research product. There are two methods of data analysis employed: quantitative analysis and qualitative analysis. The quantitative analysis used is descriptive analysis to come up with percentages, while the qualitative analysis applied is content analysis, domain analysis and taxonomic analysis.

Findings and Discussion

The questionnaire on journal editor's perception used to collect the data contains 13 types of questions on three important parts of research-based articles, namely Introduction, Method and Discussion. The journal editors' description and concepts as described in the questionnaire responses are illustrated as follows.

The first question is about what elements should be included in the introduction section. Almost all the editors responded that the introductory part in an article should contain background, problem, and objective. R3, R16 and R17 show that the introduction section needs to pay attention to the importance of the topic proposed and the contribution of the article to the body of knowledge. However, almost none of the respondents emphasised the significance of reviewing previous research in the introduction section to demonstrate criticality (establishing a niche) and positionality (occupying the niche) (Swales & Feak, 2004).

The next question concerning the introduction section is about the importance of writing key terms and discussing previous research in introduction according to the respondents. Figure 3 shows the number of respondents who answered "yes" to this question. It illustrates that almost 70% of the respondents felt the need to write definitions in the introduction section for the following reasons:

- as a support to give a reason/message of the importance of topic under study
- as the trigger to further read the issue under study
- for building knowledge of the field, but it is better to bring/compare with previous research
- so that there is a common perception between the author of the article and the reviewer
- to explain theories that will be used by the writer.
- to ensure there is a common perception regarding the content of the manuscript between the writer and the reader

- as a study to analyse.
- as a foundation of research in order to be aware of the continuity of the existing research, and development or novelty to the body of knowledge
- as the foundation of research. A study is considered correct if the theoretical definition is clear and accountable
- to clarify the problem
- as explanation for possible ambiguity
- as a reference (foundation)
- to direct researchers to be able to formulate research problems based on the issues under investigation

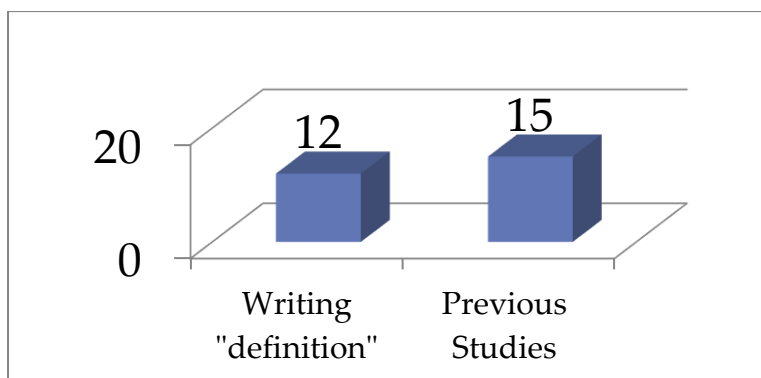


Figure 3: Respondents' Opinions on the Importance of Definition and Previous Studies in Introduction

Most of the respondents answered that definition is required for the theoretical framework and harmonising perception. Writing definition in the introduction section to clarify the topic being proposed and harmonise perceptions between the writer and the readers is considered necessary. However, up to this point, it is not clear if the respondents would see an introduction mainly presenting clear elaboration of definitions is tolerable. Based on the practice as shown in a number of research article texts (see, e.g., Basthomi 2006; Rakhmawati, 2014), we may assume that full-fledged elaboration of definitions is likely to be tolerated by the respondents. If this assumption has validity, there seems to be no guarantee that the editors would expect for arguments as the important function of introduction out of the elaboration of the definitions.

Therefore, we would see that editors need to be critical to see whether the author only includes definition that is necessary to build argument for the need to do research which the writer is reporting, or the other way around, fills up the introduction section with normative definitions which are not really informative in the sense of building arguments for the

significance of the project under study. This issue is related to studies on the analysis of research articles composed by Indonesian writers, in which it was found that the introduction section was crammed with concept elaboration rather than an explanation to identify a gap, fill the gap, and demonstrate the position of the present research among the previous research in the body of literature related to the topic (Basthomi 2007, 2009, 2012; Cahyono, 2007; Rakhmawati, 2014; Widiati, Basthomi & El Khoiri, 2010).

The participants did not emphasize the importance of reviewing previous studies when they were asked an open-ended question of what needs to be included in the introduction section. However, after the issue was raised in the questionnaire through a yes/no question, fifteen out of the twenty respondents agreed that previous research need to be included in the introduction section. The aims, according to the respondents, are as follows.

- as a comparison to the issue under study—to ensure that it is really a problem
- to inform the readers about former studies, as an enrichment to the readers
- to account for the contribution of the present study compared to previous studies
- to provide an overview of the problem and a review of literature and reference
- if there is a connection with the research and scientific manuscript to be written, the development of the research results could be identified
- as a comparison
- to demonstrate the novelty and continuity in the study around the issue
- as a basis for research sustainability and as a theoretical framework or reference
- to support the research to be conducted and as renewal of the previous research
- to strengthen the argument in the discussion section and compare them with similar research which has been done by other researchers
- to avoid plagiarism
- to show that the issue under discussion is something different
- as a benchmark to obtain different results from the previous studies
- to avoid repetition and show that the present study is a continuation of the previous studies

It can be inferred that to a certain extent the respondents have some understanding that previous research is important for inclusion in the introduction section as a reference to determine the significance of the topic proposed, as a comparison, to show the development of research on that specific topic, and to demonstrate the gap and the novelty of the topic.

However, as discussed earlier, the articles published in Indonesian journals did not seem to provide evidence that editor have applied this understanding on their gate-keeping practice.

In addition to the introduction section, the questionnaire also enquired the editors as the respondents about what should be covered in the method section. The respondents' answers touched on some areas including research design, data collection, and data analysis. The respondents answered questions about whether the definition of method, explanation of sample and population, as well as explanation of the validity and reliability should be covered in the method section. The number of respondents who answered "yes" to these three questions is shown in Figure 4.

Figure 4 illustrates that almost 70% to 90% of the respondents stated that the method section should discuss the definition of the method used, the information about sample and population as well as the explanation of the validity and reliability. However, similar to that in the introduction section, the editors should be vigilant about the inclusion of the definitions related to the method, whether they are really necessary and relevant to the research being carried out. It seems that the respondents were not clear as to whether information about population and sampling are really compulsory to be included in the method section particularly in qualitative research with case studies. We need to note that in case studies generally researchers select certain individuals due to their characteristics that suit the needs of the research so that the sampling tends to be based on purposive technique. As such, discussing the definition of the population does not really provide new information.

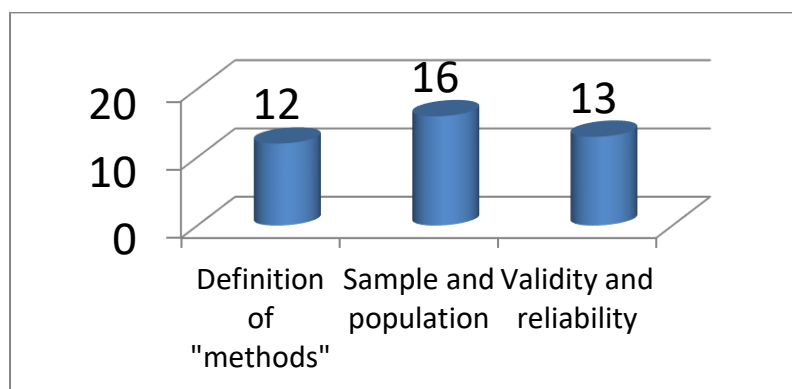


Figure 4: *Respondents' Answers to Questions about the Content of Method*

The last part of the questionnaire consists of the questions about the discussion section in an article. According to the respondents, the elements included in the discussion section include the following:

- describing the research, linking with the results of related previous research
- displaying– descriptive answers to the issues proposed
- elaborating research variables, research findings and theoretical underpinnings to understand the findings
- adjusting data to suit the research objective or problem, theoretical support to the problems posed.
- The use of the findings for practical purposes and writer interpretation of the findings
- description of samples, discussion of the linkage of theory with the data obtained.
- Description of data, literature review, and theory
- Presentation of research findings and analysis supported with the existing theory
- Research findings compared to previous studies done by other researchers, comparison with previous studies, the novelty invented, and the relation to the hypothesis.
- Discussion between the research results with the existing theories. If any, previous supporting studies should be included. Moreover, hypothesis testing results and discussion should be presented.
- The reference and research findings
- The main problem analysis, analysis of findings and compared with previous studies and showing that the research we discussed will produce something new and different.
- In this section, discussion is done by comparing the problems with former studies and possibility to develop in the future study.
- Presenting main research data, examining data obtained in accordance with the existing problems using the theories used.

In brief, the majority of the respondents considered that the discussion section should cover the findings, the answer to the research problem, the discussion relating to theories (9 respondents), as well as previous studies (4 respondents). One of the respondents revealed that the research results should be connected to previous supporting research. Similar to that regarding the introduction section, the emphasis on the importance of discussing the research results by referring to the previous research has not been clearly indicated in the journal editors' responses in the questionnaire.

Conclusions and Suggestions

As a result of the analysis of the questionnaire as a whole, it can be concluded that the journal editors involved in this study have had more or less some understanding and awareness

of what important elements should be included in the introduction, method and discussion sections. However, it is quite clear that the editors did not give enough emphasis on the importance of previous studies particularly in the Introduction and Discussion sections of articles, which is likely to relate with the results of studies on analysis of texts published in Indonesian journals. Indonesian journal editors are in need for more training programmes to further sharpen their understanding of rhetorical elements of manuscripts so as to be able to apply their understanding and awareness in their editorial practice. This is mainly related to how Introduction should be written with the orientation of international publications, in terms of disciplinarity, criticality, positionality, and the importance of discussing the research findings with reference to relevant previous studies. Through effective training concerning article substance, not just on technical issues as editor trainings usually focus on, editors will be able to contribute more toward educating authors and improving their journal quality.

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Title

Designing Worksheets of English Academic Word for English Education

Department Students at IAIN Palopo

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Abstract

This study aims at designing worksheets of English academic words for English Education Department students at IAIN Palopo. To design the worksheets, the researcher adopts ADDIE Model standing for Analyze, Design, Develop, Implement, and Evaluate. The data are obtained by analyzing the materials for vocabulary course stated in syllabus, validating the product to the two experts, and trying out the product to the users in order to examine their appropriateness. Then, all the data are analyzed qualitatively and quantitatively. For the try-out, 5 (five) aspects of the product are tried out; 1) objective; 2) instruction; 3) design; 4) content; and 5) time allotment – 40 (forty) students are involved as the subject of the try-out. The product indicates that the worksheets cover 570 families of English academic words adapted from Oxford Dictionary. Then, the formats of the worksheets are in the forms of word search, puzzle, jumbled letters, and word formation. The findings of the try-out show

that; 1) the objective of the worksheets meets with the objective of the course stated in the syllabus; 2) the instructions in each section are totally understandable and readable; 3) the worksheet is well-designed; 4) all the words designed being word search, puzzle, jumbled letters, and word formation are clearly listed in the Academic Word List; and 5) the time allotment for each format is allotted appropriately. In short, the product is found acceptable for the English education students as the media to enhance their vocabulary mastery.

Keywords: *Worksheet, English Academic Word, Word Search, Puzzle, Jumbled Letters*

Introduction

The preliminary study conducted on February 2015 at the fourth semester students of ELT program at IAIN Palopo indicated that students' academic words mastery was still low. It was supported by evidence that 2 out of 40 students only knew 68 out of 570 academic word families (Hornby, 2010) and others were not more than that. Then, they preferred to utilize daily words than academic words – for example, they preferred to utilize “get” than “obtain, attain, or achieve” both in their writing and speaking. Further, they had no sources utilized in enhancing their academic words. To solve the problems, the researcher designed worksheets for English academic words in forms of word search, puzzle, jumbled letters, and word formation. This study aimed at designing appropriate worksheets for English academic words. This worksheet was developed applied Bloom Taxonomy (Adams, 2015; Soleimani & Kheiri, 2016; Natasha & John, 2013) and adapted some basic principles in developing materials proposed by Tomlinson (2011: 8 – 23).

Coxhead (2012) views academic vocabulary as an important part of university life both for students and for their lecturers, particularly in high-stakes writing and assessment. It is totally beneficial to perform the quality of their academic outcomes. Nagy & Townsend (2012) and Baumann & Graves (2010) also state that academic words rarely utilize in oral conversation because academic words only frequently use in writing and is not easily expressed in everyday communication. Then, Cons (2012) points out that student needs explicit instruction on how to effectively use academic words in writing. In this case, teachers should provide appropriate examples of academic words in writing – it is very beneficial to help students feel comfortable using academic words in their writing.

Further, Carter (1974: 114) points out that crossword puzzles can be utilized as a

language teaching activity – the methodological approach can be cognitive, behavioral, or both. He also views crossword puzzles can not only be utilized for one subject such language teaching but also can be integrated with a variety of course objectives. One of the advantages of using crossword puzzles for educational purposes is able to be utilized for either full-class or small- group situations. Moreover, this kind of puzzle has been developed in accordance to technology development. Many puzzles that have been computerized can be downloaded freely. One of the new crossword puzzle generations being developed is WebCrow-generation (Regutini et.al, 2011). One of the advantages of this new generation is able to create new crosswords objectively with no human intervention. It is totally beneficial for teachers to design their own crossword puzzles accurately and efficiently.

Methodology

The research design was Research and Development applying ADDIE model standing for Analysis, Design, Develop, Implement, and Evaluate.

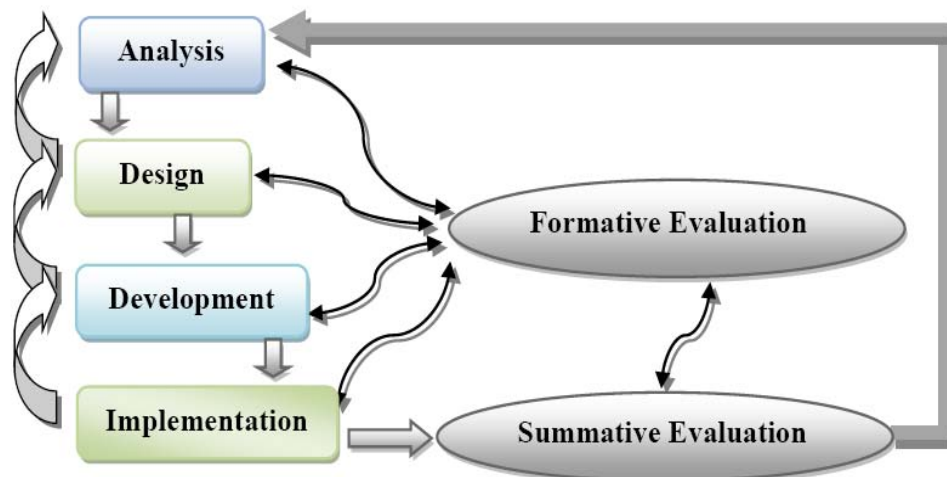


Figure 1. ADDIE Model (McGriff, 2000)

First, the researcher conducted need analysis (Nation & Macalister, 2010) dealing with the students’ learning styles and characters. He also analyzed the students’ academic vocabulary mastery by providing a test. Then, he identified and discussed with experts to decide what academic vocabulary and formats being included in the worksheets. Second, he listed the academic vocabulary and began to design the worksheets. Third, he inserted all academic words to the forms and laid out the worksheets to create interesting, readable, and applicable product. Fourth, he tried out it to measure its quality. It was tried out to 40 students at English Education Department of IAIN Palopo. Fifth, he conducted formative (ongoing during and between phases) and summative (the final evaluation) evaluation. In addition,

revision was done based on the try-out findings.

The research instruments were rubric (for experts and students) and worksheet (only for experts). Furthermore, types of data obtained were qualitative and quantitative. The qualitative data gained from the experts were analyzed qualitatively; meanwhile the quantitative data gained from the try-out were analyzed descriptively.

Findings and discussion

It was found that the teaching vocabulary did not meet with the course objective. The evidence showed that the materials presented by the lecturer only dealt with daily vocabulary. Also, both students and lecturers totally needed worksheet to achieve the objective. Further, the students pointed 4 out of 11 formats (word search, puzzle, jumbled letters, and word formation) as the appropriate formats for their worksheets because they were interesting, challenging, and motivating to promote their English academic words.

The worksheets were validated by two experts dealing with 5 aspects; objective, instruction, contents, formats/lay-out, and time allotment. It was found that the objective of the worksheet met with the objective of the course. It did not only promote students' ability to understand English academic words but also to create new words from roots given. Then, they viewed the instruction for Word Search not really clear – the students were only asked to find 10 hidden words in the grid and provided one example without stating how to find the answers. They suggested making clear the instruction by stating that the answer can be found horizontally, vertically, and so on. Further, they also found words not listed in Academic Word List (AWL) such as cook, book, and so on. There were also misspelling words such as acheive (should be achieve). Also, each worksheet was designed too wordy without considering the time allotment. They suggested providing adequate words by considering the time given for each worksheet. Finally, the formats were well-designed; meanwhile font face, font size, and line space were inappropriate. They suggested that the fonts should be readable and the line space should be appropriate in order to provide adequate space for students to take notes.

The worksheets had met with the course objective to promote students' English academic word mastery. It indicated that 35 out of 40 students viewed the worksheets can promote and enhance their English academic words. They found new words in the worksheets, and mastered them easily. Then, the instructions were understandable and readable. The evidence showed that no one asked to be explained what to do with the worksheets. They totally understood what to do through the instructions for each worksheet. Therefore, the researcher

concluded that the instructions were clear for students.

Further, 36 out of 40 students stated that all the formats totally forced and challenged them to think in finding the correct answers. For instance, the jumbled letters; the answers were unpredictable such as “izulite” being “utilize” and “venanoti” being “innovate”. They also stated that the formats were totally enjoyable, interesting, challenging, and motivating to enhance their vocabulary mastery. In the try-out they were totally serious, active, and enthusiast in doing the worksheets. Also, they found that all words in the worksheets were clearly stated in AWL adopted from Oxford Dictionary. Finally, the time allotment was appropriate and accurate. The researcher distributed proportionally the time allotment for each format by considering their complexity. It was supported by the evidence that the students completely finished doing the worksheet based on the time provided.

The findings of this study meet with the basic principles of developing materials proposed by Tomlinson (2010, 8-23). Then, the worksheets have been also developed following the CTL principles: constructivism, inquiry, questioning, learning community, reflection and authentic assessment. Also, the worksheet was also designed dealing with Bloom Taxonomy (remembering, understanding, analyzing, applying, evaluating, and creating). In this case, the exercises were designed not only to measure students’ understanding of academic words but also to improve their ability to create new words. Further, the findings also support Carter’s (1974: 114) statements that crossword puzzles can be designed for as a language teaching activity by applying cognitive, behavioral approaches, or both. The researcher points out that not only crossword puzzles but also all kinds of worksheets for language teaching activity such as word search, jumbled words, and word formation can be designed by applying the cognitive and behavioral approaches, or both.

Conclusion

This study aimed at designing worksheets of English academic words for ELT students at IAIN Palopo. The product indicated that the worksheets covered 570 English academic words families adapted from Oxford Dictionary. The findings of the try-out showed that; 1) the objective of the worksheets met with the objective stated in the syllabus; 2) the instructions were understandable and readable; 3) the worksheet was well-designed; 4) all the words designed being word search, puzzle, jumbled letters, and word formation were clearly listed in the Academic Word List; and 5) the time allotment for each format was allotted appropriately. In short, the product was acceptable for the ELT students as the media to enhance their vocabulary mastery.

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Title

The Effect of Corrective Feedback on Grammatical Accuracy in a Thai University Context

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Abstract

Growing body of research has proved the value of feedback and purposeful correction of students' error. However, some scholars have raised objections to corrective use and have pointed out that it is unhelpful or even harmful for students' writing development. Nevertheless, very few studies have conducted an experiment on the effectiveness in terms of accuracy on business letter writing. Contributing to this research base, this present study investigates the students' accuracy and it is paramount that corrective feedback be structured according to an individual learner's linguistic ability.

Keywords: *direct feedback, indirect feedback, written accuracy*

Introduction

Conflicting findings on corrective feedback have been offered since the mid 80's up to today, hence the results have not been helpful in settling the issue of whether to use or avoid corrective feedback in EFL/ESL classrooms (Storch, 2010). Based on the mixed and conflicting findings, writing teachers in the EFL context are left to depend on their personal preferences on whether and how feedback should be provided to their students' written work. The effectiveness of providing feedback is considered an important aspect of a teacher (Hyland and Hyland, 2006) but whether correcting students' error will positively result in better students' writing is still something that researchers and scholars need to examine. This study uses the framework based on Ellis' (2009) typology of corrective feedback—direct correction and indirect correction.

Literature Review

Defining Feedback

The term feedback has been used by various scholars to refer to both negative as well as positive error treatment which may occur in both natural setting and the instructional setting. According to Sherman (1994, p.57) feedback is considered to be a response or reaction from another person to something one does that can be used to support one to assess and improve the performance in the future. For Ur (1996, p.33), feedback is information which is designed for “managing the relationship between the writer and student's task”.

Dichotomy between Direct and Indirect Feedback

The discussion around the effectiveness of grammar correction became generally known in the late 1990s mainly because of a debate between Truscott (1996) and Ferris (1999). Initially, Truscott wrote an article where he claimed that all kinds of grammar corrections should be eliminated, and that grammar correction is ineffective, not natural and even downright harmful. He also stated that teachers are not to presuppose that correcting students' grammar is helpful for, and will work in favor for, the students. He also claimed that perhaps tradition is what keeps teachers correcting grammatical errors (Truscott, 1996). Truscott concludes that anything else but grammar correction is better than grammar correction, a statement that provoked Ferris enough to publish a response to Truscott's article.

Thai Students' Grammatical Error

Like other EFL students, Thai EFL students have the same problems. In a Thai classroom, errors found in English written communication classroom are apparent among university students. There are six main grammatical problems for Thais according to Thep-Ackarapong (2005). These include subject-verb agreement, topic-comment structure, passive voice, relative clause, participial phrase, and subordination. According to Bennui, P. (2008), common errors were found in the grammatical area of word choice, articles, plural forms of nouns, verb to be, conditional sentences, fragments, spellings and omission of subjects.

Methodology

Six students from Direct Corrective Feedback group and six from Indirect Corrective feedback group were examined. Accuracy in the used of incorrect tense, relative clause, singular for plural, plural for singular, verb missing, subject formation, subject-verb agreement, sentence fragment and run-on sentence were classified under Syntactic Errors. Accuracy in the used of word choice, quantifier and wrong comparative were classified under Semantic Errors. Independent sample t-test were analyzed on two high, medium, and low achievers from both groups in order to see the significant differences between two feedback types.

Findings and Discussions

Table 1 *Independent Sample t-test for Syntactic Error*

Independent Sample T-test	Pre	Post
test	test	test
value)	(p	(p
	value)	value)
High Achievers	.42	.1
Medium	.51	.014
Low Achievers	.37	.005

Table 2 *Independent Sample t-test for Semantic Error*

Independent Sample T-test	Pre test (p value)	Post test (p value)
High Achievers	.42	.69
Medium	.46	.014
Low Achievers	.33	.009

Table 1 and 2 show that there were no significant differences between the students' pre-tests of both groups however, medium and low achievers receiving direct corrective feedback outperformed their counterparts receiving indirect corrective feedback in both categories.

It is clear that if the teacher provides corrective feedback to the students' written work it needs to be adapted to each individual with his or her personality, strength and weaknesses in mind. This was also confirmed by Storch (2010), who found a number of factors, like student beliefs, goals and attitude, to impact the effect of the feedback. This study is also in line with some key studies of Ellis, Lowewen and Erlam (2006), and Lyster and Mori (2006) that the explicit feedback in the form of direct correction is more effective than implicit corrective feedback in many grammatical areas especially for weaker students although the context of the instruction may at times influence the effectiveness.

One consideration that teachers may have to bear in mind when responding to their students' writing is that if they choose to deal with grammatical issues, grammatical feedback

needs to be contextualized and individualized. For example, the students' level of language proficiency must be taken into account so that the teacher will know how much assistance each student actually needs (Aljaafreh & Lantolf, 1994) and can decide what kind of feedback is suitable for a particular student. Due to learners' individual differences including language proficiency, learning styles, motivation and attitudes, teachers ought to be aware of what individual learners lack and need in order to choose feedback which is appropriate for them. This task, however, is not simple and even impractical in some contexts, but some forms of social interaction between the teachers and the students can help to inform the teachers about the learners' proficiency and needs. Different feedback types may serve different purposes and may only be suitable for different stages of proficiency (Campbell, 1998, Sommer, 1982). Sheen (2011, p.175) concluded that "the success of feedback depends on a myriad of cognitive, sociocultural, discursive, and internal and external learner factors." In practice teachers may apply more than one kind of feedback when responding to the students' writing.

Conclusion

This quasi-experimental study has answered some questions on the effect of teacher's written corrective feedback on students' grammatical accuracy and has resulted in a number of implications. Although, this study has accomplished its aim, the debate on the effectiveness of written corrective feedback will be ongoing as further research is required to address the many unanswered questions.

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Title

Alienation in the Process of Teaching and Learning English in Indonesia

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Abstract

This study aims to investigate on the existence of alienation, the characteristics of alienated students, and the ways of teachers to cope with such a condition in the English teaching and learning process. This study employs a mixed methods approach by combining interviews from the qualitative side and survey research on the quantitative side to achieve the objectives of this study. Ten teachers and twenty students participated in interviews to gather the qualitative data, and 250 students took part in the questionnaire surveys to obtain the quantitative data. Findings show that the number of alienated students as being relatively small – 14.53%. They are commonly characterized as being quiet, taking a seat at the corner, acting being busy doing something, becoming belated students, being withdrawn, and preferring to stay alone. Although the number of alienated students was small, the teachers realize that their existence could pose an issue. Hence, they attempted to solve this problem by engaging in intense communication with alienated students, giving them encouragement, and empowering classmates.

Keywords: *Alienation, relationship, English teaching and learning in Indonesia, alienated students*

Introduction

English teaching and learning processes must embody interactions between students and teachers as well as students and other students. Mutual interaction among these parties can build better relationships that lead to optimal learning (Cornelius-White, 2007). The optimal learning is hampered when the relationships are disconnected due to the state of students'

alienation. Alienation indicates the disconnection or separation in a relationship ‘with resulting tension and frustration’ (Johnson, 1973, p. 28). In the context of students, alienation embodies ‘students’ sense of emotional detachment from teachers’ (Murray & Zvoch, 2011, p. 501)

Students’ alienation in the process of teaching and learning English can be elaborated through five specific aspects including powerlessness, meaninglessness, normlessness, isolation, and self-estrangement (Barnhardt & Ginns, 2014; Brown, Higgins, & Paulsen, 2003; Hoy, 1971; Keating, 1987; Roberts, 1987; Seeman, 1959). Students are powerless when they protest to the teacher, yet their protests are ignored. Students suffer from meaninglessness when they fail to make sense of the meaning of the classroom activities for their own benefits. Students are normless when they violate the agreed rules and regulation set to regulate the better running classroom activities. Students are considered in isolation when they do not incorporate school learning goals as parts of their learning objectives. Such a denial results in students detaching from other students, declining their responsiveness towards teaching and learning processes, and losing their concern in the importance of class activities (O'Donnell, Schwab-Stone, & Ruchkin, 2006). Students are self-estranged when they fail to find self-rewarding engagements (Seeman, 1959) that may be put students in loneliness. These aspects, powerlessness, meaninglessness, normlessness, isolation, and self-estrangement, separate students from teaching and learning contexts and put them in the state of alienation becoming alienated students.

Alienated students possess several characteristics. Hyman and Snook (2001) highlight that among the characteristics of alienated students are poor students’ attendance record and students’ high rate of violating school regulations. A study in Korea conducted by Joo and Han (2000) presented some characteristics of alienated students including being quiet and passive, defensive and sensitive, unaware of their own alienated condition, feeling uncomfortable to stay longer in the classroom, preferring to do outdoor activities. Alienated students face a failure to sense the belongingness to the school where they study while a sense of belongingness.

Alienation is related to depression (Fleming, Dixon, & Merry, 2012) hopelessness, stress, and self-harm conducts or risky behaviors (Patterson, 2005). In the classroom, these impede students’ explorative endeavors (Maddi, Hoover, & Kobasa, 1982) that can end in the absence of knowledge gain in the teaching and learning processes. Risk behaviors consisting of smoking, consuming drug, exercising less and eating unhealthy foodstuff can also inhibit the success of students in the teaching and learning processes (Nutbeam, Smith, Moore, &

Bauman, 1993; Rayce, Holstein, & Kreiner, 2009). Considering these alienation impacts and the absence of the existing research in the field of English language teaching and learning in Indonesia, the researcher finds necessary to conduct this study to find out the existence of alienated students, to reveal their characteristics, and to investigate the possible solution for such a problem in the process of English language teaching and learning in Indonesia.

Literature review

Alienated students are depicted through several practical insufficiencies regarding existence, cognition, conation, feeling, recalling and behaving (Johnson, 1973). Such insufficiencies can cause students put into the states of powerlessness, meaninglessness, normlessness, isolation and self-estrangement (Brown, et al., 2003; Keating, 1987; Roberts, 1987; Seeman, 1959). The students' states of powerlessness, meaninglessness, normlessness, isolation and self-estrangement may not be easily figured out since these characterize discrete emotional circumstances and a sort of societal association.

Alienation may occur in both internal individual mental state and external public contacts (Roberts, 1987). Being quiet and silent can signify internal and external state of affairs (Joo & Han, 2000). These features should be dealt carefully because of quiet and silent features, besides signifying an inner personal psychological condition and outer social interaction, these also become a feature of an introvert (Henjum, 1982). Regarding external social interaction, alienation embodies limited public contact. Alienated students in classroom activities may be associated with the site where they feel protected to hide and isolate (Brown, et al., 2003; Keating, 1987). Kanya and Burgess (2007) mention that taking a seat at the back angle of the classroom constitutes a safe place for students from being bothered by others in the classroom environment.

Hyman and Snook (2001) report that environmental climates may create alienation becoming worse. They further mentioned that being mocked and rejected by classroom peers leads students in suffering from alienation. This brings to students in the sense of not belonging to the context where they are in. Rose (2009) explored that personal experiences of being shamed become the factor that can trigger anti-social tendencies. This can be resolved by the recognition and inclusion instead of alienating the students.

Various studies have exposed that educators, who can build better connection with students, can help students gain better-learning achievement (Jiménez & Rose, 2010; Wentzel, 2009; Wubbels & Brekelmans, 2005) The better connections or relationship with students can

be illustrated by one of the abilities of teachers to resolve the alienation issue (Murray & Zvoch, 2011). Questions can develop regarding how alienation takes place in the process of English language teaching and learning in the Indonesian cultural context.

In the interaction between students and teachers in the teaching and learning processes, their cultural background influences their interaction (Lynch, 1996). A study conducted by Goodboy, Bolkan, Myers, and Zhao (2011) give a good example of this. The study parallels how American students and Chinese students built relationships with their teachers. The study reveals that American students appear to focus more to achieve better learning achievement while Chinese students tend to mend their educational understanding and sustain their relationships. On this basis, studying alienation in the process of English teaching and learning in Indonesia may provide significant contribution for stakeholders for English language teaching and learning in this context

Methods

The population was all students who studied English and all lecturers who taught English at LTC UMY (Language Training Center, Universitas Muhammadiyah Yogyakarta) in Semester 1, 2014 and all lecturers. There were around 4400 students and 51 active teaching lecturers in this semester. The sample of this study was taken using convenience sampling comprising 250 students to answer the questionnaires to obtain the quantitative data and ten lecturers and 20 students to be interviewed to obtain qualitative data. The questionnaire was written in English accompanied with Indonesian translation and the interview was conducted using the Indonesian language to preserve the participants' understanding of the content of the communication. These two different data collection methods were used to gather the qualitative and quantitative data since this study adopted a mix methods design. The quantitative data were analyzed using descriptive statistics while the qualitative data were analyzed using thematic analyses.

The findings

Findings show the qualitative and quantitative data. The quantitative findings show that referring to Table 1, about 52.54 % of the students answered that they do not feel alienated. The number is obtained by adding the students 'strongly disagree' and "disagree" responses. The smaller number of students (32.92 %) feel that they are neither alienated nor attached to the teachers. The number of alienated students is relatively small 14.53% combining the

“agree” and “strongly agree” responses of the participants. The complete finding can be seen in Table 1 below.

Table 1. The quantitative data findings of the students’ alienation in the English teaching and learning processes

Questionnaire items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
No one knows that I feel separated from others in the English teaching and learning processes	35.63	28.62	24.71	7.6	3.44	100
I get distracted easily in the English teaching and learning processes	27.56	26.31	29.2	9.13	7.8	100
My lecturers do not understand what happen to me in the English teaching and learning processes	10.4	29.12	44.87	12.55	3.06	100
Total Average	24.53	28.01	32.93	9.76	4.77	100

The qualitative data findings that were obtained from the thematic analyses reveal several points related to the characteristics of alienated students and the ways to overcome the alienated students. The alienated students are featured as being quiet, taking a seat at the back angle of the class, acting being busy doing something, becoming belated students, withdrawing from the class activities, and preferring to stay alone. The following except may represent the nature of the alienated students in the classroom

.... Yes, frankly I feel alienated. Ehmm it is due to...ehm I got no attention from teachers. Yes, I am quiet and passive. The teachers seem do not understand me, what I am suffering from. If the teachers understand me, they should assist me, but I obtained no assistance as I hope....

(Interview student 12)

... I think they feel alienated, they usually keep silent, shy, and sit in the corner. For these types of students, I always try to involve them, yet it is not as that easy ...

(Interview Teacher 6)

The qualitative findings also indicate the way to solve this issue. The thematic analysis shows several points how teachers solve these problem covering making intense engagement though passionate communication with alienated students, giving them encouragement, and empowering classmates. The following excerpts indicate the ways the teachers handle the alienated students.

.....The students always arrive in the class late, and they are passive and quiet. Their friends complain to me since their attitudes disturb other students when they are assigned to work in groups with them. I then make a personal approach to them and ask why....

(Interview teacher 4)

... the student comes late and does not socialize with other students. As the rule says that coming late more than 15 minutes late does not allow student to enter the class, I firmly forbid him from entering the class. Actually, he makes the complaint, but a rule is a rule. ...

Discussion

Although the quantitative findings show a relatively small number of alienated students (14.53%), this number cannot be ignored as making an assumption in 100 students there will be 14 students feels alienated. This number (14.4%) is lower than what happen in a study conducted by Joo and Han (2000) in Korea. They found that there were 24.2% of the sample perceiving alienation. Therefore, although the number of alienated students was small, this still becomes an issue that teachers need to address.

The qualitative findings show that teachers did notice characteristics of alienated students, including such behaviors as being quiet, taking a seat at the back angle of the class, acting being busy doing something, becoming belated students, withdrawing from the class activities, and preferring to stay alone. Being quiet may be addressed to a study that characterizes Indonesian students as socially silent (Exley, 2005). Being quiet in the process of English language teaching and learning in Indonesian context should be perceived as probably to relate to their low English proficiency and introverted feature rather than socially rooted features.

Taking a seat at the back angle of the class becomes the feature of alienated students. This is due to the angle location constitutes a safe place for the alienated students to conceal themselves from their perceived danger in the classroom activities (Brown, et al., 2003;

Keating, 1987). In addition, Kaya and Burgess (2007) argue that sitting spot of students in the classroom can describe the learners' territoriality and designate a degree of learners' participation in the teaching and learning process.

Acting being busy doing something comprises a feature of alienated students. In this respect, students who act as such are in a state of meaninglessness because they are not able to catch up, or do not want to follow the teaching and learning process (Keating, 1987; Seeman, 1959). The teachers should perform their class activities to achieve the learning objectives while differently the students attend the class since they just fulfill the attendance requirement (Indonesian universities commonly require students to attend minimum 75 % of the whole meetings in the semester). Such a different gap may put students in boredom that results in them tension and frustration in the classroom (Johnson, 1973). To escape from the boredom, the students then act being busy to something that is separated from the main learning objectives to kill the time

Becoming belated students indicates the students' normlessness (Keating, 1987; Roberts, 1987) as the students break the rule that they are supposed to obey. In addition, this illustrates the students' powerlessness since the students are not managed to control the class and their incapability to alter the teacher's methods. Consequently, the students perform conating deficiencies (Johnson, 1973), alienating themselves by coming to the class. Then, preferring to stay alone indicate the features of alienated students as self-estranged and isolated (Brown, et al., 2003). This may cause loneliness and lead to a lack of engagement in class activities.

Several ways to handle alienated in the process of English language teaching and learning in Indonesia. The attempts include engaging in intense communication with alienated students, giving them encouragement, and empowering classmates. Making an attempt to engage intense communication supports alienated students to develop their involvement in class activities. When teachers confirm that students are capable of following the lesson, this confirmation provides strong impacts on the students' classroom engagement and academic performances (Goodboy & Myers, 2008, p. 174).

Giving encouragement is one of the ways the teachers handle the alienated students in Indonesia. When encouragement work students will feel motivated to be enthusiastically engaged in classroom activities and sense satisfaction due to be capable of taking a dynamic part in building their understanding (Biggs, 2012). Accordingly, the teachers' motivation and

inspiration are helpful in appealing the students to participate in the teaching and learning process.

Another method to assist alienated students in Indonesian context is by empowering their classmates. The teachers assigned more capable students to assist alienated students as a working peer. Since Indonesians appreciate social order, handling alienated students using peers is suitable with the Indonesian cultural context (Suryani, 2011). The cultural norms in Indonesian put students to respect teachers and be completely submissive to them, because teachers are regarded as well-informed, conduct no mistakes (Marcellino, 2008). This social order adopts an authority difference between teachers and students that may hinder teachers from dealing with students openly. Therefore, handling alienated students via peers is more operative because of the nonexistence of power difference regarding the cultural norms.

Conclusion

In conclusion, although the number of alienated students is relatively low 14.53%, an adequate measure to handle the issue should be taken since ignoring the alienated students may hamper the success of the teaching and learning processes. Alienated students in Indonesian context are commonly characterized as being quiet, taking a seat at the back angle of the classroom, acting being busy doing something, becoming belated students, and preferring to stay alone. Identifying the features of the alienated students can help teachers to resolve the issue. Indonesian teachers handle the issue by engaging in intense communication with alienated students, giving them encouragement, and empowering classmates

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