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English Language and Literature International Conference (ELLiC) is an annual event organized by the Faculty of Foreign Language and Culture, Universitas Muhammadiyah Semarang. The event on April 27, 2019 was the third edition of conference, which was held at Unimus' campus on Jl. Kedungmundu Raya No. 18, Semarang.

“Reimagining New Cyber-based Research in English Language, Literature, Linguistics, and Translation” has been chosen at the main theme for the conference, with a focus on the latest research in language teaching, literature, linguistics, and translation.

The conference invited speakers from Thailand, Malaysia, Singapore, and Indonesia, and was attended by more 100 presenters and participants from several countries such as Philippines, Malaysia, Australia, and Indonesia.

Dr. Dodi Mulyadi, M.Pd.
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Investigating the Writing Difficulties on Indonesian Second Language Students in Learning English

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Abstract. This study aimed at investigating writing difficulties in the English language faced by second language students. A survey was conducted for this purpose. The data were collected from 30 ESL students consisting of boys and girls as the student participants in some senior high schools in Indonesia. Ten teachers participate in teaching English language for upper and lower levels with different teaching experiences. An essay examination and questionnaire were used as the instruments of this study. The results of the study revealed that Indonesian ESL students have problems in writing tasks, especially in mastering vocabulary, language use (grammar), spelling and punctuation. The practical method including identification, investigation, and solutions should be used for teaching English language in order to cope with writing difficulties.

Keywords: English language, Writing difficulties, ESL students, Vocabulary, Language use.

1 INTRODUCTION

a. Background of the Study

Writing may have difficulties in some aspects of writing skill such as proper use of grammar, conventions, punctuation, capitalization, spelling, and some of the basic and initiating aspects of writing. It is also an unpleasant piece of work for both teachers and learners in ESL classes. Leki (1992) declared that ESL students complain about learning and focusing on the English word order or word forms. According to Adams and Keene (2000), cited in Al-Khasawneh (2010), English can make a strong contribution to education and students’ efficiencies in communication. Learners are expected to master content areas which are all taught in English, such as “mathematics, social studies, science, and business”. Therefore, in order to handle academic tasks, ESL students need to do their best to write proficiently. Pak-TaoNg (2003) said that the first idea which comes to mind is that when you think about writing, it is a part of obligatory course work. The thought seems to be true for students who should write long or short assignments. If writing is just an anxiety for students, it means they should do nothing except a chore. They are not likely to go beyond learning. Moreover, Pak-TaoNg (2003) suggested that writing consists of a lot of activities which result in understanding. Such an understanding includes a process of thinking about the topic, notes gathering, data collection, etc. which makes a reflective thought for you at the end.
b. Objective of the Study

The study consists of three objectives. First, it has purpose to explore the difficulties in writing essay writing faced by ESL students. It specifically aimed to know difficulties in writing English language related to conventions, punctuations and language use (grammar) for students with English as a second language. Second, it intended to get information about ESL teachers’ feedbacks on students’ writing problems and third, to suggest some possible ways to overcome the writing problems faced by Indonesian ESL students.

c. Research Questions

Based on the objectives of the study, the following questions are raised.
1. How frequent do Indonesian ESL students make mistakes in writing?
2. What are the Indonesian ESL teachers’ feedbacks on students’ writing skills?

d. Literature Review

1. The Importance of Writing

Al-Khasawneh (2010) argued that huge number of international contacts, regarding non-native to non-native communication and deals are carried out through English in a massive number of settings, including trade, diplomacy, tourism, journalism, science and technology, politics, etc. Therefore, the existence of competent writers and speakers of English is of a great importance for today's world. According to Tan and Miller (2008), writing is an intentional, social communication that involves literacy as well. Furthermore, it is taken as a means of social practices, through which patterns of participation, gender preferences, networks of support and collaboration, patterns of time use, space, tools, technology and resources are applied. In addition, through the interaction of writing with reading and written language with other semiotic modes, the symbolic meanings of literacy, and the broader social goals take place. This is exactly what literacy serves in the lives of people and institutions. Zamel (1983), a pioneer in ESL writing research, considered writing process as a “non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning” (p.165).

2. Writing Problems and Difficulties

ELT practitioners always found many difficulties in writing task. ESL teachers in Indonesia confirm the problems in writing development, especially in conventions, and punctuation. “Writing is such an important learning tool because it helps students to understand ideas and concepts better” (Voon Foo, 2007, p. 4). Lack of English language proficiency is the main cause of lots of difficulties that ESL learners have in their writing tasks. The writing task is challenging because many ESL students face more complicated problems, which may be either cultural or linguistic ones (Musa, Lie, & Azman, 2012). These problems may create difficulty for both teachers and ESL writers, so giving attention to different aspects of variation can help ESL students adapt themselves to the writing standards. Researchers recommend that students should be supported by teachers to take control of their own writing. As a result, a responsible teacher would be a reactive reader, a person who helps students recognize and resolve writing problems.
Yu (2008), contended that there are different aspects of writing, such as controlled composition model, built-in three- or five-paragraph model, basic organizational and informative assumptions, the simplified writing assignment, the assumption that supposes working without the help of each student or only with the instructor for comprehensive feedback, usage of grammar and handbooks or even lectures, and the linear composition model based on “outlining, writing, and editing”. All these aspects of the writing process have made a remarkable success in ESL classrooms.

According to Leki (1992), ESL students are also disappointed with difficulties in understanding word implication and meaning. It is obvious that there is a disparity between writing in the first and the second language. They are also tackling with difficulties in writing assignments, meeting deadlines as well as getting the best quality of their final writing. As a result, the current study not only concerns about some of the common writing problems among ESL students, but also suggests some solutions based on teachers and the researchers’ experiences which can be helpful and supportive in developing writing skills.

2 METHODOLOGY

a. Design

This study used a survey research design to examine the common writing problems among ESL students in some senior high schools in Indonesia and teachers’ experienced feedback towards students’ writing problems. Such a design was applied to collect data randomly from 30 ESL students and 10 teachers through a questionnaire and a sample essay writing by students.

b. Instruments

The instruments used in this study were a questionnaire and an essay examination. The questionnaire was developed from Mohammad Nazim and Jalal Ahmad (2012). The questionnaire consisted of items on the types of errors that commonly occur in essay writing including conventions, punctuations, and language use. The purpose of the questionnaire was to collect data on teachers’ perceptions about students’ common writing errors based on their experience to investigate whether their perceptions match with students’ writing errors based on a sample essay writing test. The essay examination sheet was developed to check students’ probable writing errors and also to compare these committed errors with teachers’ experienced feedback on students’ writing problems. The topic given to the students to write their essays was, “The effect of plastic bag in our environment”.

c. Procedure

The participants of this study consist of students and teachers that were selected from some senior high schools in Surakarta, Indonesia. First, the questionnaires were distributed to the teachers. The teachers were given 30 minutes to fill out them. The questionnaire consisted of 3 parts, namely conventions, and punctuation, and language use. Each of these parts contained 9 Likert-scale items (1= Always. 2= Sometimes and 3= Never) and the teachers were supposed to circle the suitable answers. The student participants were selected randomly from some available classes. One day after the meeting for filling out the questionnaire, the ten teachers distributed the essay examination papers among the students. Examination sheets were given to the students in classrooms to write the essays immediately. They were given 45 minutes to write the essay. Their essays were immediately collected. Then, the essays were examined by the
researchers to check for possible intended errors and also to see whether these errors can match with teachers’ perceived feedbacks on students’ writing errors. The researchers assessed students’ essays for any writing errors in conventions, punctuation, and language use. The 10 questionnaires were also analyzed to compare the students’ errors in the essays with teachers’ feedbacks on students’ writing errors.

3 FINDINGS AND DISCUSSION

a) Analysis of Research Questionnaire

The following tables and figures have been analyzed carefully to present the teachers’ opinion on every single writing problem which conveys, according to this study, nine sub-categories in every single area of writing (i.e. conventions, punctuation, and the language use) that were stated in the questionnaire. Charts and tables in the following represent the results of the analysis.

b) Conventions

Table 1 represents the complete list of items for conventions and all 10 teachers’ scores on the related items. It can be seen that all teachers believed that their students’ writing are only sometimes clear. In other words, students’ writings are not always clear. In addition, the majority of participated teachers believed that students have problems in proper use of lines in the paper, beginning of the sentences, writing complete sentences, and their writing length.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>ALWAYS</th>
<th>SOMETIMES</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your students’ handwritings are clear</td>
<td>0</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Your students make proper use of lines in the paper</td>
<td>3</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Your students make proper use of lines in the paper</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Your students’ sentences go from left to right</td>
<td>6</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Your students’ sentences begin in easy</td>
<td>1</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Your students write complete sentences</td>
<td>2</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Your students’ words/sentences go from right to left</td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Your students write to small or too large</td>
<td>3</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Your students use cursive writing</td>
<td>1</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Figure 1 shows teachers’ feedbacks on conventions errors of students in their writing using a bar chart to make it easy to compare the occurrence of errors.
c) Punctuation

Table 2 depicts the complete list of items for punctuation and teachers’ scores on them. Students also face punctuation problems in essay writing. According to the teachers’ responses, students usually have problems or confusion in using question mark, colon or semicolon, apostrophes, and commas while writing essays. It is necessary for teachers to take punctuation problems of students into account, especially when they are correcting students’ essays.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>ALWAYS</th>
<th>SOMETIMES</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your students use a full stop at the end of each sentence</td>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Your students use a question mark at the end of each question</td>
<td>2</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Your students use an exclamation</td>
<td>1</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Your students know the proper use of commas</td>
<td>1</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Your students always confuse between the full stop and comma</td>
<td>0</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Your students confuse with colon and semicolon</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Your students use question marks in dialogues</td>
<td>3</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Your students use commas between words in a list</td>
<td>3</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Your students use apostrophes in contractions and possessives</td>
<td>1</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

Figure 2 shows teachers’ feedbacks on punctuation problems of their students’ writing in a bar chart according to the occurrence of errors from always to never scale.
d) Language Use

Table 3 represents the complete list of items for language use and its score on teachers’ feedbacks. They agree that although their students are able to use synonyms/antonym and accurate grammatical structures in their essays, they sometimes struggle using appropriate language. The students also often use L1 words and Bahasa Indonesia sentence patterns in their sentences and writings. Students are also able to use SVO (Subject + Verb + Object), SP (Subject + Predicate) and SVA (Subject + Verb + Adverbial) patterns with minimal errors. Compared with the two previous aspects of writing, it is seen that teachers report more error occurrence in language use. To sum up, students need language support with basic vocabulary items and grammatical structures.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>ALWAYS</th>
<th>SOMETIMES</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your students use appropriate language</td>
<td>0</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Your students use synonyms/antonym of words they write a lot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your student use L1 words in their sentences/writings.</td>
<td>1</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Your students use SVO/SP/SVA patterns correctly</td>
<td>1</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Your students use the correct form(s) of the verb/words.</td>
<td>1</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

Figure 2. Teachers’ feedback on Students’ Occurrence of Punctuation Errors
Your students use Bahasa Indonesia sentence patterns.

<table>
<thead>
<tr>
<th>Item</th>
<th>2</th>
<th>5</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your students need language support/struggle with the basic vocabulary.</td>
<td>3</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Your students use accurate grammatical structures.</td>
<td>0</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Your students use awkward phrasing.</td>
<td>3</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

Figure 3 demonstrates teachers’ feedbacks on Language use aspect in their students’ writing.

![Figure 3](chart.png)

**Figure 3. Teachers’ feedback on Students’ Occurrence of Language Use Errors**

e) Analysis of Students’ Writing Samples

Students’ essays were analyzed and marked by the researchers to see how many errors they have made based on the three related aspects (i.e. conventions, punctuation, and language use). Table 4 depicts the total number of students’ errors on conventions, punctuation, and language use in their essay examinations.

<table>
<thead>
<tr>
<th>Items</th>
<th>Total error of all 30 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conventions</td>
<td>52</td>
</tr>
<tr>
<td>Punctuations</td>
<td>65</td>
</tr>
<tr>
<td>Language Use</td>
<td>123</td>
</tr>
</tbody>
</table>

According to table 4 and the 3 intended aspects that were considered to analyze students’ essays, it is represented that the students have problems in conventions, punctuation, and more specifically in language use. As it can be observed, with an approximate calculation, the highest error which is done by students in essay writing is language use, whereas the lowest is conventions. Punctuation holds the second position in writing errors among the 3 intended errors. This is also in line with the teachers’ experienced feedback on the frequency of students’
writing errors in the intended aspects. Figure 4 displays all three types of errors in students’ writing samples.

![Figure 4. Students Writing Problems on Conventions, Punctuation, and Language Use](image)

### 4 CONCLUSION

This study is conducted based on several researches carried out regarding students’ writing skill and writing problems in ESL context. The focus of this study has been Indonesian ESL senior high school students’ writing errors and teachers’ feedbacks on such errors. The writing error items studied in this research were Language use, conventions, and punctuation. The findings of this study confirmed the previous research (Maros, Hua, and Khazriyati, 2007; Musa, Lie, & Azman, 2012) reporting ESL students’ writing problems in different areas, particularly in language use. It can be concluded from the findings that ESL students need more improvement on English language proficiency and language use. Then, they require training on punctuation and writing conventions respectively. Additionally, teacher training should also be taken seriously into account in order to improve and develop ESL students’ language proficiency in general and writing skill in particular.

There are some suggestions that have been proposed by some experienced teachers and the researchers based on their experience to reduce the problems in conventions, punctuation, and language use:

a) Writing classes must witness more practice than delivering lectures  
b) The teacher must explain the use of all the punctuation marks  
c) The teacher must explain the rules of capitalization  
d) The teacher must engage the learners in memory/vocabulary games  
e) The teacher must motivate and encourage the learners before the actual writing  
f) The teacher must provide the language support on every single topic  
g) The teacher must act as a prompter to assist the student at times  
h) Students should be encouraged to do home assignment as much as possible
References


Directive Speech Acts of The Officer To Passengers On The Sea Transportation

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Abstract. This study aims to describe directive speech acts on sea transportation. The directive speech act is focused on directive speech delivered by ship officers to passengers. This study used a qualitative research method. The techniques of collecting data are observation and recording. The data resources are spoken data from utterance of ship officers to passengers. Technique of analysis data uses means-end and contextual approach. The results of this study show that 76 data of directive speech acts on sea transportation include: asking, requesting, inviting, ordering, directing, requiring, expecting, prohibiting limiting, allowing, suggesting, advising and obliging.

Keywords: speech act, directive speech act, sea transportation

1 INTRODUCTION

Language in everyday life of human has important position. With language, humans can communicate and interact with their surroundings. Sumarlam et al. [1] explained that language has a main function as a communication device to convey the intent and information of speakers to hearers. As a device for communication, language is also very closely related to the context in which the language is delivered because the presence of context determines the intent and information of the language. In terms of linguistics, pragmatics is a study that focuses on understanding the meaning in the use of context-based language. Pragmatics is a study of language and context that is basic to account of language [2]. Context is a basic part and it is important to understand a language that is conveyed because without the context of the purpose of language, it will be difficult to understand. Thus, context is something that becomes an explanatory instrument for meaning sense [3].

In the Pragmatic study, there are a number of topics that are at the core of the discussion. Yan Huang explained that speech is one of the central topics of inquiry pragmatics [4]. Speech act is the ability of a person to use language to convey the messages or goals of speakers to hearers [5]. There are a number of speech acts that can be used to convey the intent of a language. Searle grouped speech acts into five types and one of them is directives. Directives are those kinds of speech act that represent attempts by the speaker to get the addressee to do something [4 p.20].

The usage of directive speech in communication is closely related to the response given by hearers to the speakers. The hearers can understand the intent conveyed by taking action in accordance with the speech delivered. In this case, a speaker must be able to use language that communicatively can show that the speaker has a desire which the hearer understands and can make it happen. In other words, the indicator that the speech is considered as directive speech act is marked by the existence of an action that must be carried out by the hearers after hearing the speech [1 p.52]
The form of language specifically directive speech acts can be found in various aspects of the public life, including the language used as a means of communication on transportation. Transportation is a vehicle used by the community to travel or move. Transportation in general can be interpreted as an attempt to move, or move people or goods from a location, called the original location, to another location, which is usually called the destination location, for certain uses using certain tools as well [6]. Transportation has become part of the needs of the world community to help activities like the Indonesian people.

There are many types of transportation that are often used by the community to help them according to the conditions of their area. One type of transportation is sea transportation. Sea transportation is transportation that uses ships as a means of transportation to help move activities from one port to another. For the people of Indonesia as a country which has many islands, sea transportation has an important role in helping the mobility of people from one place to another so that until now, the use of sea transportation is still often used.

On sea transportation, the usage of language is required in establishing good environmental conditions on the ship because language as a communication device is used to express intentions and information that can provide safety and comfort for people as users of sea transportation. The form of language communication or speech act that occurs on ships tends to use directive speech act that is there is the expectation expected by ship officers to ship passengers to be able to do or follow the purpose of the speech conveyed. Directive speech act that occurs can be through direct meetings with passengers or using a microphone that is on the ship. In carrying out this communication, the type of directive speech act used by the ship's officers also varies according to the context of the speech act intended.

Regarding the use of directive speech act on the sea transportation, there are a number of previous studies that have examined the concept of directive speech acts. The research conducted by Sumiatun [7] entitled "Teacher and Student Directive Speech Acts in Learning in Third Grade Tipo Palu SDN", Safar [8] entitled “Directive Speech Acts in The Transactions Sale at The Central Market of Watampone”, and Qomariyah [9] entitled "Directive speech (TTD) of Teachers in Learning Arabic". The three studies have the same focus of discussion which is describing the form, the function of the directive speech act that occurs. Sumiatun [7] study aims to explain directive speech act that occurs between teachers and students in the learning process. The directive speech act used by the teacher to students includes: Command, Statement, Question, Request and Prohibit. The directive statement is delivered using direct and indirect sentences. Then, Safar's research [8] describes the use of directive utterances carried out between traders and buyers in the Central Market of Watampone. The directive speech acts used include asking, ordering, ordering, advising, and recommending. Furthermore, research conducted by Qomariyah [9] shows the directive speech acts used by teachers in Arabic learning include requesting, questions, requirements, prohibitives, permissives, and advisories. The speech was delivered in different sentence moods.

Based on the description above, the objectives to be achieved from this study are to explain the type of directive speech act used by ship officers when conveying information to passengers on the ship.


2 METHODOLOGY
This study focuses on directive speech acts that occur on the sea transportation. This study uses descriptive qualitative research using purposive sampling because the usage of purposive sampling is applied to achieve the objectives of the study [10]. In conducting this research, the location was on a ship Dorolonda (PELNI Ship) which carried passengers from Jakarta, Surabaya, and Makassar until Baubau on 15-18 February 2019. Regarding the focus of research on speech acts, data and sources of data from this study are speeches only delivered by ship officers to passengers on the ship Dorolonda. The data source is language in the form of speech delivered by the ship officers who are on the ship. Meanwhile, Data is about question in research. Sudaryanto said that data is understood as a special lingual phenomenon that contains and is directly related to the problem in question [11]. In addition, Santosa explained that data is the object of research, the reality that we make the focus of research, including places, participants, and events that surround that focus [10]. Therefore, the data in this study are utterances containing directive speech acts delivered by ship officers to passengers.

In the process of collecting data, the technique used is the technique of referring and recording. The study observed information conveyed by ship officers who were delivered directly through loudspeakers on ships, using microphone, and also face to face when ship officers met directly with passengers on ship. In addition, in the process of observing, the researcher also records each of the information to be listened again and it can be recorded as an initial step in data analysis later. Meanwhile, in the data analysis stage, this study uses the mean-ends and contextual pragmatic approach. The mean-ends are that researchers only focus on speech delivered by speakers [12]. In this case, the speaker is a ship officer who delivers a speech containing a directive speech act. Contextual analysts are the methods of analysis applied to data by basing, calculating, linking identity, existing contexts [13]. Directive speech acts always begin with the presentation of context.

3 FINDINGS AND DISCUSSIONS

Directive speech acts are a form of speech acts intended by speakers to make an influence so that the hearers want to do something. On the sea transportation, to establish conditions that are safety and comfort on the ship, language communication is often applied by ship officers to passengers on ships using directive speech act. When the officer communicates information to the passenger, the officer uses directive speech act which the ship officer expects an action taken by the passenger of the ship from the delivered speech. There are 13 types of speech that are categorized into directive speech acts that are used by officers to passengers, namely asking, requesting, inviting, ordering, requiring, expecting, prohibiting, limiting, allowing, suggesting, advising and obliging. The following is a table of directive speech act data found on sea transportation.

<table>
<thead>
<tr>
<th>No</th>
<th>Types of Directive Speech acts</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Asking</td>
<td>14</td>
<td>18.42</td>
</tr>
<tr>
<td>2</td>
<td>Requesting</td>
<td>6</td>
<td>7.89</td>
</tr>
<tr>
<td>3</td>
<td>Inviting</td>
<td>6</td>
<td>7.89</td>
</tr>
<tr>
<td>4</td>
<td>Ordering</td>
<td>14</td>
<td>18.42</td>
</tr>
<tr>
<td>5</td>
<td>Directing</td>
<td>10</td>
<td>13.16</td>
</tr>
<tr>
<td>6</td>
<td>Requiring</td>
<td>4</td>
<td>5.26</td>
</tr>
</tbody>
</table>
Based on the table above, data of the directive speech act obtained from the ship's officers’ speech to passengers on Ship Dorolonda is 76 data. The speech data is divided into 13 types of sub directive speech acts with different frequency of usage by the ship's officer such as directive speech acts of asking and ordering are the most dominant compared to the other sub-speech acts used officers to passengers who are above the ship. The frequency of the use of directive speech act is also determined from the context that causes the speech act to occur on the ship. The following is data that show the usage of speech directives by ship officers to passengers.

1. **Asking**

Data 1
Speech Context:
This information was conveyed by the ship officer to all passengers who were on ship, approximately after one-hour Ship Dorolonda sailed from the port of Tanjung Priuk Jakarta to the Tanjung Perak Surabaya.

Speech Form:
Good Afternoon, Passengers. It was informed in about 15 minutes again; we will hold a ticket check and over baggage. To smooth ticket checking, passengers are asked respectfully to return to their respective places and prepare your ticket.

Data (1) is a form of speech containing a directive speech act asking. This can be seen in the lingual marker used in the speech, namely "asked respectfully". In general, the data (1) is the information about the speech which is delivered by the ship's officer before checking the ticket. The ticket inspection process will be carried out after the ship has left the port and before the ship arrives at the next port. The ship's officer will notify passengers on the ship via loudspeakers or microphone to ask all passengers to prepare their tickets. This is done by officers to provide ease and fluency for ship officers when ship officers go around on each deck of the ship and check every passenger ticket on ship.

2. **Requesting**

Data 2:
Context:
The information was conveyed by the ship's officer when the ship was still anchoring on the port of Tanjung Perak Surabaya.

Speech Form:
To all passengers who have left a suitcase or have lost a black suitcase of Polo brand. For baggage laborers or passengers who feel that he may have picked up or seen a polo brand suitcase is requested to be given to information office in fifth deck and then it will be delivered to the owner.

Data (2) is a directive speech act of requesting. The lingual marker "requested" is a marker indicating that the utterance is a directive speech act. The speech was delivered by the ship's officer to all passengers. This information usually occurs after a passenger feels that he or she has lost his goods on the ship so he / she asks for help from the ship's officer to look for it, namely by conveying information to all passengers regarding the missing the suitcase. When the ship anchors in the port to take and discharge passengers, the workers in the port can go up and down to offer to help passengers. Based on that reason, the officer delivered the information to the passenger who saw or the baggage worker who took the item or lifted an unknown item in order to request to bring the item to the information office deck 5 so that the lost item could be returned to the owner.

3. Inviting

**Data 3:**

**Context:**
This information is conveyed by the ship officer to all passengers approximately 30 minutes before the prayer time arrives.

**Speech Form:**

*Assalamualaikum warahmatullahi wabarakatu.* The prayer time of Zuhur is 11.43 minutes on the ship. The direction of the qibla on the stern of the ship or behind the ship is dragged to the right 35 degrees to all Muslim, let us carry out Zuhur prayers in musholla Al-Hikmah located on the 7th deck in the back. *Wassalamu alaikum warahmatullahi wabarakatu.*

Data (3) is a directive speech act. The phrase "let us" is a lingual marker which shows the directive's utterance as an inviting speech act. The speech was delivered by the ship officer to all Muslim passengers on ship. This information is always conveyed by the ship officer to all passengers on ship when the prayer time comes. Information of prayer times on ship is usually different from the time on land and also Qibla direction to perform prayers that can change. In addition, this prayer time information also aims to invite Islamic passengers to pray together at the musholla on the deck 7 of the ship.

4. Ordering

**Data 4:**

**Context:**
Information is communicated by ship officers when new passengers from the port enter the ship and they are looking for their places.

**Speech Form:**
Passengers who store goods on mattresses or empty beds immediately move them because passengers will occupy according to the seat.

The data (4) is directive speech act. This utterance was conveyed by the ship's officer to the advanced passenger who had occupied the previous place on the ship. The language utterance "immediately move them" in the data is a lingual marker in the ordering of the sub directive speech act. This communication was carried out by officers to passengers especially advanced passengers because they often placed their belongings in the places or seat that were not theirs so that when new passengers who boarded the ship often had difficulty finding their place or when they found their place, the new passengers were mostly do not dare to occupy when there is already an item in that place. Therefore, the speech was shown to order passengers to move their belongings.

5. Directing

Data 5:
Context:
This information was conveyed by the ship's officer a few hours before the ship will anchor at Baubau port.

Speech Form:
To all passengers who will descend at the port of Baubau which are on third deck and fourth deck, you do not need to go up on fifth deck. There are stairs to go down on fourth deck.

Data speech (5) is directing of sub-directive speech act. The phrase "stairs to go down are on fourth deck " is a lingual marker of directing speech act. On ship Dorolonda, there are 4 stairs or doors that can be used by passengers who descend or board the ship. The 3 stairs or doors are on fourth deck and one of the stairs that are on fifth deck. To make it easier for passengers doing the process of getting off the ship. The ship officer directs passengers, especially passengers on third and fourth deck to pass through the door on fourth deck and does not need to pass stairs on fifth deck. In addition, the stair on fifth deck can be used by passengers on deck 5 and 6 to get down port.

6. Requiring

Data 6:
Context:
This information is phrased by the ship's officer to a passenger who feels he has lost a ticket on the ship.

Speech Form:
To Paiman, Surabaya-Makassar passenger, your ticket is dropped, you can pick it up in information of fifth deck by carrying your identity card.
The data (6) is requiring speech act. The phrase "by carrying your identity card" is a lingual marker of the directive form of requiring speech act. The ship officer informs passengers who feel they have lost their ticket to pick up their ticket at information of fifth deck. However, before the passenger can pick up the ticket, the passenger must bring identity card (KTP) of passenger in order to ensure that the ticket and identity card are the same.

7. Expecting

**Data 7:**
Context:
This speech is delivered by the ship's officer to all passengers when the ship has anchored at the destination port

Speech Form:
…Congratulations to your destination until we meet with the upcoming voyage.

Data speech (7) is expecting speech act. This speech is phrased by the ship's officer to passengers so that the next cruise, passenger can use this Pelni Ship, Ship Dorolonda, to take their trip again. The utterance "meet with the upcoming voyage" is a lingual marker that indicates the ship officers expect passengers to return to voyage together again later.

8. Prohibiting

**Data 8:**
Context:
This information is communicated to all passengers on the ship, especially to passengers who like to smoke.

Speech form:
To passengers who like to smoke, you are prohibited from smoking in ships' rooms or in halls, on stairs on the ship.

Data speech (8) is a directive speech. Lingual markers "prohibited" to show this utterance is prohibiting speech acts. On sea transportation, passengers are not allowed to smoke in several places on the ship. The ship officer informs passengers who have a hobby of smoking so that they do not smoke in the ships' rooms or in the hall and on the stairs. Prohibition by officers to passengers to avoid the danger of fire. In addition, if smoking indoors, the cigarette smoke of passengers can disturb the other passengers who do not like smoking and will also make the air conditioner to be broken on the ship.

9. Limiting

**Data 9:**
Context:
This information is delivered by the ship's officer when going to play movies in the ship cinema.

Speech Form:
In the next 5 minutes, a movie theater or cinema located on the front second deck will present a film entitled *I Spit on Your Grave* in the first part. This film is presented to those of you who are 17 and above.

Data utterances (9) are speeches which contain directive speech acts of limiting. The saying "this film is presented to those of you who are 17 and above" is a lingual marker that displays a limit age for passengers who want to watch the film. When the officer informed the film screening, the officer always gave an explanation of the film like what the storyline was, who played a role in the film, and also an explanation of who could watch it. Based on the utterances conveyed by the officer, the film is directed to passengers who are aged 17 and above so that the information from the speech is a limiting speech act.

10. Allowing

**Data 10:**

Context:
This information was told by officers to a number of passengers while opening the door of the ship to the outside deck after the ticket inspection process was completed.

Speech form:
Please, smoking sir

Data (10) is directive speech acts that is allowing speech. In the phrase, there is a lingual marker "please" which means to allow. The speech was told by the officer to the passengers who were waiting in front of the door of the deck leading to the ship's exit or the ship's outer deck. On the ship, passengers can only smoke on the deck outside the ship or places that are directly related to free air. During ticket inspection, some passengers who want to smoke on the deck outside the ship cannot because the outside deck door is locked. When the ticket inspection process was completed, the officer opened the door while allowing passengers to smoke to the outside deck of the ship.

11. Advising

**Data 11:**

Context:
The ship officer informs all advanced passengers who want to go down to the land when the ship anchored in the port.

Speech Form:
To Passengers, remember! half an hour before leaving (2x), you are back on the ship. The ship will depart tonight at 9:00 p.m.
Data speech (11) is an advising speech act with a lingual marker "remember". The speech was shown to remind advanced passengers who want to get down. The ship officer remembers the passenger when the ship was leaving and also gave confirmation by repeating utterances "remember half an hour before leaving" to avoid any advanced passengers left on land because they forgot when the ship was leaving.

12. Suggesting

**Data 12:**

**Context:** This information was conveyed by the ship's officer to passengers who had just boarded the ship and did not know the location of their bed.

**Speech Form:**

We inform all new passengers who have not understood their beds or seats to ask our officers who are closest or around you.

Data (12) is directive speech acts of suggesting speech. The speech presents the advice given by speakers, namely ship officers to passengers, especially new passengers on board to ask for help from ship officers who are around them if they have difficulty finding a place inside the ship. On each decks and places where passengers always pass, there are officers who are always available to provide assistance to new passengers who have difficulty finding their place on the ship.

13. Obliging

**Data 13:**

**Context:** This information was conveyed by the ship officer to passengers who had just boarded from the port of Tanjung Perak Surabaya about the new rules on the ship.

**Speech Form:**

Good evening, it was informed to the passengers who had just boarded the Port of Tanjung Perak Surabaya, at this time in the ship of KM Dorolonda, the passenger had to adjust his ticket with his bed or seat number. To newly boarded passengers, one ticket belongs one passenger and must be in accordance with your ticket.

Data speech (13) is a directive speech act. Speeches delivered by ship officers to new passengers who are on ship with the saying "at this time it has been applied that one ticket belongs one passenger and must be in accordance with your ticket" is obliging speech act. Passengers are obliged to search for and use places on ship according to the ticket number they have. Ticket regulation in accordance with the place is a new rule that must be followed by passengers in order to provide comfort and safety for passengers looking for a place and do not need to scramble with other passengers on ship.
4 CONCLUSION

From the results of the research conducted, it can be concluded that usage of language communication occurring on the ship has significant function to set up secure and comfortable circumstance to community as passengers on the ship. Language speech which was applied to produce them is directif speech act. There are 13 sub types of directive speech act, on the ship, including: asking, requesting, inviting, ordering, directing, requiring, expecting, prohibiting, limiting, allowing, suggesting, advising, and obliging.

References

Abstract. As the crucial foundation of teaching learning process, curriculum should be well-designed by the curriculum developers. English curriculum in this language center has been developed years by years to find out an appropriate framework in order to provision students with certain abilities on English and the government pedagogical requirements. This study aims to seek the answers from purposive participants toward the three research questions; does the implemented curriculum meet the students’ needs?, how are the curriculum of English certification programs designed?, what challenges do the curriculum developers face with in designing the curriculum?. A focus group discussion was used as the research approach to get in depth-data from participants. It was conducted for 12 hours. The research results illustrate that the designed-curriculum has met the students’ need, internal institution policy and the development of other International tests. Likewise, the curriculum was designed by conducting need analysis, though the team encountered many challenges in designing it, for instance assessment and scoring.

Keywords: curriculum design, implementation, challenges.

1 INTRODUCTION

In recent decades, curriculum developers and government should make collaboration since the changes in social, economy, culture, industry, and technology have growth dramatically that demand the adaptable learners. The growth rate of technology as a means of communication in this century had brightened up the field of education, particularly the higher education [1]. A good curriculum ought to facilitate the students’ need as well as the markets’ need. As the formal organizations, university is in a central position that should improve the quality of the curriculum and its implementation. This is emphasized by UNESCO [2] that university has a significant role to design, evaluate, and improve the quality of curriculum. Curriculum is a system of planned actions for instruction and instruction is the system for putting the plans into action [3]. Curriculum is associated with learning experiences in the school in which teachers’ action will influence the students’ cognitive development. Permendikbud number 71 year 2013[4] states that curriculum aims to prepare Indonesia citizens to be competences in any aspects: religious, productive, creative, innovative, affective, and having contribution to the environment, social life and the global development.
A number of scholars defines a curriculum differently, however they have a basic view on the concept of curriculum i.e a major plan or framework as a guidance book for teachers to teach their students. Curriculum involves elements that teacher should implement all principles to result expected-students. Therefore, curriculum developers should notice the principles in designing curriculum. Macalister [5] points out curriculum design involving the integration of knowledge from many of the areas in the filed of Applied Linguistics, such as language acquisition research, teaching methodology, assessment, language description and materials production. It can be inferred that the elements in curriculum comprise goal, content, method and evaluation. Further, the elements of curriculum is divided into three major principles; they are content and sequencing, format and preparation, monitoring and assessment [5]. On the other hand, Cotterall [6] claims that there must be five principles for curriculum designers as the consideration in designing the curriculum for students: learner goals, the language learning process, tasks, learner strategies and reflection on learning. Thus, lead English Language Center to design the appropriate curriculum as what the students needs.

The fact that designing curriculum is not an easy action has been reported by many curriculum developers as well as the curriculum itself does not meet the students’ needs and society. As a study conducted by Kwao [7] that there is no curriculum alignment in several of the instructions implemented at the Junior High School level despite their potential domains for human capital development. It is suggested that the school should revise the curriculum to reflect the best practices, prospects and opportunities for students. To add, a result of curriculum research also reveals that the taken-university as the research subject faces several challenges such as: the non-substitution of learning instead of education, incomplete identification of the real needs of students and society and non-revision the curriculum to suit the changing needs, poor communication between levels of higher education curriculum and the previous degrees, centralization in curriculum planning, lack of flexibility in curriculum, inadequate use of curriculum experts and disregarding role of faculty and student to develop the curricula [7]. Further, University has encountered many challenges and obstacles to fulfill the elements in designing the curriculum with learning society approach [8]. These studies illustrate that curriculum is impenetrable to design. Curriculum developers in institutions require experts in this field to assist the proper curriculum to meet the pupil’s needs, society and markets.

Basically, educators are aware that curriculum as the crucial foundation of teaching learning process, should be well-designed. The need of developers knowledge on the concept of curriculum is also one of crucial factors to result the best plan. Thus, curriculum developers in institutions require curriculum experts to support, collaborate and to share the concept and the principles in designing it. However, books and articles regarding to this concept have been published wider, they still find tough to implement that concept into the plan. It seems working with curriculum means working with a house in which energy, thought, time and money should be available in the same time. Curriculum itself has been developed years by years to find out the appropriate framework for the sake of the students competency development on English and the government pedagogical requirements. As the other purpose of curriculum development is to control the teaching learning process making essential contributions on students with learning experiences, English language center as a supporting unit in a university which function is to serve students who want to enhance better English has designed the curriculum based on the students’ need. Therefore, this article sets out to describe how English Language Center (ELC) in one university in Indonesia designed its English curriculum that can support students academic and working needs in challenges situations. Three research questions addresed are; does the curriculum designed meet the students’
needs?, how is the curriculum of English certification program designed?, what are challenges the curriculum developers face with in designing the curriculum?.

2 METHODOLOGY

To answer the questions qualitative design was applied to search comprehensive data in depth. Qualitative research is often used for social science research; therefore, this research is appropriate to use this design. Mufanti and susilo [9] claims that a qualitative approach was applied in this present study as it provides ample opportunities to depict and describe the behavior of the subjects in giving feedback in greater depth, and their perspectives could be maintained to complement the data obtained. Focus group discussion was conducted to gather the information from the curriculum developers relating to the curriculum designed for the English certification program particularly English for academic purpose and the challenges encountered by the developers in designing that curriculum.

2.1 Research Subject

Purposive method was used to determine the appropriate subjects involved in this research. The researchers also involved in this research as active participants. Nyumba et.al.[10] confirm that focus group discussion aims to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population. Moreover, they [10] also recommend using purposive sampling because focus group discussion relies on the ability and capacity of participants to provide relevant information. This research, there were six subjects purposively taken from the curriculum developers, institution authority, a language centre head, one curriculum developer coordinator, and three members of curriculum developer. They were gathered in a round table to discuss curriculum development for their institution and challenges faced in constructing that curriculum. These group discussions were conducted for four times. Then, a supporting staff recorded these activities to help the researchers remember all words and utterances produced during the discussions session.

2.2 Data Collection Technique

To collect the data, a focus group discussion (FGD) was used as the research technique to get comprehensive and complete data from the curriculum team. FGD is frequently used as a qualitative approach to gain an in-depth understanding of social issues [10]. Moreover, it is explained that FGD is a research technique in which researchers assembles a group of individuals to discuss a specific issue, purposing to illustrate the experiences, beliefs, perceptions and attitudes of the personals though interaction [10]. FGD was conducted for four times in which for each meeting run around 3 hours, therefore the total time of group discussion was around 12 hours.

2.3 Data Analysis

The data taken from FGD was analysed descriptively by implementing set of investigating including listing, coding, analysing conversation (words uttered by subjects). In details, while the researchers involved in conversation, they also observed the utterances produced by the subjects. Additionally, it was supported by recording to crosscheck the correct statements. Then, the results of observation were listed and coded. Furthermore, the conversation was
analysed. Before writing a report, researchers validated to the participants to improve the credibility of the findings. As stated by Nyumba et. al., [10] researchers should share the findings with the participants of the research to emphasize points to improve the credibility of the study, it is called as member checking. Finally, the results of analysing conversation were narratively described and concluded.

3 FINDINGS AND DISCUSSION

The first focus group discussion (FGD-1) addressed the issue of whether the implemented-curriculum met the students’ needs. The second FGD talked about how the participants designed the curriculum for English certification program. The challenges that the participants faced in designing the curriculum was the third issue discussed in FGD.

3.1 Does the implemented curriculum meet the students’ needs? (FGD-1)

For overview, currently, this institution applied two certification programs; English for speech (public speaking/PS), English for academic purpose namely Standardized Test of Academic English Proficiency (STAcEP). The two programs were taken by all students in the first semester and sixth semester respectively. The purposes of giving those programs were; while PS aims to enable students to speak English in front of audience confidently and fluently, STAcEP aims to enable students to have competency in academic English so students understand other international tests, for instance IELTS, TOEFL and TOEIC. PS program has been researched last year, and then the results reveal that PS could build students' confidence and reduce their anxiety. Moreover, this study also shows that this program is appropriate for vast major students; even PS intensive course is better given than giving English in general context[1]. Speaking, compared to other skills, is required for students particularly undergraduate students. As claimed by Susilo [11] that speaking is one of the English skills that should be mastered as the necessity not only to communicate well in academic purpose but also for professional one.

Accordingly, these programs are appropriate for non-English major students with several reasons in which the reasons were gotten from need analyzes they did before implementing those of. Further, they claimed that reasons to decide offering two programs were students’ conditions, institutional policy and International tests of English. In details, PS was offered because the students do not have this facility from their study program since their study program merely offered English for Specific Purposes (ESP), consequently the English Units should give other materials that can facilitate them to enable with English speaking ability. On the other hand, STAcEP was provided to enable students with an academic English so that they could use this competence to take another International tests commonly used both in this country and another countries. Thus, the team developed the curriculum involving those two programs. Then, a question comes out whether the curriculum designed meet the students’ need?. The team needs to discuss and review the curriculum.

Accordingly, the team conducted need analysis by distributing questionnaire to the targeted students. Need analysis also was gathered data from the institution authority and market demands. The data got from those need analysis led the curriculum developers to construct a curriculum that facilitate students with their needs. All participants confirm that this curriculum was proper with the students’ need, policy and the demand of markets; even they all suggest other English service units in other universities to apply the similar programs. In details one participant, a coordinator, explained as a unit which understands the students and institution situation, we should able to design good curriculum in restricted conditions.
The conditions in this context means limited time and limited students’ financial. However, the limitations would not be the factors to construct qualified curriculum. One member also strongly stated that “we put all our thought, energy and time to create a proper curriculum by understanding the students’ situation, but we must also aware with market demands”. She added “we always think how the designed-English curriculum should give benefits to the students in English competency context. According to focus group discussion, all research subjects claim that the curriculum has met the students’ need. They added that in the mid of 2016, they consulted and verified their English curriculum of the certification program to three curriculum experts. As a result, the curriculum designed received some comments and critiques to revise. They have revised it from 2017 to present to get better curriculum.

Regarding to what students’ needs and condition, participants confirmed that students expect to be able to speak English and to have academic English proficiency. Nevertheless, they have limited time due to full time studying in their own study program and limited budget to pay additional English courses. Consequently, the team ought to create a curriculum that could give them an English course under those conditions. The authority said that most of their students come from poor, working, and lower middle class therefore he and other policy makers in that institution had to make a wise decision. They decided to design programs that cover two abilities; public speaking and STAcEP. The former was designed to enable students on public speaking with a minimum standard score at Basic level. On the other hand, the later was designed to enable students with academic English with a minimum standard score 41 that aligned to CEFR (Common European Framework References) is A2.

A coordinator curriculum developer, additionally, explained about a test designing for academic English as the type of assessment used in this program. This test is created due to the expensive English test held by language testing services. The prestige certificates issued by those institutions are accepted by vast majorities of prestigious universities and companies in this world to continue study and to work. Nonetheless, most undergraduate students have not required it yet. Thus, the team provided a test that can prepare the students once they will take international tests; they will be ready for it. The certificate issued in this institution may be accepted by other institutions or countries as well as the other international tests in the future.

In this view, all participants concur that the implemented-curriculum and the designed-test for the students meet the students need. Following are points to conclude the findings:
1. The curriculum was designed to introduce English in higher level
2. The curriculum was designed due to the internal institutional policy
3. The curriculum was designed by considering the students condition (time and financial)
4. The curriculum was designed by considering the demand of the market
5. The curriculum was designed to enable students to speak publicly
6. The curriculum was designed to prepare students to be able to pass the International test such as IELTS and TOEFL.
7. The team designed their own tests, namely STAcEP
8. The team issued two certificates for two program
9. The team believed that STAcEP will be accepted by other institutions
10. The team confirmed that the curriculum meets the students’ need.

3.2 How the curriculum of English certification programs are designed?. (FGD-2)

This session investigated how the curriculum for PS and STAcEP programs were designed. Every participant in this meeting expressed much more clear statements than in
session 1. It seems they more understand in this issue than the first issue. The discussion revealed that the curriculum was designed by conducting need analysis. They analyzed the need of English by asking to the policy makers of the institution, analyze the students’ situation and analyze the market needs. After they got data from those explorations, they set the programs and the goals. The goals determined the standard competences should the students have. Afterwards, they set the materials, the time, the teaching methods, the assessments, and evaluations. Last, they designed a certificate that was given in the end of the program. In detailed, firstly, they conducted need analysis to decide the goals, they applied taxonomy of cognitive adapted from Bloom, Anderson and Krathwoh. As Susanto [12] emphasizes that designing curriculum should classify the learning goals start from the lowest cognitive to the highest one; remembering, understanding, applying, analyzing, evaluating and creating. Next step was composing the learning outcomes. Afterwards, the team designed the materials used. The design was completed with learning experiences such as teaching strategy and media, assessment and evaluation. Susanto [13] highlights that designing curriculum should entail learning goal, learning materials, learning experiences, time allotment, media and teaching strategies and assessment and evaluation. The coordinator told that they use those principles. The participants also confirmed that they checked the result of curriculum to the experts and test it to students from other universities. The materials, the methods and the tests are regularly updated every year by regarding the students and the market conditions.

The designed tests were Public Speaking test and STAcEP test in which they aligned the score to the CEFR, then, it must be converted to other scores of International tests. This phase took almost 3 years and currently is being evaluated to get better output.

As what the curriculum coordinator explained, principally, there are numbers of books and theory explain about curriculum designs, yet the implementation is not simple. There are other aspects should be considered such as the students conditions, the university conditions, the location of the university, the local characters of the society, the needs of English in that institutions, the financial. These aspects influenced the way the developers laid out the curriculum. As it is overlooked by Susanto [13] that conceptually, a wider country, different demography, geography, economy, and culture are factors should be well considered in designing curriculum. Thus, they designed the curriculum as follow:

1. Conducting need analysis
2. Setting goals and programs
3. Designing the materials
4. Designing the learning process
5. Designing the tests
6. Conducting evaluations
7. Checking and consulting to experts

3.3 What challenges do the curriculum developers face with in designing the curriculum? (FGD-3)

The third FGD was to understand the challenges encountered by curriculum team. Susanto [13] confirms that in the level of implementation, designing curriculum and its syllabus found challenges; even it is not easy to overcome the challenges. In this stage, most of participants have similar problems. They all said designing test items and marking the tests in STAcEP was much complicated than PS. However, work on score descriptors has similar level of difficulty both on PS and STAcEP. Some score references were searched to have pictures on how to work on those areas. Still, they said it was the hardest thing to do, i.e. analysing and
understanding the words in CEFR and adapting it to the programs. During designing the curriculum, they said that they often argued each other to state their ideas; nevertheless, a final decision must be taken and concurred.

Then, other challenges exactly encountered by the team as what the head said that there was a gap between the expected standard and the students’ input especially on STAcEP. In the pilot test, it reveals that the expected standard score was 41 at basic, yet the students’ score mostly was under 40 at pre-basic. Thus, team has tough tasks to minimize the gap by revising the curriculum in evaluation phase. Other participants talked about learning activities problems. The curriculum was set to have standard learning activities such as some students are less motivated, most of the students have full scheduled in their own study program, and other students are lack of discipline. Though, consequently, the learning process could not work as the programmed-curriculum. Another discussed their challenge are about how to standardize the language tests for STAcEP they designed and how to design the tests that based on the students’ need and the market needs. Still, they all concur that designing academic tests, for instance STAcEP are hard part in constructing curriculum. Designing test, further, they confirmed that work on it almost 4 years and the results were far from a good test. Thus, team always try to revise it many times until now to have better tests which they expect that the tests would be accepted by other parties. Team also invited several experts of curriculum and language assessment to help them understanding constructing tests.

A question posted by researchers; if constructing curriculum needs energy, time, financial and brilliant thought, why they do not make some collaborations with other prestigious parties whether to conduct the course or the merely tests. We can notice that a number of good English programs offered by other credible parties. They responded that they could not make any collaboration with them due to the students’ financials as the costs offered are too expensive until they could not afford to pay it. Given that, they tried to design their own curriculum for English programs and tests that can facilitate students to learn English and experience with English tests.

From that information, it can be pointed the challenges faced by the team, as follow:
1. Assessment phase: designing test items and marking the tests
2. Analysing and understanding the words in CEFR and adapting it to the programs
3. A gap between the expected standard and the students’ input especially
4. The learning process could not work as the programmed-curriculum
5. Difficulty in designing the tests that based on the students’ needs and the market needs

3.4 Check and Confirmation (FGD 4)

The last FGD was conducted to tell participants the results of the findings. The participants ought to know the results and may make any clarifications if they find inappropriate statements and conclusions. The head said that the results were clearly correct and could be issued. Accordingly, the results of the study help them to find out their problems and limitations in designing curriculum. She said, based on those findings, she would find the solutions to overcome those of. In this session, the authority also asked the researchers to emphasize his statements that expensive tests conducted by tests services from other parties burden their students. Based on that consideration, he made a decision to create affordable tests.
4 CONCLUSIONS

To conclude, according to the findings, the curriculum designers emerged two programs, namely Public Speaking and STAcEP. The former program is designed to fulfill the students’ need on speaking; on the other hand, the latter is designed to facilitate the students with test of academic English preparation. They designed their curriculum based on the theory of curriculum and considered the students’ need, internal institutional policy and market demands. However, some challenges found, for instance designing test for STAcEP. Thus, they have tried to find solutions to overcome their challenges such as getting research grants to support their programs in designing better curriculum and tests.

Acknowledgments.

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References


Promoting Task-based Autonomous Learning in Intensive listening Class through *Elica*

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{1arum_nisma@untidar.ac.id, 2indriani@untidar.ac.id}

**Abstract.** In this fast-growing digital era, students are sometimes demanded to be autonomous agents toward their own learning. The students need to adapt and custom themselves with the use of technology and gadgets in learning process. The rapid use of technology brings its own benefit in learning process, including in learning listening. Technology, both directly and indirectly, can drag the students to be actively participated in the learning process. When the students are highly participated and in charge in their own learning, it can be seen that they already become autonomous agents or learners. This research is a case study which tries to explore the use Elica website in promoting a task-based autonomous learning in Intensive Listening classes. Task-based is chosen since it has been adopted widely in higher education. Besides, this model seems fit to be applied in Intensive Listening classes which use Elica website. There were 56 students participated in this research. A set of questionnaire and an interview were used in this research. From the result its was found that most of the students belong to autonomous learners and more than 70% of them were included as independence learners. The presence of Elica website can provide the students with unlimited access in involving themselves in a task-based learning.

**Keywords** – autonomous learning, listening, task-based, Elica

1 INTRODUCTION

The existence of technology really give various and significant effect in language teaching area. Nowadays, the use of technology goes beyond the traditional computer assisted language learning. Instead of using technology only as a tool in teaching process, the use of technology is now shifted to be “a hand” which should enable students in triggering and enhancing their learning. Besides, Havriluk (2004) cited by [1] suggests the following for rationalizing the use of technology in a learning process: i) high motivation; ii) unique instructional capabilities; iii) support for innovative instructional approaches; and iv) increased teacher productivity and students knowledge construction. Thus, the use of technology, especially in a language learning, should present an opportunity for students in enhancing their knowledge capabilities. Dudeney (2007) cited by [1] adds that the use of
Technology is now increasingly mobile. It gives more advantages for students in becoming autonomous learners by having independent and self-access language learning.

Providing students with an autonomous learning can accommodate students to be an effective learner. As stated by [2], the autonomy positively affects language learning and it is no doubt that learner autonomy can increase motivation to learn and learning effectiveness. Learner autonomy needs to be considered because it gives more opportunities for students to be independent in learning. Furthermore, learner autonomy can be elaborated by determining how students are in fulfilling the criteria of learner autonomy, those are self-instruction, self-direction, self-access learning and individualized instruction (Dickinson in Kumaravadivelu 2003), as cited by [3]. In conclusion, the higher of the students’ capabilities in fulfilling those criteria, the higher degree of the students’ autonomy. This state of the students’ autonomy will lead them become successful learners, since autonomous learners hold responsibilities for their own learning [2].

In looking at learner autonomy, the self-access setting can offer learners choices in time, location, and pace of learning; the path through the material to be chosen; and the topics of interest. Technology can play a role in all of these [1]. Moreover, Nowlan as cited by [4] suggests using the internet and technology for having autonomy in language learning. In line with explanation above, this study aims to describe how the use of Elica, which is a customized website for listening learning, can promote an autonomy learning in Intensive Listening classes. Elica itself provides various listening sources for different level of learners. There are various recording and videos presented in Elica. It is chosen because this study holds the concept of autonomy learning, in which self-access is highly considered. Elica allows the students to access the materials at anytime and at anyplace. In addition, Elica provides chances for the students to create tasks and to involve in a task-based learning activity.

A task-based model has been chosen in this study since this model seemed fit to apply in listening learning. The design of a task-based lesson is basically involving a task as a component of lesson [5]. Nunan (1991) in Oura (2001) as cited by [6], states that the focus of task-based language teaching is on engaging students to comprehend, manipulate, produce and interact in the target language.

Thus, this study tries to utilize the benefits of technology in language learning through the use of Elica website in promoting a task-based autonomous learning for the success of the students in listening learning. By providing a task-based autonomous learning through the use of Elica website and having a task-based activities during the listening learning, the students are expected to be effective and autonomous learners.

2 METHODOLOGY

This study is aimed at drawing qualitative conclusion through case study on using Elica to promote a task-based autonomy learning in Intensive Listening classes. This study reported the actual data from the natural setting. The subjects of this study consisted of 56 students of English Department Universitas Tidar who joined Intensive Listening classes. Two primary techniques of data collection were used in this study, they were questionnaire and interview. A set of questionnaire was distributed through google form. The questionnaire was adapted from [7]. The students were given the links of the google form to access, and then they filled and sent the questionnaire back. The set questionnaire consists of three different questionnaire, the first one is related to the students’ autonomy learning stages which include self-planning, self-monitoring and self-evaluation represented by 12 statements with two options ‘yes’ and ‘no’. The second questionnaire investigates the students’ use of autonomy
strategies, which consists of 27 statements with two options ‘yes’ and ‘no’, reflecting the students’ independence in listening learning. There are 16 statements which reflect independence in learning and 11 statements which reflect dependence in learning. The third questionnaire was constructed to expose the students’ attitudes towards the use of Elica website. It consists of 5 questions with two options ‘agree’ and ‘disagree’.

On the other hand, the interview itself is an open-ended questions adapted from [8], which reveals the students’ perception about the use of Elica in Intensive Listening classes. The data analysis is conducted quantitatively. After gathering the results of questionnaire and interview, all the data then is analyzed quantitatively and comprehensively.

This research had been conducted for seven meetings. It was during the seven regular Intensive Listening meetings. During the times, the students were asked to contribute actively in listening learning activity by using Elica website. Every meeting, different students were chosen to take responsibilities for deciding the materials and the activities through Elica. The questionnaire and interview were given after those seven regular Intensive Listening meetings.

3 FINDINGS AND DISCUSSION

The questionnaire and interview were given after the regular Intensive Listening meetings. From the the first questionnaire, which investigates autonomy learning of the students, it reveals the students’ profile of autonomy learning. The result of the first questionnaire can be seen in the following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Students’ Response (%)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Self-Planning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Students’ material preparation before the class begin</td>
<td>52,6</td>
<td>47,4</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Students’ listening strategies</td>
<td>59,6</td>
<td>40,4</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students’ activeness in finding the information of the material</td>
<td>75,4</td>
<td>24,6</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Students’ sources preparation before the class begin</td>
<td>59,6</td>
<td>40,4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Self-Monitoring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Active in questioning the material</td>
<td>50,9</td>
<td>49,1</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Active in working individually or group</td>
<td>94,7</td>
<td>5,3</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Active in using dictionary and other sources</td>
<td>94,7</td>
<td>5,3</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Active in correcting the task</td>
<td>78,9</td>
<td>21,1</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Self-Evaluating</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Re-study the material by their own</td>
<td>68,4</td>
<td>31,6</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Re-discuss the material with their friends</td>
<td>77,2</td>
<td>22,8</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Active in asking the difficulty to the teacher</td>
<td>52,6</td>
<td>47,4</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Active in finding the difficulty by themselves</td>
<td>91,2</td>
<td>8,8</td>
<td></td>
</tr>
</tbody>
</table>

From the table above, it can be seen that most of students gave positive responses towards autonomy learning. There are stages which show significant response from the students, they are self-monitoring stage and self-evaluating stage. From self-monitoring stage, the significant responses are shown by the students’ activeness in working individually or group and also their activeness in using various sources. It holds 94,7 % of the students who are included of active learners. While from self-evaluating stage, the most significant response is
shown from the students’ activeness in finding their difficulty themselves. There are 91.2% of the students were able to find their difficulty in listening learning.

The second questionnaire consists of 27 statements, which 16 statements reflect students’ dependence in learning and the other 11 statements reflect students’ independence in learning. From the second questionnaire, how they reacted to their autonomy learning is shown by the table below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Students’ (%)</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I usually set my own goal for each semester.</td>
<td>80.4</td>
<td>19.6</td>
</tr>
<tr>
<td>2</td>
<td>I use other English books and resources on my own will.</td>
<td>83.9</td>
<td>16.1</td>
</tr>
<tr>
<td>3</td>
<td>While learning listening, I like activities in which I can learn on my own.</td>
<td>87.5</td>
<td>12.5</td>
</tr>
<tr>
<td>4</td>
<td>I like trying new things while I am learning listening.</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>In the future, I would like to continue learning listening on my own/without a teacher.</td>
<td>78.6</td>
<td>21.4</td>
</tr>
<tr>
<td>6</td>
<td>In the listening lesson I like projects where I can work with other students.</td>
<td>67.5</td>
<td>12.5</td>
</tr>
<tr>
<td>7</td>
<td>I can learn the English on my own/ without needing a teacher.</td>
<td>37.5</td>
<td>62.5</td>
</tr>
<tr>
<td>8</td>
<td>If I cannot learn listening in the classroom, I can learn working on my own.</td>
<td>76.8</td>
<td>23.2</td>
</tr>
<tr>
<td>9</td>
<td>I like learning English words by looking them up in a dictionary.</td>
<td>83.9</td>
<td>16.1</td>
</tr>
<tr>
<td>10</td>
<td>I would like to use cassettes/ video/ CD’s in the foreign language, outside of the classroom.</td>
<td>80.4</td>
<td>19.6</td>
</tr>
<tr>
<td>11</td>
<td>I would like to select the materials for my listening lessons.</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>12</td>
<td>In fact I like to listen English outside of the classroom.</td>
<td>78.6</td>
<td>21.4</td>
</tr>
<tr>
<td>13</td>
<td>I know how I can learn listening the best.</td>
<td>53.6</td>
<td>46.4</td>
</tr>
<tr>
<td>14</td>
<td>If I haven't learnt something in my listening lesson, I am responsible for it.</td>
<td>82.1</td>
<td>17.9</td>
</tr>
<tr>
<td>15</td>
<td>I know my weaknesses and go for it.</td>
<td>82.1</td>
<td>17.9</td>
</tr>
<tr>
<td>16</td>
<td>I have my own ways of testing how much I have learned.</td>
<td>69.6</td>
<td>30.4</td>
</tr>
<tr>
<td>17</td>
<td>My language learning success depends on what I do in the classroom.</td>
<td>44.6</td>
<td>55.4</td>
</tr>
<tr>
<td>18</td>
<td>I am afraid that I won’t learn a topic if the teacher doesn’t explain it in the listening class.</td>
<td>21.4</td>
<td>78.6</td>
</tr>
<tr>
<td>19</td>
<td>I learn better when the teacher explains something on the board.</td>
<td>10.7</td>
<td>89.3</td>
</tr>
<tr>
<td>20</td>
<td>I feel confident when the teacher is beside me while I am learning listening.</td>
<td>46.4</td>
<td>53.6</td>
</tr>
<tr>
<td>21</td>
<td>I can learn listening only with the help of my teacher.</td>
<td>80.4</td>
<td>19.6</td>
</tr>
<tr>
<td>22</td>
<td>My teacher always has to guide me in learning listening.</td>
<td>35.7</td>
<td>64.3</td>
</tr>
<tr>
<td>23</td>
<td>While learning listening I would like my teacher to repeat grammatical rules.</td>
<td>8.9</td>
<td>91.1</td>
</tr>
<tr>
<td>24</td>
<td>I feel happy when my teacher explains very detail of English.</td>
<td>3.6</td>
<td>96.4</td>
</tr>
<tr>
<td>25</td>
<td>I like my teacher to correct my errors when I make a mistake.</td>
<td>5.4</td>
<td>94.6</td>
</tr>
<tr>
<td>26</td>
<td>I want the teacher to give us the words that we are to learn.</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>27</td>
<td>Every time I have an assignment, the teacher should score or correct it.</td>
<td>1.8</td>
<td>92.8</td>
</tr>
</tbody>
</table>
Based on the table above, we can see that most of the students belong to independence learners. The most significant result is shown the state where the students like to try new things in listening learning. All of the students agree that point. Out of 15 statements which reflect independence in learning, there is one condition which reveals that 62.5 % of the students admit that they still need a teacher in listening learning processs. They might not feel confidence to learn their own way without the presence of the teacher. While from 11 statements which reflect students’ dependence in learning, there are two conditions which show that the students feel that their success of learning depends on the help from the teacher, it reached 80.4 % of students. It indicates that most of the students still have low confidence that they can learn listening themselves independently.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Students’ Response (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Freedom of choosing when and where to learn</td>
<td>96.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>2</td>
<td>Learner choice of learning materials</td>
<td>92.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.4</td>
</tr>
<tr>
<td>3</td>
<td>Meeting learners’ need</td>
<td>92.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.4</td>
</tr>
<tr>
<td>4</td>
<td>Interesting learning media</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Increasing exposure to listening learning</td>
<td>98.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.9</td>
</tr>
</tbody>
</table>

From the table above, it is found that almost of the students gave a positive attitude towards the use of Elica website during the listening learning. Most of them agree that Elica website contains of various listening sources, so it will give them more freedom to choose any sources regarding to their personal choice. More than 92% of the students also think that materials in Elica website meet their need in Intensive Listening course. At one point, all of the students agree that Elica is an interesting media used in listening learning. Lastly, more than 98% of the students state that they can expose more in listening learning through Elica.

For the interview, there were three questions given for the students. The interview itself is basically as an affirmation of the students’ opinion toward the use of Elica during the listening learning. The questions exposed in the interview were: i) What did you like most about ELICA website?: ii) What have you gained as a result of the use of ELICA website?: and iii) How do you suggest the component of ELICA website could be improved?. The result from the interview has been summarized on the table below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Summary of the Students’ Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What did you like most about ELICA website?</td>
<td>1. Various sources for listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Independence and easy use</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Clear voice or sound</td>
</tr>
<tr>
<td>2</td>
<td>What have you gained as a result of the use of</td>
<td>1. Interesting way in listening</td>
</tr>
<tr>
<td></td>
<td>ELICA website?</td>
<td></td>
</tr>
<tr>
<td>result of the use of ELICA website?</td>
<td>learning</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>2. More opportunity to practice listening</td>
<td>2. Improving vocabulary</td>
<td></td>
</tr>
<tr>
<td>3. Improving vocabulary</td>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How do you suggest the component of ELICA website could be improved?</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adding more exercises and questions</td>
<td>Improving the theme and template of the website</td>
<td>Adding ‘delete’ and ‘edit’ buttons on the reply column.</td>
<td>Adding feedback</td>
<td>Adding ‘search’ feature</td>
<td>Adding more interesting menus</td>
</tr>
</tbody>
</table>

At the first place, the purpose of this study is to seek out the students’ learning autonomy after having a task-based listening learning by utilizing Elica website as a source. In seeking out it, a set of questionnaire and an interview has been used in this study. From the result of the questionnaires related to the autonomy learning, it reveals that most of the students are autonomous learners. It reaches 67.53% of the students who belong to autinolous learners. They have a high result on all three aspects, which are self-planning, self-monitoring, and self-evalutaing. The result indicates that more than 50% of the students were more responsible for their own learning and had initiatives in finding solution for their problems in listening learning. While from the independence and dependence aspects, more than 75% students were concluded as independence learners. But still there are two areas in which the students were less independence, the presence of the teacher and their dependence on classroom activities cause a worriness for them. They still believe that their success of listening learning depends on the presence of the teacher.

Furthermore, from the result of the students’ investigation related to the use of Elica website, more than 90% of them agree that Elica website can provide them unlimited access in getting sources for listening. They admitted that by using Elica, they can be actively participated in the listening learning. They can have a freedom to choose various sources provided by Elica, to create tasks, and to reply to the tasks. Moreover, they agree that Elica is easy to use, free-access, and it has lots of sources for listening learning. But still some improvement is needed for Elica. By improving the menus, features, and the listening practice in Elica, it will improve the the function of Elica as a listening learning source.

4 CONCLUSION

This study has revealed that the use of Elica website in promoting a task-based listening learning bring positive feedback from the students. By the help of technology, it can foster them to be more responsible with their learning. Besides, bringing the use of technology in listening learning also can force the students to be independent learners. Being responsible and independent have correlation with autonomy learning, which can lead the students to achieve success in a language learning [4]. Moreover, Elica website can be as a recomended listening source in conducting a task-based listening learning. Still, some improvements are needed for Elica in order to be more reliable source for listening learning.
References

Weaknesses Of The Implementation Of The State Administrative Court Verdicts: A Case Study In Indonesia

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Abstract. Fair legal protection is hampered by the Administrative Court Verdicts that cannot be enforced in the event that the government officials as the defendants are not willing to voluntarily carry out the Administrative Court Verdicts. The presence of Law No. 30 of 2014 concerning the Government Administration does not provide a way out to overcome this obstacle. The Government Administration Law gives the authority to carry out the Administrative Court Verdicts entirely to the executives/government. The Administrative Court is not authorized to carry out the Administrative Court Verdicts. The Government Administration Law further weakens the functions of the Administrative Court, because the Administrative Court does not have the authority to carry out the verdicts, and in fact the authority is fully delegated to the executives/government. Optimal legal protection for the people is very dependent on the legal awareness of the officials to comply with the Administrative Court Verdicts.

Keywords: Verdict, Administrative Court, Government Administration.

1 Introduction

Administrative Court has a weakness in providing legal protection for the justice seekers, namely that the Administrative Court Verdicts cannot be enforced in the event that the government officials as the defendants are not willing to carry out the Administrative Court Verdicts. Based on Law No. 5 of 1986 in conjunction with Law No. 9 of 2004 as well as Law No. 51 of 2009, the implementation of the Administrative Court Verdicts was more directed to whether or not the officials voluntarily carry out the verdicts. Even though Law No. 9 of 2004 and Law No. 51 of 2009 regulate the provisions of dwangsom, namely the imposition of a number of forced money for the government officials as the defendants who are not willing to voluntarily carry out the Administrative Court Verdicts, but this provision has not yet been implemented, because there are no implementing regulations on forced money yet.

Compliance of the Government Officials to carry out the verdicts either through forced efforts, or even voluntarily, is still apprehensive and does not reflect the compliance of the Government Officials to carry out the court verdicts properly.[1] In practice, not all Administrative Court Verdicts are carried out by the Government Officials.[2] According to Supandi, "The existence of Administrative Court Verdicts that are not obeyed by the Government Officials is one of the things that causes people to be still pessimistic about the existence of Administrative Courts". [3]

Disobedience of the Government Officials to carry out the Administrative Court Verdicts results in the Administrative Court being less functional to be able to provide maximum legal
protection for the justice seekers. If the Government Officials do not carry out the Administrative Court Verdicts, then the plaintiff or justice seeker will only win on paper and cannot enjoy their victory so that the sacrifice that they have made to sue to the Administrative Court will be in vain. [4]

In an effort to realize good governance, Law No. 30 of 2014 concerning the Government Administration was established. The Government Administration Law regulates the provisions that are related to the Administrative Procedure Law, so that there are changes in the Administrative Procedure Law as stipulated in the Government Administration Law, including those that are related to the implementation of the Administrative Court Verdicts. This paper will describe the weakness of the implementation of the State Administrative Court Verdicts in Indonesia.

2 The Weaknesses Of The Implementation Of The State Administrative Court Verdicts In Indonesia

Since it was formed until now, the Administrative Court has weaknesses, so that it cannot carry out its functions to the fullest in providing protection to the people. In this regard, Stewart Fenwick [5] said,

_The Court has steadily declined in prominence, and has not found a voice in post-reform Indonesia. In many respects the jurisdiction is largely invisible, and is notable for its comparatively light caseload, poor enforcement powers, and an apparent inability to generate significant jurisprudence._

Furthermore, Stewart Fenwick said, _"While the draft Law on Government Administration sets out new standards for administrative decision-making, it does not alter the framework for review mechanisms in any fundamental way"_. After the Government Administration Law was established, it did not undergo many changes in the regulations regarding the way to test the decisions of the government officials, which also include the matters regarding the forced power of the implementation of Administrative Court Verdicts. The implementation of the verdicts still has low forced power.

The Government Administration Law provides an expansion of the absolute competence of the Administrative Court. Thus, this matter brings implications on the changes in the administrative court procedural law to adjust to the changes that have been regulated in the Government Administration Law. These changes include not only the absolute competence that is widely increasing, but these changes should be followed by an increase in forced power towards the implementation of the Administrative Courts Verdicts.

Until present time, there has been no new Administrative Court Law to adjust to the Government Administration Law. However, the concept or draft of the new Administrative Court Law to adjust to the Government Administration Law has been compiled but has been suspended in the hearing in the House of Representatives, so that the new Administrative Court Law has not been stipulated until now. Regarding the implementation of Administrative Court Verdicts, the concept or draft of the Law in Article 134 states as follows:

1. The court clerk on the order of the head of the court sends a copy of the court verdicts that have permanent legal force to the parties and the minister.

2. The defendant is obliged to carry out the court verdicts that have permanent legal force.

3. Supervision of the implementation of the verdicts is conducted by the President as the highest head of the government.
(4) The supervision referred to in verse (3) can be delegated to the minister.

(5) The minister referred to in verse (4) is obliged to report the implementation of the verdicts that have legal force to the Chair of the Supreme Court of the Republic of Indonesia with a copy to the Chair of the first level court.

(6) The head of the court coordinates with the minister on the implementation of the verdicts that have permanent legal force.

(7) The Chair of the Court reports the results of the execution of the verdicts that have permanent legal force to the Supreme Court at the end of each year.

Based on the provisions in the draft of the Law, it shows that the implementation of the Administrative Court Verdicts is given entirely to the executives or the government as the defendant to carry it out. The Administrative Court as the judicial institution is not given the authority to force so that the Administrative Court Verdicts will be carried out by the government officials as the defendants. This is due to the issue of the verdicts implementation by the Government Administration Law that gives the full authority to the government/executives on whether or not they will carry it out.

Article 7 verse (2) letters k and l of the Government Administration Law states that the government officials have the following obligations:

- Carry out the verdicts and/or legitimate actions and verdicts that have been declared invalid or canceled by the court, the relevant officials, or superior officer;
- Comply with the court verdicts that have permanent legal force.

Furthermore, Article 72 verse (2) of the Government Administration Law states that,

Governments and/or Government Officials are obliged to carry out the verdicts and/or legitimate actions and verdicts that have been declared invalid or canceled by the Court or the relevant officials or concerned superior officer.

These provisions indicate that the government officials have an obligation to comply with the court verdicts. Obligations are legal provisions that must be carried out by the government officials in carrying out their duties and authorities. In the event that the obligation is not implemented, sanctions that have been regulated in the Government Administration Law will be imposed. Based on Article 80 verse (2) of the Government Administration Law, the Government Officials who do not carry out the Administrative Court Verdicts are subject to moderate administrative sanctions.

Article 81 verse (2) of the Government Administration Law states that the moderate administrative sanctions include:

- Forced money payment and/or compensation;
- Temporary termination while obtaining office rights; or
- Temporary termination without obtaining office rights

These provisions indicate that the officials who do not carry out the Administrative Court Verdicts are subject to sanctions including payment of forced money or known as dwangsom, but the authority to implement dwangsom is given to the executives and not to the judiciary (administrative court institution). This is more clearly stated in Article 82 of the Government Administration Law as follows:

(1) The imposition of sanctions as referred to in Article 81 is carried out by:

- The supervisor of the Decision Officer;
- The regional head if the verdicts are determined by the regional officials;
- The minister/head of the institution if the verdicts are determined by an official in the environment; and
d. The president if the verdicts are determined by the ministers/leaders of the institution.

(2) The imposition of sanctions as referred to in Article 81 is carried out by:
   a. The governor if the verdicts are determined by the regent/mayor; and
   b. The minister who organizes the domestic government affairs if the verdicts are determined by the governor.

The description above shows that the Government Administration Law requires that the authority to carry out the Administrative Court Verdicts is given entirely to the executives. The Administrative Court as a judicial institution has no authority at all in the implementation of the Administrative Court Verdicts, which is a very ironic thing. On one hand, the Government Administration Law provides very broad absolute competence to the Administrative Court, but on the other hand the Administrative Court does not have the authority to execute the Administrative Court Verdicts. It appears that the initiators of the Government Administration Law are more rigid in applying the theory of separation of powers. The Administrative Court is only placed as the supervisory institution, and the Administrative Court Verdicts are only a kind of recommendations. The follow-up of the recommendations is left entirely to the executives, which is not much different from other supervisory institutions. In this case, the Administrative Court has a function as a supervisory institution that is no different from other supervisory institutions. The function as a judicial institution is less apparent in the Administrative Court itself, because the characteristic of a judicial institution is to have full authority to solve the cases that are tried there until the court verdicts can actually be carried out.

In the event that the provisions governing the implementation of the verdicts are given entirely to volunteerism of the executives or the government officials; it will raise questions in the event that the defendant is an official in the legislative environment, judicial environment and other state administrator institutions. In accordance with the provisions in Article 87 of the Government Administration Law, the Government Official Verdicts include the verdicts made by the officials in the legislative, executive, judicial environments and other state administrator institutions. Thus, the officials in the legislative, executive, and judicial environments as well as other state administrator institutions can be sued and become the defendants in the Administrative Court. If in a dispute there are officials in the legislative, executive, and judicial environments as well as other state administrator institutions who are sued in which the plaintiff win, questions on how to carry out the verdicts of the Administrative Court will arise.

Article 134 in the draft of the Law creates something that is unreasonable, if the defendant is an official in the legislative environment or other state administrator institutions, it is very unlikely that the supervision of the implementation of the verdicts is conducted by the President as the highest government head or delegated to the Minister.

In the event that the defendant is a government official, then the supervision of the implementation of the court verdicts is given to the President. Therefore, in the case of the defendant is an official in the legislative and judicial environment or other state administrator institutions, the supervision should be left to the highest leader of each institution. This causes the forced power of the implementation of the Administrative Court Verdicts to be very dependent on each institution. Such a model would make the Administrative Court's authority broader in resolving disputes. On the other hand, the execution of the Administrative Courts Verdicts became weaker. The greater the authority, the stronger the State Administrative Court institution should be, especially in carrying out its functions in resolving disputes to the completion of the verdicts of the Administrative Court. The fact that the Administrative Court
has greater absolute authority but does not have the authority to execute its decisions has made the Administrative Court institutions become weaker as the institutions that should be providing justice for the people.

There are many theories of separation of powers which define that judicial power, including the Administrative Court institutions, only has the authority to oversee or control the government, but does not have the authority over the execution of the Administrative Court Verdicts, and considers that the authority to execute the verdicts is in the hands of the executives. In the case of the Administrative Court is given the authority to be able to execute the Administrative Court Verdicts, it is considered as a form of judicial intervention against the executives, and this is considered to be in contrast to the theory of separation of powers.

In fact, the weak authority of the Administrative Court in carrying out (executing) the Administrative Court Verdicts causes the justice seekers to not obtain fair protection when the government officials as the defendants are not willing to voluntarily carry out the Administrative Court Verdicts. This is in contrast to the purpose of the theory of separation of powers, namely that with the separation of powers, it is hoped that the people will get legal protection from the abuse of power of the authorities. This is in accordance with what was stated by Phineas M Mojapelo as follows: “The main objective of the doctrine is to prevent the abuse of power within different spheres of government” [6], which means that the main purpose of the theory of separation of powers is to prevent the occurrence of the abuse of power of the government. On the contrary, the inability of the Administrative Court Verdicts to be carried out in the event that the government officials are not willing to voluntarily carry out the verdicts, the people seeking justice do not get legal protection from the abuse of power of the authorities.

Related to the theory of separation of powers, A W Bradley and K D Ewing stated the following:

As the contrast between the United States and France shows, the doctrine of separation of powers has a variety of meanings. The concept of ‘separation’ may mean at least three different things:

(a) that the same persons should not form part of more than one of the three organs of government, for example, that ministers should not sit in Parliament;

(b) that one organ of government should not control or interfere with the work of another, for example, that the executive should not interfere in judicial decisions;

(c) that one organ of government should not exercise the functions of another, for example, that ministers should not have legislative powers.

In considering these aspects of separation, it needs to be remembered that complete separation of powers is possible neither in theory nor in practice. [7]

One of the concepts of separation of powers means that one organ of government is not permitted to interfere with other organs of government, for example the executive interferes the judiciary or vice versa. Such definition does not mean that the Administrative Court cannot be given the authority to execute the verdicts of the Administrative Court if the government officials are not willing to voluntarily carry out the verdicts of the Administrative Court. In the case of the Administrative Court is given the authority to carry out their verdicts by Law, then the authority is not a form of judicial intervention against the executives. In the case that the Law does not give authority to the Administrative Court to execute the Administrative Court Verdicts, then if the Administrative Court forces the government officials to carry out the verdicts, that is a form of judicial intervention against the executives. Furthermore, A W Bradley and K D Ewing said that,
The proper constitutional relationship of the executive with the courts is that the courts will respect all acts of the executive within its lawful province, and that the executive will respect all decisions of the courts as to what its lawful province is.

In relation with the relationship between the executives and the judiciary in the doctrine of the separation of powers, the court will respect all executive actions in accordance with their legal authority, and the executives will respect all decisions from the court in accordance with their authority. The basis of all this is authority, in the case that the Administrative Court is given the authority to execute the Administrative Court Verdicts, then the Administrative Court's attempt to force the government officials to carry out the Administrative Court Verdicts is not a form of judicial intervention against the executive and does not contradict the theory or teachings of separation of powers.

3 Conclusion

Since it was promulgated and changed twice, Law No. 5 of 1986 in conjunction with Law No. 9 of 2004 and Law No. 51 of 2009 did not experience a significant change in the implementation of the Administrative Court Verdicts. The implementation of the Administrative Court Verdicts has a low force power, namely that the implementation of the Administrative Court Verdicts is given to the volunteerism of the Government Officials to carry out the Administrative Court verdicts. The existence of the Government Administration Law actually weakens the function of the Administrative Court in the implementation of the Administrative Court Verdicts. Based on the Government Administration Law, the authority to carry out the Administrative Court Verdicts is more fully delegated to the government officials.

The culture of compliance towards the Court Verdicts by the Government Officials in Indonesia is still low. Therefore, arrangements that are related to the implementation of the Administrative Court Verdicts based on the Government Administration Law certainly do not provide legal protection for the people. It is necessary to revise the Government Administration Law and the Administrative Court Law which contain new regulations that will give strong authority to the Administrative Court in carrying out the verdicts.

References

Social responsibility disclosure of Indonesian Islamic Index Company

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Abstract. This research is aimed to analyze the disclosure level of Social Reporting in companies listed in Jakarta Islamic Index (JII) using ISR index. This research is descriptive research, that is research which try to describe and interpret result of ISR index score based on six criteria: Funding and Investment, Products and Services, Employee, Society, Environment and Corporate Governance. The population of this study are all companies listed in JII period 2014-2016. The sampling method used in this research is purposive sampling method. The result of research shows that the most disclosure on the six ISR index criteria conducted by 21 companies listing in JII is environmental criteria. This proves that there is an awareness of the environmental social responsibility of companies listing in JII. Overall, the average disclosure of the ISR index on 21 JII firms has not been good, only 47.80%. This indicates that there are still many ISR index items that have not been fully disclosed. The results also show a tendency to increase the ISR index. This condition proves the increase of corporate awareness of the obligation of social responsibility according to sharia. This condition proves the increase of corporate awareness of the obligation of social responsibility according to sharia.

Keywords: Social Reporting, Islamic Company, social responsibility disclosure.

1 Introduction

In line with the development of sharia economy in the world, the concept of Corporate Social Responsibility (CSR) that shall be in accordance with Islamic values in accordance with Qur'an and Sunna of the Prophet Muhammad PBUH has also flourished [1][2][3]. CSR according to Islamic teaching promotes faalah (justice) and ukhuwah (brotherhood), so that sharia-compliant companies can accommodate the needs of each party and the interest of the public [4][5]. For companies engaged in the field of sharia, they necessarily require guidelines in preparing annual reports by presenting the implementation of social responsibility in accordance with sharia in such reports. These guidelines are known as Islamic Social Reporting (ISR). [6] developed the ISR index which had been initiated by [7] by adding in the index of ISR disclosure with corporate governance.
Researches related to ISR have been conducted in Islamic Financial Institution (IFI), mainly in sharia banking sector. This research done by [8], [9], [3], [10], [11]. Other studies have linked the characteristics of banks or firms listed in Islamic capital markets with ISRs, such as researches conducted by [6], [12], [13], [14]. Researches on the disclosure of ISR in companies listed in sharia capital market have also been conducted. [15] examined ISR disclosures in large corporations other than in the finance industry approved by sharia authorities listed in Bursa Malaysia. The result proved that the companies' ISR disclosures in Bursa Malaysia was indicated to be minimal, marked by a minimum disclosure of sharia related disclosure items.

This study aims to analyze the disclosure of ISR by companies listed in Jakarta Islamic Index (JII). The latter is one of the sharia capital market products in Indonesia Stock Exchange, where the listed companies’ shares are considered eligible by the National Sharia Council (DSN) of the Indonesian Ulama Council. This research is a replication of research conducted by [15], but different in the object research. Based on the above explanations, this study formulates the research problem as to how the disclosure of Social Responsibility with ISR index in companies listed in the Jakarta Islamic Index.

2 Literature Review

2.1 Islamic social reporting
In Islam, the business operation can never be alone face from the rest social responsibility and rights all stakeholder [16]. [14] said if concept Corporate Social Responsibility not only in the conventional economics, but for sharia economics. Increasing implementation of CSR from the perspective of Islam triggers the emergence of standards in connection with the reporting of performance of a sharia-based company in the form of Islamic Social Reporting (ISR). The ISR Index was born on the basis of compilation of standard CSR items based on AAOIFI (Accounting and Auditing Organization for Islamic Financial Institutions). ISR index was firstly promoted by [7] and further developed by subsequent researchers extensively such as by [6] in Malaysia and other researchers. According to [7], there are still many limitations in the conventional social reporting and proposing a conceptual framework of ISR based on sharia provisions. [17] further explains that the improvement of corporate governance in islamic financial system is absolutely necessary, as the public have the right to know on various information about an organization’s activities. ISR requires a company to disclose their performance reporting to prove that the company has fulfilled its duties and obligations according to sharia and to ensure that its operation is not contrary to the concept of sharia.

2.2 Review on previous research
Researches on ISR disclosure in sharia banks and companies listed in sharia capital market have been conducted by several researchers. Othman and Thani’s studies [15] measured ISR levels of 100 companies other than in financial industry listed in Bursa Malaysia approved by sharia authorities, through multiyear annual reports of 2004-
2006. Using 43 items of disclosure index and categorized into 6 themes, namely Funding and Investment; Products/Services; Employees; Communities; Environment, and Corporate Governance. The results showed that the level of ISR disclosures were minimal, so that in overall there have not been significant ISR disclosure.

This research is a replication of [15] research, however, the difference relates to the samples selected. [15] selected samples of companies listed in Bursa Malaysia approved by the relevant sharia authorities, while this study takes the samples of companies listed in JII. On the other hand, this study selects the samples of companies listed in JII using multi year of annual reports with trend analysis to analyze the ISR disclosure rate.

3 Research Method

3.1. Population and Sample
This study uses all companies listed in JII as population that meet the following criteria (purposive sampling):
- Listed in the Jakarta Islamic Index in the period of 2014 -2016;
- The company publishes annual report in the period of 2014-2016.

Based on the above criteria, the number of samples amounting to 21 companies listed in JII are obtained.

3.1. Data analysis
The data used in this study is secondary data in the form of companies’ annual reports selected as the samples. The method used in this study is content analysis, which aims to identify the criteria of the index of ISR. The ISR Index model follows that of according to the research of [15]. The ISR Index is divided into six categories: Funding and Investment, Products and Services, Employees, Society, Environment, and Corporate Governance.

Content analysis is performed by reading the annual reports of the samples and giving the score value. The scoring method utilized in this study is similar to that of [15]. Content analysis was performed on 43 ISR index items, where scoring was given not based on how often the number of occurrences of each item was disclosed in an annual report. If at least an ISR index disclosure item is disclosed once, the relevant item is considered to exist. Assessment is done by scoring from 0-1, where:
- Value 0 is applied if there is absolutely no disclosure regarding the item;
- Value 1 is applied if disclosure is made, at least once disclosure.

Assessment of index items is then collected, identified, and analyzed by summing up the overall score annually, so the pattern of ISR disclosure every year is known. Calculation of the ISR index is formulated as follows:

\[ CSR = \frac{\text{Number of items disclosed by the company}}{\text{The number of expected items is disclosed}} \]
In addition to summing up the scores obtained per year for all companies within the samples as a whole, the score of each sample company and each category of ISR index are summed up. This method is done to determine which disclosure categories are mostly disclosed by the companies and which companies perform the highest ISR disclosures. Based on the results of this score, a review is further conducted on how the implementation of ISR in companies listed in JII.

4 Result and Discussion

Based on the content analysis presented in table 1, it can be seen all categories of ISR disclosure items. Overall, table 1 show that the highest disclosed category of JII is the environmental category. The company that discloses the highest environmental category in the period of 2014-2016 is PT Astra Agro Lestari Tbk, with an average score of 31.75%. The lowest environmental disclosure was conducted by PT Bumi Serpong Indah Tbk with an average score of 14.29%. Of the seven environmental indicators, there are consistent indicators that are disclosed each year, i.e., environmental conservation, environmental auditing/independent verification/government statements, and environmental/policy management system.

Since the highest disclosed category in this study is the environmental category with an average score of 67.80%, this shows the high awareness of the companies listed in JII towards the importance of environment. This awareness of the environment is evidenced by the increase of year-to-year Program for Pollution Control, Evaluation and Rating (PROPER) award given to the companies listed in JII [14]. PROPER is a corporate performance rating program organized by the Ministry of Environment to encourage compliance of the companies with environmental management through information instruments. The awarding of PROPER to a company that has an awareness of the importance of the environment as disclosed in its annual report provides an evidence of such company's concern and responsibility for the surrounding environment. Awareness of the importance of the environment is also due to the obligation of those industrial companies to maintain the surrounding environment in accordance with Law No. 5 of 1984 [18] regarding Industry, especially article 21. Such Article 21 imposes an obligation to the industrial companies to maintain the balance and sustainability of natural resources used in the process of industry. In addition, there is an obligation to prevent the damage and pollution of the environment as the results of business and industrial processes undertaken by the companies. Furthermore, in article 27, it is stipulated that a fine shall be given as a result of an intentional/unintentional action for violation of article 21. This means, the company of JII have high environmental impacts. This finding is line with Islamic principles, where as khalifah, humans as guardians of the earth must guard and care it from damage.

Through the trend analysis, the results of this study provide empirical evidence that companies listed in JII have increased in the ISR disclosure in their annual report. This condition proves that the company which in its operation does not contradict the concept of sharia and its shares listing in sharia capital market, the better in disclosing the implementation and reporting of its social obligations. The ISR disclosure of 2015 to 2016 only increased by 22.11% lower than the 2014 to 2015 increase. According to
Table 1, in general, ISR index score for each category shows inconsistency during 2014-2016, except category of Products and Services as well as Community, which are increasing year by year. The minimum category disclosed by companies listed in JII is the category of corporate governance. Of the five indicators of corporate governance category, only the indicator of anti-corruption policies is disclosed. This condition is understandable considering that the companies listed in JII are not companies that operate purely based on the concept of sharia.

Category of Products and Services occupies the second rank of disclosure conducted by companies listed in JII, with an average score of 60.32%. This score indicates the awareness of the company listed in JII with the importance of disclosure of products and services offered. Almost all indicators of this category do not have consistency disclosure annually, unless the halal status of the product increases from 2014-2016. The Government has affirmed through Law No. 33 of 2014 on Halal Product Guarantees [19], that all products entered, circulated and traded in the territory of Indonesia must be halal certified. The highest disclosure of this category was conducted by PT Unilever Indonesia Tbk with an average score of 30.56%. This is because PT Unilever Indonesia Tbk during 2015 and 2016 is the only company that discloses the four indicators of product and service category. The lowest disclosure of this category, was conducted with an average score of 2.78% by PT Bumi Serpong Indah Tbk.

From the category of Funding and Investment, obtained the average value of disclosure from 2014-2016 amounted to 27.78%. This figure shows the low disclosure of this category. From table 1, there is consistency of VAS reporting every year that is 80.95%. This shows that from the selected sample, 17 of the same companies reveal VAS indicators every year in their annual report. However, the disclosure of the VAS is different from the VAS referred to by [20], where according to [20] the VAS is a complementary report of the income statement of the company so as to provide relevant information to stakeholders. Another consistency is the lack of disclosure of *riba* (usury) and zakat. this is consistent with the findings of [15]. Zakah payments and the avoidance of usury are examples of Islam emphasizing the principle of justice [1]. As explained earlier, this is because companies listed in JII are not companies engaged in sharia, where the concept of sharia becomes the basis of the company's operations. The CVBS disclosure is also not done, as a complementary balance sheet presented in the annual report. The balance sheet is presented using historical cost, so it should be necessary to provide relevant information for Muslim stake holders to present CVBS reports [20]. When viewed from the average disclosure of the Funding and Investment category during 2014-2016, the highest disclosure is done by PT Lippo Karawaci Tbk with average score of 16.67%. The lowest disclosure score is done by PT Astra International Tbk with a score of zero percent.

Community category based on table 1, has an average disclosure value of 55.70%. This score indicates a high awareness of the companies listing in JII related to the mutual sharing and lighten the burden of society. This is in accordance with the statement of [7][2], which explains that the basic concept of this category is the ummah, amanah and adl. Thus a high score indicates the company's concern for community togetherness, public trust and the realization of justice for the community around the company. Of the 11 indicators of this category, none of the companies listed in JII disclose waqaf and qardhassan indicators. These...
results are in line with findings by [12] and [21] who found that this indicator is rarely revealed by Shari'ah Compliant Companies in Bursa Malaysia. Yet through these two indicators, the needs of the ummah (community) can be realized [7]. The highest disclosure of this theme was conducted by PT Vale Indonesia Tbk with an average score of 24.24%, and the lowest disclosure was conducted by PT Akr Corporindo Tbk, PT Siloam International Hospital Tbk and PT Summarecon Agung Tbk with an average score of 13.13%.

Table 1: The ISR Score of Disclosure According to Individual Items and Categories

<table>
<thead>
<tr>
<th>No</th>
<th>Items of disclosure</th>
<th>2014 %</th>
<th>2015 %</th>
<th>2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Finance And Investment Theme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Riba Activities</td>
<td>26.98</td>
<td>28.57</td>
<td>27.78</td>
</tr>
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<td>2</td>
<td>Gharar</td>
<td>52.38</td>
<td>57.14</td>
<td>61.9</td>
</tr>
<tr>
<td>3</td>
<td>Zakat: method used/amount/beneficiaries</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>4</td>
<td>Policy on Late Repayments and Insolvent Clients/Bad Debts Written-off</td>
<td>28.57</td>
<td>33.33</td>
<td>23.81</td>
</tr>
<tr>
<td>5</td>
<td>Current Value Balance Sheet (CVBS)</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>6</td>
<td>Value Added Statement (VAS)</td>
<td>80.95</td>
<td>80.95</td>
<td>80.95</td>
</tr>
<tr>
<td>B</td>
<td>Products And Service Theme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Green product</td>
<td>80.95</td>
<td>80.95</td>
<td>80.95</td>
</tr>
<tr>
<td>8</td>
<td>Halal status of the product</td>
<td>14.29</td>
<td>76.19</td>
<td>19.05</td>
</tr>
<tr>
<td>9</td>
<td>Product safety and quality</td>
<td>80.95</td>
<td>80.95</td>
<td>80.95</td>
</tr>
<tr>
<td>10</td>
<td>Customer complaints/incidents of non-compliance with regulation and voluntary codes (if any)</td>
<td>71.43</td>
<td>61.90</td>
<td>76.19</td>
</tr>
<tr>
<td>C</td>
<td>Employees Theme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Nature of work: working hours/holidays/other benefits</td>
<td>23.81</td>
<td>33.33</td>
<td>42.86</td>
</tr>
<tr>
<td>12</td>
<td>Education and Training/Human Capital Development</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>13</td>
<td>Equal Opportunities</td>
<td>80.95</td>
<td>80.95</td>
<td>71.43</td>
</tr>
<tr>
<td>14</td>
<td>Employee involvement</td>
<td>76.19</td>
<td>76.19</td>
<td>80.95</td>
</tr>
<tr>
<td>15</td>
<td>Health and safety</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>16</td>
<td>Working environment</td>
<td>100.00</td>
<td>100.00</td>
<td>90.48</td>
</tr>
<tr>
<td>17</td>
<td>Employment of other Special-interest-group (i.e. Handicapped, ex-convicts, former drug-addicts)</td>
<td>0.00</td>
<td>4.76</td>
<td>4.76</td>
</tr>
<tr>
<td>18</td>
<td>Higher echelons in the company perform the congregational prayers with lower and middle level managers.</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>19</td>
<td>Muslim employees are allowed to perform their obligatory prayers during specific times and fasting during Ramadhan on their working day.</td>
<td>4.76</td>
<td>23.81</td>
<td>14.29</td>
</tr>
<tr>
<td>20</td>
<td>Proper place of worship for the employees</td>
<td>4.76</td>
<td>23.81</td>
<td>14.29</td>
</tr>
<tr>
<td>D</td>
<td>Society Theme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Saddaqa/ donation</td>
<td>19.05</td>
<td>33.33</td>
<td>80.95</td>
</tr>
<tr>
<td>22</td>
<td>Waqf</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>23</td>
<td>Qardhassan</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>24</td>
<td>Employee Volunteerism</td>
<td>90.48</td>
<td>90.48</td>
<td>90.48</td>
</tr>
<tr>
<td>25</td>
<td>Education: School Adoption Scheme/Scholarships</td>
<td>95.24</td>
<td>66.67</td>
<td>61.90</td>
</tr>
<tr>
<td>26</td>
<td>Graduate employment</td>
<td>33.33</td>
<td>95.24</td>
<td>85.71</td>
</tr>
<tr>
<td>27</td>
<td>Youth development</td>
<td>23.81</td>
<td>42.86</td>
<td>57.14</td>
</tr>
<tr>
<td>28</td>
<td>Underprivileged Community</td>
<td>14.29</td>
<td>52.38</td>
<td>57.14</td>
</tr>
<tr>
<td>29</td>
<td>Children care</td>
<td>95.24</td>
<td>66.67</td>
<td>61.90</td>
</tr>
<tr>
<td>30</td>
<td>Charities/Gifts/Social activities</td>
<td>28.57</td>
<td>61.90</td>
<td>71.43</td>
</tr>
<tr>
<td>31</td>
<td>Sponsoring public health/recreational project/sports/cultural events</td>
<td>90.48</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>E</td>
<td>Environment Theme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Conservation of environment</td>
<td>85.71</td>
<td>85.71</td>
<td>85.71</td>
</tr>
<tr>
<td>33</td>
<td>Endangered wildlife</td>
<td>4.76</td>
<td>9.52</td>
<td>4.76</td>
</tr>
<tr>
<td>34</td>
<td>Environmental Pollution</td>
<td>80.95</td>
<td>76.19</td>
<td>61.90</td>
</tr>
<tr>
<td>35</td>
<td>Environmental Education</td>
<td>33.33</td>
<td>71.43</td>
<td>33.33</td>
</tr>
<tr>
<td></td>
<td>Environmental Products/Process related</td>
<td>Environmental Audit/Independent Verification Statement</td>
<td>Environmental Management System/Policy</td>
<td>Corporate Governance Theme</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>36</td>
<td>100.00</td>
<td>90.48</td>
<td>100.00</td>
<td>10.48</td>
</tr>
<tr>
<td>37</td>
<td>85.71</td>
<td>85.71</td>
<td>85.71</td>
<td>6.67</td>
</tr>
<tr>
<td>38</td>
<td>85.71</td>
<td>85.71</td>
<td>85.71</td>
<td>8.57</td>
</tr>
<tr>
<td>F</td>
<td>Total</td>
<td>38.96</td>
<td>49.61</td>
<td>49.83</td>
</tr>
<tr>
<td>39</td>
<td>Shariah compliance status</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>40</td>
<td>Ownership structure: Number of muslim shareholders and its shareholdings</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>41</td>
<td>BOD structure-muslim vs non-muslim members</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>42</td>
<td>Declaration of forbidden activities: monopolistic practice/hoarding necessary goods/price manipulation/fraudulent</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>43</td>
<td>Anti-corruption policies</td>
<td>52.38</td>
<td>33.33</td>
<td>42.86</td>
</tr>
</tbody>
</table>

The Employee category has an average rating of 51.74%. This value proves the existence of awareness of the company associated with concern for its employees. No company listed on JII discloses the higher Echelon at the company performing congregational prayers with lower and middle level managers. This finding is the same as [15]. The indicators disclosed by all companies listed in JII are education and training / human resources development and occupational health and safety. The Company is required to disclose both of these indicators based on Law no. 1 of 1970 on Occupational Safety Law No. 23 of 1992 on Health and Law no. 13 of 2003 on Manpower. There are sanctions for companies that do not want to comply with these three packages of rules. The most disclosure of this category was conducted with PT Telekomunikasi Indonesia Tbk with an average score of 24.44%, while the lowest average was revealed by PT Summarecon Agung of 11.11%.

The category of Corporate Governance is the lowest theme revealed by companies listing in JII with an average score of 8.57%. This condition shows the weakness of corporate governance of the JII company according to the concept of sharia. The highest average score of each company amounted to 6.67%, i.e. disclosure of anti-corruption policies disclosed by 6 companies listing in JII.

In aggregate, the average disclosure value of ISR companies listed in JII is 47.80%. This shows the ISR disclosure at moderate level. Companies listed in JII have not yet disclosed the full ISR index items. For all period of this research, it is showed that items related to sharia law are not met by all companies listed in JII. Such disclosures include usury, zakat, CVBS, higher echelon in the company performing congregational prayers with lower and middle level managers, Waqaf, Qordhassan. The three indicators of corporate governance criteria relating to the concept of sharia are also not disclosed for the three year period, namely, the status of sharia compliance, the ownership structure between Muslim and non-Muslim, and forbidden activities. This finding is in line with the findings of [12], [21] and [15] which found that there was still a low disclosure of ISR on Shari'ah Compliant Companies in Bursa Malaysia in connection with the principles and values of Islam. Companies listed in JII are understandably not fully operational companies based on the concept of sharia. However, companies whose shares have passed the selection of the Financial Services Authority and the Indonesia Stock Exchange to be registered in the sharia capital market and their operations are not contradictory to the concept of sharia, the indicators related to Islamic principles and values are not disclosed. Of all ISR indicators, only indicators of Education and Training / Human Resource Development and Occupational Health and Safety indicators are fully disclosed by all companies listed in JII during 2014-2016. Viewed from companies listed in JII, the overall ISR disclosure is mostly performed by PT. Telekomunikasi Indonesia Tbk with an average score 78.81% while the lowest ISR disclosure is performed by PT. Summarecon Agung Tbk with an average score of 51.68%. 


In accordance with the theory of legitimation, the company will conduct ISR activities due to social, economic and political pressures from outside the company, so that the company will meet such demands by doing what the community want and what is required by the rules [22]. The increase of ISR index in companies listed in JII is caused by the pressure from the government through various regulations. This is consistent with Mohamed Zain's (2004) statement in [6], stating that government policy is one of the main factors to encourage companies to produce high-level ISR disclosures. Stakeholder theory states that ISR activity is an effort to accommodate stakeholders’ needs and wants, so that the company in the long run can improve its profitability [3] and company’s image [10]. In Indonesia with the majority of muslim population, the company shall consider the main stakeholders which provide good support for the company’s business activities. Disclosure of ISR is one way to manage good relationships between companies and stakeholders [8], [10],[16]. Muslim stakeholders will certainly be more comfortable to invest in shares of companies that do not violate the concept of sharia. Because the objectives of Islamic social and economic system are based on human well-being and the life of Tayyibah (good life), both of which emphasize ukhuwah (brotherhood) and adl (justice) based on piety towards God SWT [23]. Thus, a clear, complete and comprehensive ISR indicators shall be required to accommodate the needs of muslim stakeholders in Indonesia in order to avoid multi-interpretation in determining the ISR disclosures.

5 Conclusion

This study aims to find out the disclosure of ISR in annual reports of companies listed in JII. Based on description of analysis and content analysis, the overall average of ISR disclosure rate is 47.80%. Companies listed in JII have not disclosed the full items of the ISR index. Even items related to sharia concepts such as Zakat, Riba, Waqaf, Qordhassan, higher echelon in the company performing congregational prayers with lower and middle level managers, sharia-related corporate governance are not disclosed by all companies listed in JII.

Indicators of Education and Training/Human Resource Development and Occupational Health and Safety indicators are fully disclosed by all companies listed in JII in order to meet the obligations required by relevant laws. The environmental category is the most commonly disclosed category by companies listed in JII. This is due to high awareness of such companies listed in JII concerning the sustainability of natural resources used in the process of industry. The role of government by issuing the relevant laws also support this high level of disclosure.

The limitation of this research is due to the measurement of the ISR index is based on the interpretation of the researcher, requiring some subjectivity in the absence of complete, clear, and comprehensive ISR standards. In addition, the source of ISR index measurement is merely based on the annual reports. Future research shall pay attention to the media involvement as a measure of ISR disclosure.
References

[14] Ratri RF and Dewi M 2017 The Effect of Financial Performance and Environmental Performance on Firm Value with Islamic Social Reporting (ISR ) Disclosure as Intervening Variable in Companies Listed at Jakarta Islamic Index ( JII ), in *SHS Web of Conferences*. 34 1–6
[18] Undang-Undang Nomor 5 tahun 1984 tentang Perindustrian
[19] Undang-Undang Republik Indonesia Nomor 33 Tahun 2014 Tentang Jaminan Produk Halal


Student’s Participation in Class: Between Proximity, Teaching Method, and Communication Intensity

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Universitas Bunda Mulia, Jln. Lodan Raya No.2, North Jakarta 14430 - Indonesia²³

Abstract. Interpersonal communication defines as the communication applied directly from sender to receiver. In this case, communication that conducted by the teachers to their students has the purpose to build the students motivation to learn and participate actively in the class activities. The purpose of the research is to analyze the effect of proximity variable between the teachers and students, teaching method through communication intensity applied between teachers and students toward the active participation of students in classroom. The data gathered through cluster random sampling technical with 222 samples from primary school students grade 4 and 5 in Sekolah Bunda Mulia Bilingual Class programme in Central of Jakarta. The analytical method applied by using path analysis from SPSS 20. The result showed that proximity between teachers and students, teachers’ teaching method through the intensity of communication do give effect to the participation of students in the class.

Keywords: Communication Intensity, Proximity, Student’s Participation, Teaching Method

1 Introduction

Communication is a process of exchanging ideas or opinions carried out by the sources or communicants that accepted by the recipient. Communication is carried out with the aim of changing one’s mindset or behavior as quoted from (Cangara, 2014). Communication itself can be interpreted as a social process where each individual has certain symbols that have their own meaning, this is as explained by (West & Turner, 2014).

There is a different use of communication between traditional learning and modern learning methods. Traditional learning method during teaching and learning process is usually used in the past when the teacher had an active role in giving and presenting learning materials while the students listened to the teacher. Communication types that are linear or one-way are more likely to be used at that time. Along with the development of the times, the forms and techniques of teaching used in the world of education also changing. Modern learning methods are now more likely to be used in various schools, especially in Indonesia. The modern learning method is when the teacher acts as a facilitator in the class and the students have a more active role in class by asking questions or giving their opinions in class.

Bunda Mulia School located in Central Jakarta is one of the schools where teachers are expected to be able to provide learning with modern teaching methods, where there is a linear communication in the teaching process. The intention of Bunda Mulia School to create active students can be seen from several subjects that require students to play an active role in class, such as English Conversation, Speaking and Mandarin Conversation. The standard score given for each subject is 70. But, as the result from the data taken in December 2018, most of the students from aged group of 8 to 10 years old in grade 3 and 4 haven’t reach the standard score. There were 22.8%, 20.2% and 22.8% from 153 grade 3 students achieved the standard score (70) and there were 16.9%, 9.8% and 18.3% from 153 grade 3 students achieved below the standard score for subject English Conversation, Mandarin Conversation and Speaking. While from 155 students of grade 4 there were 26.4%, 18.7% and 24.5% achieved the standard score (70) and 16.1%, 16.7% and 17.4% achieved below the standard score for subject English Conversation, Mandarin Conversation and Speaking. From these achievement, it can be seen that the intention of Bunda Mulia School to create active students is not fully achieved.

The researcher chose 3 and 4 elementary school students as the population in the study as stated by (Scott & Ytreberg, 1990) in their book that children between the ages of 8 and 10 who generally go to elementary school grades 3 and 4 have a more active character in sharing their opinion or the desire to ask questions to adults. This statement also supported by (Hari, 2012) that students at that age can distinguish
between fiction and non-fiction, they can adjust to group work and are at a creative and critical age where they have become creators of works and submit their opinions.

This study will identify several research questions that will later help the process of this research: (1) How is the influence between the teacher's and students' proximity on student participation in the class actively?; (2) How is the influence between the teacher’s teaching methods in the classroom on the active participation of students in the class?; (3) Is there any influence between the teacher’s teaching method and the teacher’s proximity to students towards active student participation in the class?

Communication carried out aims to provide motivation to students who tend to be passive to be involved in learning activities and can socialize well with the surrounding environment. In this case, the researcher involved the teacher as the source of the message in motivating the child to participate actively in class. The appropriate communication in applying this research is interpersonal communication. Interpersonal communication as defined by West & Turner (2014), is a communication carried out directly between the source and the recipient.

Based on UU No. 20 year of 2003 concerning the National Education System from article 1 point 6 explained that educators are educational staffs who work as teachers, lecturers, tutors, counselors, tutors, instructors, facilitators and so on. In this case we can see that the teacher is someone who serves as an educator. As an educator, establishing good relationships with students will have a good impact on student learning. To increase the proximate of a relationship as found in the relationship development models which was a presented by Mark Knapp in the 1980s. By applying this model, it is expected to narrow the gap of a relationship between teacher and student so that it can create close relationships.

The teaching method is a technique used by the teacher in presenting or presenting teaching materials to students in class so that the lessons delivered can be accepted and understood by students. This is as described by (Sudjana, 2005) that the method is a plan that is made thoroughly which serves as a presenter of teaching material using regular and structured language so that it can be well received by students. In this case, researchers will use communicative language teaching learning (CLT) methods. Communicative language teaching is a form of teaching method used by teachers in creating an interactive classroom atmosphere. In communicative language teaching as stated by (Larsen-Freeman & Anderson, 2011) in their writing that in this teaching method, teachers provide a very important role in forming a communicative learning atmosphere.

Intensity of communication is the level of depth of communication activities between teacher and student or how deeply the teacher and students communicate with one another. This can be connected to the theory of social penetration introduced by Irving Altman and Dalmas Taylor where a relationship is analogous to an onion where there is an outer layer to the core layer. By using communication carried out intensely between teacher and student, it is expected to be able to penetrate the layers in a relationship.

In this study, the author will try to see how the intensity of communication carried out by the teacher and the method of teaching can influence children's participation in the classroom. Research will be conducted using relationship development models and social penetration theory.

<table>
<thead>
<tr>
<th>No.</th>
<th>Title of Scientific Journal Article</th>
<th>Writer &amp; Year</th>
<th>Research Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Teacher-student interpersonal relationships do change and affect academic motivation: A multilevel growth curve modeling</td>
<td>Maulana, Opdenakker, &amp; Bosker, 2013</td>
<td>The proximity between teacher and student and the method of teaching through the intensity of communication made can have an influence on participation in the class. Especially for students and students aged 8 to 10 years in the BundaMulia School of Bilingual Class Programme</td>
</tr>
<tr>
<td>02</td>
<td>The role and practice of interpersonal relationships in European early education settings: sites for enhancing social inclusion, personal growth and learning?</td>
<td>Kutnick&amp;Brighi, 2007</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Building Interpersonal Relationship as a Key to Effective Speaking Center Consultations</td>
<td>Ward &amp; Schwartzman, 2009</td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>The Relationship between Teacher-Student Interpersonal Communication and Self-Regulated Learning of Students in SMAN 9 Semarang</td>
<td>Rianatha &amp; Sawitri, 2015</td>
<td></td>
</tr>
</tbody>
</table>

In the first previous study is a form of research that shows changes in students’ academic motivation in junior high school by creating interpersonal relationships. In the second study, researchers tried to see how positive results were shown in the social life of children in European countries by using...
interpersonal interactions. In the third study, researchers looked at how interpersonal communication can create good relationships between a consultant and obtain information about the client. While the last research that became the previous research in this thesis is a study that shows that interpersonal communication can be used by students to provide an assessment of the teacher and can create good relationships and pleasant classroom atmosphere.

2 Research Methodology

This research was designed by using research steps starting from determining the data source, designing the method used to collect data from the source, through this method the researcher will test the hypothesis. In its implementation, a study requires a method to achieve a goal.

This study was designed using the design of the dependent variable, independent and moderator which can be seen as follows:

![Fig. 1. Research Design as Analysis Structure Between 4 Variables](image)

Based on the design of these variables, it can be seen that several variables examined in this study, namely 1 (one) $Y$ variable which is an influenced variable, 2 (two) $X$ variables which are independent variables or influential variables, 1 (one) variable $X$ which is a moderator variable or variable that gives influence and there is $\epsilon$ (epsilon) which is another factor that can influence $Y$ but no further research is conducted. The variables contained in this study are as follows:

- $X_1$: The proximity of teachers and students
- $X_2$: Method of teaching teachers
- $Y$: Communication intensity between teacher and student
- $Z$: Active student participation

In this study, the author will use a quantitative approach. According to (Priyono, 2016), in quantitative, a social symptom is considered as a symptom that is real and can be seen using the human senses. The quantitative approach is a scientific method using thinking that uses the nomothetic principle and uses a deductive pattern. The meaning of the quantitative approach is also presented by (Sugiyono, 2014) that "Research methods that are based on positivism philosophy used to examine certain populations or samples, techniques, random sampling, data collection in research instrument, data analysis quantitative or statistical nature in order to test the predetermined hypothesis".

Students of the Bunda Mulia School who stepped on elementary school grade 3 to 4 from 2018-2019 academic year, with the total of 308 students were the population that would be the object of research. 222 students from 308 were selected as the sample of the study. The sample selected by using the formula of Sovlin as stated from (Umar, 2005).

3 Findings and Discussion

The interview research conducted using an interview guide was conducted in February 2019 as described in the previous session. The research was carried out during school hours, the
researcher explained the intent and purpose of data collection and emphasized to students that no value was taken from the interview to be conducted. The study was conducted when students were working on their worksheets given by their homeroom teacher in class so that the interview did not interfere with the student's learning schedule at school. Interviews are conducted with the help of an interview guide where the interviewer will give 20 questions to students.

In the following of this the researcher will give a comprehensive description of the description of respondents consisting of age and class of respondents. Based on the answers received through interviews using interview guides, it was known that the descriptive identities of the respondents described in Table 2.

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>Frequency (Total of students)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 years</td>
<td></td>
<td>80</td>
<td>36.03%</td>
</tr>
<tr>
<td>9 years</td>
<td></td>
<td>117</td>
<td>52.70%</td>
</tr>
<tr>
<td>10 years</td>
<td></td>
<td>25</td>
<td>11.26%</td>
</tr>
<tr>
<td>2</td>
<td>Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Grade of Elementary School</td>
<td></td>
<td>95</td>
<td>42.79%</td>
</tr>
<tr>
<td>4th Grade of Elementary School</td>
<td></td>
<td>127</td>
<td>57.20%</td>
</tr>
</tbody>
</table>

Based on the data obtained through interviews with 222 respondents from grade 3 and grade 4 students of Bunda Mulia School in Bilingual Class Programme, there were 95 students in grade 3 elementary school or as many as 42.79% of respondents were grade 3 elementary students and 127 people or 57.20% of the other respondents were 4th grade elementary school students. From these data can also be seen based on the age of the respondents, namely as many as 80 students and students with the age of 8 years or equal to 36.03% of students from 222 respondents aged 8 years. There were 117 respondents aged 9 years or as many as 52.70% and the rest were students and students aged 10 years, namely 25 people or as many as 11.26%.

Table 3. The Output of Regression Model I

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>3.352</td>
<td>2.869</td>
<td>1.169</td>
</tr>
<tr>
<td></td>
<td>Proximity of Teacher and Student Method</td>
<td>-.240</td>
<td>.085</td>
<td>-.174</td>
</tr>
<tr>
<td></td>
<td>Teacher Teaching Method</td>
<td>1.218</td>
<td>.166</td>
<td>.454</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Students Participation in Class

The model regression output I in the table section 'coefficients' can be seen that the significance values of the two variables, X1 (Proximity of Teacher and Student) are 0.005 and X2 (Teacher Teaching Method) is 0.000. Both variables X1 and X2 have values smaller than 0.05. This shows that X1 and X2 have a significant influence on Y (Intensity of Communication between Teacher and Students).

Based on the data analyzed, the path diagram of Structure I is generated as follows:

![Fig. 2. Diagram of Path Structure Model I](image-url)
Through the path diagram, the structure model 1 is shown in Figure 1. It can be seen that there is a negative influence between \( X_1 \) (Proximity between Teacher and Students) and \( Y \) (Intensity of Communication between Teacher and Students). On the other hand, there is a significant influence between \( X_2 \) (Teacher Teaching Method) and \( Y \) (Intensity of Communication between Teacher and Students). This indicates that the linear communication between teacher and students in the form of a teaching method CLT (Communicative Language Teaching) is applied in the school as expressed by (Larsen-Freeman & Anderson, 2011) in their book that two-way communication by teachers to students can create a more active atmosphere in class.

The output of regression model II in the ‘coefficients’ table shows the significance values of the three variables: \( X_1 \) (Proximity of Teacher and Student) is 0.000, \( X_2 \) (Teacher Teaching Method) is 0.000 and \( Y \) (Intensity of Communication between Teacher and Student) is 0.001. The three variables \( X_1, X_2 \) and \( Y \) have values smaller than 0.05. The results of this Regression Model II concluded that \( X_1, X_2 \) and \( Y \) have an influence on \( Z \) (Student Participation in Class).

Through the data analyzed, the path diagram of structure II is generated as follows:

The diagram of path structure model II shows that there is an influence between \( X_1 \) (Proximity of Teacher and Student), \( X_2 \) (Teacher Teaching Method) and \( Y \) (Intensity of Communication between Teacher and Student) to \( Z \) (Student Participation in Class).

Based on the results obtained from the research that has been carried out, in this session we will discuss the hypotheses described earlier, which is through analysis that has been obtained from the results of the significance of the variable \( X_1 \) to \( Z \) is equal to 0.005 which has a value smaller than \(<0.05\) 0.05, it can be concluded that there is an influence between \( X_1 \) to \( Z \). Based on the data obtained through data analysis using path analysis, there is a significance influence between variable \( X_2 \) to \( Z \) which is equal to 0.000. These results have a value that is smaller than \(<0.05\) 0.05. It can be concluded that there is an influence between \( X_2 \) towards \( Z \). From the results obtained through statistical path analysis data, there is a significance result from variable \( Y \) to \( Z \), which is equal to 0.001. These results have a value smaller than \(<0.05\) 0.05. In this case it can be concluded that there is an influence between \( Y \) and \( Z \).

According to the results obtained through analysis data, there is a significance of 0.000 from variables \( X_1 \), 0.000 on variables \( X_2 \) and 0.001 on variable \( Y \). The three variables have values that are smaller than \(<0.05\) 0.05. Based on these data, it can be concluded that there is an influence between \( X_1 \) and \( X_2 \) through \( Y \) to \( Z \).

As discussed earlier, this research was carried out based on present learning methods which were more likely to emphasize students to be able to play an active role and teachers as facilitators in the
classroom. In other words, students have a more active role in the learning process than teachers who usually become active roles in providing explanations of each teaching material given and students just sit quietly and listen.

This method is also applied in several schools, especially Bunda Mulia School in Bilingual Class Programme in Jakarta which the population is used as the source of this data research. Seeing some of the criteria set as academic determinants of each student at Bunda Mulia School which emphasizes students to be able to play an active role such as a number of lessons that require students to be able to dialogue or speak in class more actively in Speaking lesson, English Conversation and Mandarin Conversation. However, based on the acquisition of values from the 1-2 term as stated in earlier session, it can be seen that the purpose of Bunda Mulia School to reach students who actively play a role when the learning process is still not achieved.

This is showing contrast to the statement presented by (Scott & Ytreberg, 1990) and (Hari, 2012) in their writing that children aged 8 to 10 years (generally students in grades 3 and 4) have the ability to think about what they feel or what they want to know. Children at this age also have the courage to give criticism and advice to adults including teachers. Therefore, researchers conducted data collection on students in grade 3 and 4 of elementary school to see several factors that were considered to have an influence on the participation of students and students in playing an active role in class.

4 Conclusion

Based on the results of the test through interviews with guide interviews conducted to 222 students as a sample of 308 students it concluded that is a positive influence between the teacher's and students' effectiveness in influencing students to be able to participate in the class. This can be seen based on the results of the significance data indicated by the results of data analysis using path analysis, as well as negative results (-0.284) in standardized beta coefficients which indicate a lack of proximity between teachers and students has a negative influence on student participation in the class. This is also supported by the statement (Pinter, 2006) in her book, that in the learning process, the environment and people around the world provide significant academic influence on young students. This includes the guidance and relationship between teacher and student, the interaction and proximate relationship between teacher and student has a large influence in the learning process of students and students.

There is a positive influence found in the teacher teaching method on student participation in the classroom as is the significance indicated by the results of the analysis of research data. This is also supported by the statement of (Larsen-Freeman & Anderson, 2011), they said that the method of teaching communicative language teaching where teachers create communicative classes by giving questions as triggers for students to be able to participate in class.

There is a positive influence that can be seen between the intensity of communication between teachers and students towards student participation in the class. This statement is based on significant results from the data obtained previously described. This is also expressed by (Taylor, 1997) as stated in (Jalaluddin, 2009) that when communication is carried out intensely, the more open a person is to reveal himself.

There is an influence between the teacher's and students' proximity and teacher's teaching method through the intensity of the communication between the teacher and the student towards student participation in the class. The results of the data obtained from this study show the significance between variables X1, X2 through Y to Z.

In this case, it can be seen that the less active attitudes of students in the Bunda Mulia School based on secondary data obtained in December 2018 in the form of term 1 and term 2 values listed in table 1 can be caused by a lack of Proximity between teacher and student which has an important role in the teaching and learning process as described by (Pinter, 2006). This is seen based on data from 222 samples taken using the Sovlín formula cited from (Umar, 2005) to improve the accuracy of the data obtained. From this study it can also be seen that when there is a proximity between teacher and student and a two-way teaching method created through intense communication between teacher and student can create active students. This can be seen from the significant results in the statistical data obtained. However, seeing the contribution given by each influence variable in this study is not quite large, it is necessary to add other variables that have not been studied and can provide a greater influence on Z or student participation in the class.
In this case, it cannot be proved that the proximity of teacher and student can be created well without the presence of other external variables which have a large influence. This is as described by (Devito, 1997) that two-way communication or communication between teachers and students conducted using the CLT (Communicative Language Teaching) method cannot be fully applied optimally in forming students who actively participate in the class. This can be caused by feedback that is not evenly received by each child so that he cannot reach the goal. (Devito, 1997) also added that empathy also needs to be instilled by the teacher to be able to enter into situations experienced by students, so that communication can be made closer when the teacher can speak using ‘language’ students and students. Not only is communication done intensely between teacher and student, but the teacher also needs to understand the student's world.

References

Experimental Study of Learning Methods toward Students Learning Outcomes Viewed from Gender, Motivation, and Self-Efficacy

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Abstract. This research aims to test five research hypotheses, related to different students’ outcomes test based on four factors: learning methods, gender, motivation and self-efficacy as well as the interaction among factors to independent variable. This research was experimental method study by implementing 2x2x2x2 factorial design. Each factor consists of two levels. The populations were the seventh grade of junior high school students in Donorojo sub district with 206 students consisting 111 male students and 95 female students. The data were selected by using cluster random sampling. Normality and homogeneity test which taken from students mid examination score were implemented before doing t-test for balance test. The final data were obtained from the final test scores of mathematics learning on probability theory material and statistical material for the experimental class (jigsaw cooperative learning method) and control class (conventional method), students gender documents, motivation questionnaire, and self-efficacy questionnaire. Questionnaire and tests were validated by experts and tested for its reliability. The data were analyzed by using two-way variance analysis techniques with SPSS. The results show that: (1) there were no differences in students’ mathematics learning outcomes between experimental and control classes, (2) there were no differences in mathematics learning outcomes between male and female students, (3) there were no differences in mathematics learning outcomes between students with high and low motivation, (4) there are differences in students’ mathematics learning outcomes between high and low self-efficacy, and (5) there is no interaction between learning methods, gender, motivation, and self-efficacy towards mathematics learning outcomes.

Keywords: Learning Methods, Learning Outcomes, Gender, Motivation, Self-Efficacy

1 INTRODUCTION

An optimal learning outcome is one of learning objectives for students in formal education. It means that the students deal with various subjects’ material based on their grade and curriculum. The students learning outcomes indicators are measured by using a series of learning outcome test that show the students’ progress score or students achievement during a period of time [1]. There are various alternative evaluation techniques for measuring learning outcomes used by teachers, schools, researchers, and government fit to their goals. Students
competency tests were used to find out student learning outcomes after following learning process on certain materials and periods, such as the Mid Examination and Final Semester Examination.

The results become learning program evaluation for students, teachers, schools and government as in National Examination (UN). National Examination (UN) is conducted to monitor, encourage and improve the quality of learning [2]. The success of teachers and schools can be seen from the good average result of students’ outcome or vice versa. Learning achievement is a success evidence of students learning process [3]. Learning outcome itself becomes a concern for education doers, including in Indonesia. This phenomenon encourages each educational institution to compete to show its excellence by managing variables that can improve student-learning outcomes.

However, yearly student-learning outcomes, such as the National Examination results have to be noticed because it shows decreasing results. Based on Statistics of 2016/2017 National Examination Results [2], the National Examination average in 2017 is 54.25 while the average in 2016 is 58.61. This happens due to the increasing integrity of 2017 UN implementation.

2 LITERATURE REVIEW

There are two factors that give effect to student learning outcomes including mathematics subjects, namely internal factors and external factors. Internal factors consist of intellectual, mental, and physical conditions while external factors consist of family, school, environment, and society factors [4]. This result becomes the considerations for researchers and practitioners to be the subject of discussion, study and research by various education experts and practitioners, including in this study.

Previous studies point out that communication, learning facilities, regulations, and family pressure are factors that influence student achievement [5]. Furthermore, the teacher’s experience, family expenses, government expenditure, and the level of morbidity (susceptibility to illness) give significant influence to student outcomes [6]. Some researchers revealed the influence of teacher skills on student outcomes [7], [8], [9] as well as students’ cognitive and emotional and social competencies [10]. Other researchers show that teachers and learning give effect on student behavior and attitudes or as affective aspects [11].

Based on this background, this study aims to test the differences of learning methods toward student learning outcomes, especially in mathematics subjects, as well as their interaction with gender factors and students’ affective factors including motivation and self-efficacy through experimental research. Previous researchers have examined the correlation between gender and student learning outcomes [12], [13]; the correlation between motivation and learning outcomes [14],[15], the correlation between self-efficacy and learning outcomes [16],[17], the correlation between gender and outcomes motivation [18].

This research used 4-factor factorial design that is different from the previous study. The results of this study are expected to provide theoretical and practical contributions related to experimental design four factors that can influence student-learning outcomes in education.

3 METHOD

Viewed from the objectives, the researchers used quantitative research with pseudo experimental methods. Experimental studies, or design research is a good basic of research. It directs the experiment by regulating data collection, defining statistics for the data analysis, and
guiding the results interpretation [19]. Experimental study or design gives deeper analysis rather than just defining or directing statistical analysis of an experiment.

The steps to construct the experiment are as follows: (1) determining the problem and questions to be tested, (2) defining the population, (3) determining the sampling, and (4) determining the experimental design [20]. This study was quasi-experimental research. In quasi-experimental research, as in experimental research, testing hypothesis was seen as the “intervention” that the evaluated programs or design were tested to know the level of good impact measured by series of decided indicator [21].

The experimental method was chosen because the researchers intended to test four factors design as in design research [22], especially in mathematics education. These four factors acted as the main factor or as an independent variable, including research method, gender, motivation, and self-efficacy factor. Thus, this factorial design study aimed to determine the influence of the main factors toward the dependent variable (learning outcomes) and the interaction factors between the independent variables through experimental studies. Briefly, the factorial design of this research was 2x2x2x2. Therefore, there were four independent variables (factors) with each factor consisting of 2 levels. For example, the first factor (learning method) has two levels: jigsaw cooperative learning method and conventional learning method (lecturing). The second factor (gender) consists of two levels: male and female students. The third factor (motivation) and the fourth factor (self-efficacy), each consists of two levels: high and low categories. In general, factorial designs are described below.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 High Motivation</td>
<td>D1 A1B1C1D1</td>
<td>D1 A1B1C1D1</td>
<td>D1 A1B1C1D1</td>
<td>D1 A1B1C1D1</td>
</tr>
<tr>
<td>D2 High Self-Efficacy</td>
<td>A1B1C2D2</td>
<td>A1B1C2D2</td>
<td>A1B1C2D2</td>
<td>A1B1C2D2</td>
</tr>
<tr>
<td>C2 Low Motivation</td>
<td>D2 A1B2C1D1</td>
<td>D2 A1B2C1D1</td>
<td>D2 A1B2C1D1</td>
<td>D2 A1B2C1D1</td>
</tr>
<tr>
<td>D1 High Self-Efficacy</td>
<td>A1B2C2D1</td>
<td>A1B2C2D1</td>
<td>A1B2C2D1</td>
<td>A1B2C2D1</td>
</tr>
<tr>
<td>C1 High Motivation</td>
<td>D1 A2B1C1D1</td>
<td>D1 A2B1C1D1</td>
<td>D1 A2B1C1D1</td>
<td>D1 A2B1C1D1</td>
</tr>
</tbody>
</table>

Generally, this research procedure includes eleven stages: (1) doing preliminary studies, consisting empirical facts, theoretical studies, as well as previous research studies, (2) identifying the problem, (3) formulating the problem, (4) formulating the research hypothesis, (5) determining population, sample, and sampling, (6) determining data collection techniques, (7) compiling and testing research instruments, (8) collecting data, (9) analyzing data, (10) explaining discussions and conclusions, and (11) reporting the results of the study.

This research was conducted for 3 months, started from March-May 2018. The populations of this study were all seventh graders of SMPN 1 Donorojo and SMPN 2 Donorojo, Pacitan, East Java consisting of 206 students, with 111 male students and 95 female students. SMP Negeri 2 Donorojo was chosen because the average score of National Examination in mathematics was the lowest of the three main subjects, 44.21 (2015); 35.18 (2016); and 41.55
(2017). It also happens in SMP Negeri 1 Donorojo that has low average on National Examination for mathematics subjects 43.81 (2015); 40.04 (2016), and 47.73 (2017). This data were taken from the Ministry of Education and Culture of the Republic of Indonesia. The research sample consisted of one trial class, four classes as an experimental group (94 students), and five classes as a control group (113 students). The sample was selected by using simple random sampling. It means that the data were selected randomly from the population.

As mentioned before, the independent variable consisted of learning method factors (A1 and A2), gender (B1 and B2), motivation (C1 and D2), and self-efficacy (D1 and D2). Furthermore, the dependent variable was the result of students' mathematics learning outcomes. The learning method factor was in the form of interval data measured through students' mathematics learning outcomes data after participating in learning. Gender factor was obtained from documentation techniques. Motivation factors were measured through implementing a questionnaire with 32 questions, and self-efficacy factors were measured by implementing a questionnaire technique with 42 questions. Each research instrument was constructed through five stages: (1) compiling instrument blueprint adapted from theories used, (2) conducting expert validation, (3) testing instruments to trial classes, (4) conducting reliability testing of test instruments / questionnaire by using statistical tools (SPSS), (4) giving instruments to sample classes, both experimental and control classes, (5) analyzing data by using statistical tools.

This research used Jigsaw technique (experimental class) and conventional learning methods (control class). Researchers compiled a learning design containing learning steps based on the method blueprint, then compiled learning outcomes tests on probability theory and statistical material. The two sample classes were previously tested for its balance by using SPSS. The data were taken from Middle Semester Examination score. T-test was used to test the balance after the normality and homogeneity tests. The results were normal and homogeneous.

Self-efficacy questionnaire was constructed from Bandura’s (1997) theory, containing three dimensions: level, strength, and generalization dimensions [23]. The level dimension consisted of outcomes motivation, ways of solving problems, and diligence aspects. Strength dimensions contained self-confidence, experience, and self-adjustment aspects. Furthermore, the dimensions of generalization contained cognitive, affective, and behavioral aspects. Based on the results of the reliability test, the questionnaire instrument can be used properly.

After being collected, the data were analyzed by using two-way variance analysis statistical tests using SPSS. As a prerequisite, the data balance test was carried out followed by testing the hypothesis. Two-way variance analysis aimed to examine the effect difference (effect) 4 factors as independent variables including the learning method (factor A), gender (factor B), motivation (factor C), self-efficacy (factor D), and interaction between 4 factor (factor ABCD) to the dependent variable.

4 RESULT AND DISCUSSION

The collected data were analyzed by using two-way ANOVA with SPSS after testing the balance of the initial data from the students’ mid examination score previously. The final data are in the form of learning outcomes test scores for two groups after being given the treatment of learning method (A) and controlled by 3 BCD factors (gender, motivation, and self-efficacy). Before testing the hypothesis, normality, homogeneity, and t-test were conducted to test the balance with the following results.
Table 2. Data Normality Test on Experimental Class by Using Jigsaw Method (A1)

One-Sample Kolmogorov-Smirnov Test

<table>
<thead>
<tr>
<th>Hasil Belajar</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>93</td>
</tr>
<tr>
<td>Normal Parametersa</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>70.67</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>12.739</td>
</tr>
<tr>
<td>Most Extreme Differences</td>
<td></td>
</tr>
<tr>
<td>Absolute</td>
<td>.098</td>
</tr>
<tr>
<td>Positive</td>
<td>.087</td>
</tr>
<tr>
<td>Negative</td>
<td>-.098</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td>.948</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.330</td>
</tr>
</tbody>
</table>

a. Test distribution is Normal.

Based on Table 2, the normality test is performed on each row and column by using non-parametric statistical techniques and the result shows that data A1, A2, B1, B2, C1, C2, D1, D2 are normally distributed. For example, in Table 3 above, the Most Extreme Differences Absolute value is the statistical value for experimental group learning method (A1). The KS test (Kolmogorov-Smirnov) shows the value of .098. It means (p> 0.05), or H0 is accepted, so A1 data are normally distributed. Based on the Kolmogorov-Smirnov, Z value is 0.948. It means that p> 0.05, then H0 is accepted and A1 data are normally distributed.

Then, the homogeneity test on 4 factors was conducted as the independent variable toward the dependent variable (learning outcomes) by using the Lavene test with the following summary of data.

Table 3. Output Summary of Homogeneity Test

<table>
<thead>
<tr>
<th>Design</th>
<th>F</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept + Method</td>
<td>.042</td>
<td>1</td>
<td>204</td>
<td>.837</td>
<td>Same Variation</td>
</tr>
<tr>
<td>Intercept + Gender</td>
<td>3.552</td>
<td>1</td>
<td>204</td>
<td>.061</td>
<td>Same Variation</td>
</tr>
<tr>
<td>Intercept + Motivation</td>
<td>.015</td>
<td>1</td>
<td>204</td>
<td>.904</td>
<td>Same Variation</td>
</tr>
<tr>
<td>Intercept + Self-Efficacy</td>
<td>.312</td>
<td>1</td>
<td>204</td>
<td>.577</td>
<td>Same Variation</td>
</tr>
</tbody>
</table>

(Data Source: SPSS)

Based on Table 3, same variation is obtained from the value of Sig. > .05, that significance value of learning outcomes is based on the independent variable. Then the balance test is implemented as shown in Table 4 below.
Based on the output of T-Test Independent Sample, the Sig. (2-tailed) value is .649 > .05. It can be concluded that H0 is rejected. It implies that the average learning outcomes of the experimental group and control group are equal or balance.

After implementing the prerequisite analysis test, the hypothesis is tested. There are 5 hypotheses proposed: (1) there are differences in the effect of learning methods toward student learning outcomes, (2) there are differences in the effect of gender toward student learning outcomes, (3) there are differences in the influence of motivation toward student learning outcomes, (4) there are differences in the effect of self-efficacy toward student learning outcomes, and (5) there is an interaction between learning methods, gender, motivation, and self-efficacy toward learning outcomes. After implementing 2 ways Anava statistical test by using SPSS, the output are as follows:

### Table 5. Output Hypothesis Test

<table>
<thead>
<tr>
<th>Tests of Between-Subjects Effects</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>3969.270</td>
<td>15</td>
<td>264.618</td>
<td>1.726</td>
<td>.049</td>
</tr>
<tr>
<td>Intercept</td>
<td>809422.736</td>
<td>1</td>
<td>809422.736</td>
<td>5.281E3</td>
<td>.000</td>
</tr>
<tr>
<td>Learning_Methods</td>
<td>65.654</td>
<td>1</td>
<td>65.654</td>
<td>.428</td>
<td>.514</td>
</tr>
<tr>
<td>Gender</td>
<td>.097</td>
<td>1</td>
<td>.097</td>
<td>.980</td>
<td>.390</td>
</tr>
<tr>
<td>Motivation</td>
<td>590.906</td>
<td>1</td>
<td>590.906</td>
<td>3.855</td>
<td>.051</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>1051.390</td>
<td>1</td>
<td>1051.390</td>
<td>6.860</td>
<td>.010</td>
</tr>
<tr>
<td>Learning_Methods * Gender</td>
<td>.983</td>
<td>1</td>
<td>.983</td>
<td>.006</td>
<td>.936</td>
</tr>
<tr>
<td>Learning_Methods * Motivation</td>
<td>16.012</td>
<td>1</td>
<td>16.012</td>
<td>.104</td>
<td>.747</td>
</tr>
<tr>
<td>Learning_Methods * Self-Efficacy</td>
<td>296.294</td>
<td>1</td>
<td>296.294</td>
<td>1.933</td>
<td>.166</td>
</tr>
<tr>
<td>Gender * Motivation</td>
<td>30.133</td>
<td>1</td>
<td>30.133</td>
<td>.197</td>
<td>.658</td>
</tr>
<tr>
<td>Gender * Self-Efficacy</td>
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<td>1</td>
<td>4.065</td>
<td>.027</td>
<td>.871</td>
</tr>
<tr>
<td>Motivation * Self-Efficacy</td>
<td>10.419</td>
<td>1</td>
<td>10.419</td>
<td>.068</td>
<td>.795</td>
</tr>
<tr>
<td>Learning_Methods * Gender * Motivation</td>
<td>2.595</td>
<td>1</td>
<td>2.595</td>
<td>.017</td>
<td>.897</td>
</tr>
<tr>
<td>Learning_Methods * Gender * Self-Efficacy</td>
<td>61.483</td>
<td>1</td>
<td>61.483</td>
<td>.401</td>
<td>.527</td>
</tr>
<tr>
<td>Learning_Methods * Motivation * Self-Efficacy</td>
<td>169.149</td>
<td>1</td>
<td>169.149</td>
<td>1.104</td>
<td>.295</td>
</tr>
<tr>
<td>Gender * Motivation * Self-Efficacy</td>
<td>339.727</td>
<td>1</td>
<td>339.727</td>
<td>2.217</td>
<td>.138</td>
</tr>
<tr>
<td>Learning_Methods * Gender * Motivation * Self-Efficacy</td>
<td>79.128</td>
<td>1</td>
<td>79.128</td>
<td>.516</td>
<td>.473</td>
</tr>
<tr>
<td>Error</td>
<td>29121.162</td>
<td>190</td>
<td>153.269</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1074805.000</td>
<td>206</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>33090.432</td>
<td>205</td>
<td></td>
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</tbody>
</table>
Tests of Between-Subjects Effects

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
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<tr>
<td>Learning_Methods</td>
<td>65.654</td>
<td>1</td>
<td>65.654</td>
<td>.428</td>
<td>.514</td>
</tr>
<tr>
<td>Gender</td>
<td>.097</td>
<td>1</td>
<td>.097</td>
<td>.001</td>
<td>.980</td>
</tr>
<tr>
<td>Motivation</td>
<td>590.906</td>
<td>1</td>
<td>590.906</td>
<td>3.855</td>
<td>.051</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>1051.390</td>
<td>1</td>
<td>1051.390</td>
<td>6.860</td>
<td>.010</td>
</tr>
<tr>
<td>Learning_Methods * Gender</td>
<td>.983</td>
<td>1</td>
<td>.983</td>
<td>.006</td>
<td>.936</td>
</tr>
<tr>
<td>Learning_Methods * Motivation</td>
<td>16.012</td>
<td>1</td>
<td>16.012</td>
<td>.104</td>
<td>.747</td>
</tr>
<tr>
<td>Learning_Methods * Self-Efficacy</td>
<td>296.294</td>
<td>1</td>
<td>296.294</td>
<td>1.933</td>
<td>.166</td>
</tr>
<tr>
<td>Gender * Motivation</td>
<td>30.133</td>
<td>1</td>
<td>30.133</td>
<td>.197</td>
<td>.658</td>
</tr>
<tr>
<td>Gender * Self-Efficacy</td>
<td>4.065</td>
<td>1</td>
<td>4.065</td>
<td>.027</td>
<td>.871</td>
</tr>
<tr>
<td>Motivation * Self-Efficacy</td>
<td>10.419</td>
<td>1</td>
<td>10.419</td>
<td>.068</td>
<td>.795</td>
</tr>
<tr>
<td>Learning_Methods * Gender * Motivation</td>
<td>2.595</td>
<td>1</td>
<td>2.595</td>
<td>.017</td>
<td>.897</td>
</tr>
<tr>
<td>Learning_Methods * Gender * Self-Efficacy</td>
<td>61.483</td>
<td>1</td>
<td>61.483</td>
<td>.401</td>
<td>.527</td>
</tr>
<tr>
<td>Learning_Methods * Motivation * Efficacy</td>
<td>169.149</td>
<td>1</td>
<td>169.149</td>
<td>1.104</td>
<td>.295</td>
</tr>
<tr>
<td>Gender * Motivation * Self-Efficacy</td>
<td>339.727</td>
<td>1</td>
<td>339.727</td>
<td>2.217</td>
<td>.138</td>
</tr>
<tr>
<td>Learning_Methods * Gender * Motivation * Self-Efficacy</td>
<td>79.128</td>
<td>1</td>
<td>79.128</td>
<td>.516</td>
<td>.473</td>
</tr>
<tr>
<td>Error</td>
<td>29121.162</td>
<td>190</td>
<td>153.269</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1074805.000</td>
<td>206</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. R Squared = .120 (Adjusted R Squared = .030)

(Data Source: SPSS)

Data in Table 5 can be analyzed to answer the hypothesis of main factors interaction toward the dependent variable with each interpretation. First, the interaction between learning methods toward learning outcomes shows the value of Sig. = 0.514 > α = 0.05 then H0 is accepted. It means that learning methods do not affect student-learning outcomes. Second, the interaction among gender factors shows the value of Sig. = 0.98 > α = 0.05, then H0 is accepted. Therefore, gender does not affect learning outcomes. Third, the interaction of motivation on learning outcomes shows the value of Sig = 0.051 > α = 0.05, then H0 is rejected or the motivation factor does not affect learning outcomes. Fourth, the interaction between self-efficacy and learning outcomes shows the value of Sig. = 0.01 < α = 0.05, then H0 is rejected or self-efficacy factor influences students’ mathematics learning outcomes. Furthermore, to find out which level/category, the researchers compare the marginal average. It is found that the average of self-efficacy is high (72.9063) more than the low efficacy average (68.0053). Therefore, it can be concluded that students’ learning outcomes with high self-efficacy are better than students with low self-efficacy. Fifth, the data show that there is no interaction between the main factors (learning method, gender, motivation, and self-efficacy) towards the dependent variable, (learning outcomes). These results are relevant to the hypothesis results above where only factor D (self-efficacy) that has an effect on learning outcomes. The further analysis will be presented in this following description.
4.1 First Hypothesis

Based on Table 5 on learning method factors, H0 is accepted because the value of Sig> α, or 0.514> 0.05. It means that there is no significant difference in student learning outcomes between jigsaw cooperative learning methods and conventional methods. This result is supported by the Essays study on 2003. The results do not show the effectiveness of jigsaw method specifically. Jigsaw is only explained as one of many cooperative learning strategies that have demonstrated effectiveness, but it has weaknesses for students in general education and in special education. The implementation of jigsaw consists of some limitations. This relates to the teacher. The teachers’ research shows that students knew jigsaw method, but in the implementation, they missed an important step to teach the material they were experts to other members of their group [24]. Therefore, the success of jigsaw depends on the teachers’ ability in explaining how to apply the approach correctly or vice versa. It happens because cooperative learning is based on a constructivist approach that requires the use of experience-based activities. This finding is different from Azmin (2016) that Jigsaw is beneficial for developing social skills. However, it was emphasized that, despite the positive findings obtained from this study, jigsaw method is only one of many cooperative learning methods and it is not a perfect teaching method [25]. This finding has theoretical and practical implications that the effectiveness of jigsaw cooperative learning methods specifically and cooperative learning methods generally are influenced by several factors, including the teachers’ readiness in managing learning situations that support the learning process.

4.2 Second Hypothesis

The second hypothesis is related to gender factors. Based on table 5, there is no difference in student learning outcomes between male and female students because the value of Sig > α, or 0.980 > 0.05 or H0 is accepted. This result is supported by previous studies that there was no significant difference between male and female in mathematics [26], there was no statistically significant difference between students’ science learning outcomes based on gender differences [27], there were no significant differences in learning results between male and female students even though the influence of culture is interesting to be studied further due to the assumption that male students are considered superior [28] while female students are superior in motivation, ability, performance, and self-management [29]. Glory’s finding (2017) also shows that gender has a significant influence on interest but it does not have a significant influence on integrated science learning outcomes for students [30]. This result is different from Samuelsson’s finding that compared to female, male students believe that mathematics is important [31]. In general, these findings have theoretical and practical implications for teachers to generate other factors related to gender and learning outcome.

4.3 Third Hypothesis

Based on table 5, there is no difference between the learning outcomes of students who have high and low motivation because the value of Sig> α, or 0.051> 0.05, so H0 is accepted. This result is different from Tella (2007). She says that students with high motivation have better academic performance than the students with low motivation [32]. In addition, the findings of Zamsir and Fajrin (2015) show that students’ learning motivation has a positive influence on mathematics learning outcomes of junior high school students with 10% contribution [33]. While Ozen (2017) shows that motivation has a low positive effect on student outcomes [34]. Therefore, this research finding shows different results from the theory and results of previous studies. The differences in individual motivation above can be explained in relation to their mathematics teacher, that the intrinsic motivation in learning mathematics can be
developed by considering the stimulation, control, and interest factors [35]. It implies that there are other variables or factors that can influence students learning motivation development, including math competition, parents, books, teachers at school [36]. Due to avoid the anxiety in completing mathematical tasks, [35] the students with high anxiety cannot develop their motivation. Therefore, the teacher must be patient, encourage, and support them based on their individual learning style. This is assumed that the motivation will have a positive effect on students’ mathematics learning outcomes based on the teacher’s role in developing students’ intrinsic motivation through appropriate instructional design.

4.4 Fourth Hypothesis
Based on table 5, there are differences in learning outcomes between students with high and low self-efficacy because the value of Sig <α, or 0.01 <0.05, then H0 is rejected. This is relevant to the previous research result that self-efficacy has high correlation to the value of mathematical outcomes [37], [38], [39]. However, other studies show that there is no significant difference between self-efficacy and mathematics learning outcomes in male and female students [26]. It implies that there are practical implications for teachers to focus on increasing self-efficacy related to mathematics learning outcomes [40] [41] through emphasizing students’ self-confidence to succeed in mathematics outcomes [26] because self-efficacy is positively related to mathematics learning outcomes [38].

4.5 Fifth Hypothesis
The fifth hypothesis states that there is an interaction between learning methods, gender, motivation, and self-efficacy towards learning outcomes. In general, this hypothesis is not proven because it is influenced by the results of hypotheses 1-3 where the main factors (learning methods, gender, and motivation) do not give different effects on student learning outcomes, especially in mathematics subjects. There is only self-efficacy that has a different effect on learning outcomes, but learning method and self-efficacy factors do not have correlation to learning outcomes. This result is relevant to the findings that jigsaw has no effect on self-efficacy perception [42]; there is no interaction between learning strategies (jigsaw and conventional) and learning motivation (high and low) [43]; there is no correlation between self-efficacy and learning outcomes in both male and female students [44]; there is no significant differences between gender differences and outcomes motivation [45]. Amedu (2015) shows that there is a significant difference between learning outcomes average based on gender by using Jigsaw [46]; Jigsaw has a significant influence on self-efficacy and learning motivation [47], and cooperative learning method is more effective than traditional method related to students achievement and attitude [48]. However, this evidence is not sufficient to support the interaction between main factors and dependent variable in this study based on the assumptions and explanations before. Therefore, this finding is different from the fifth hypothesis. It is assumed that this result is different from other researchers’ result that will give theoretical and practical contribution.

5 Conclusion
This study aims to examine the use of 4 factors factorial design (learning methods, gender, motivation, and self-efficacy) on independent variables (learning outcomes) through experimental design. There are five hypotheses proposed to determine the effect of 4 factors interaction on dependent variable. The results of data analysis by using SPSS-assisted variant analysis show that there is no significant effect between learning method factors (first
hypothesis), gender (second hypothesis), and motivation (third hypothesis) on mathematics learning outcomes. Only the fourth hypothesis (self-efficacy) is proven to give influences on learning outcomes in mathematics. This result gives influences on the fifth hypothesis, that there is no interaction between the main factors on the dependent variable. Empirically, this result is different from other researchers result because of other factors and variables that give influence on students’ outcomes. The researchers cannot control those factors and variables. In general, the teacher’s role factors related to skills in designing effective learning by considering students characteristics and the subject becomes one of important variable to be further studied. The development of teacher professionalism has to focus on the subject and teachers opportunity to continue learning by mixing the real experience using different curriculum and real assessment.

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Developing Student’s Creative Thinking through Integrative Thematic Learning

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Abstract. This research was initiated by the need to develop the ability to think creatively on the students of Islamic primary schools. The low creative thinking skills of students can be seen from various surveys conducted by some researchers. Even though the ability to think creatively is very important for students to face increasingly complex global competition. The earlier the age of students to develop their creative thinking skills, the better the results will be. Therefore this study is intended to find an effective learning model to develop students' creative thinking skills. This research is a Research and Development research. The research subjects were Islamic primary students in Bandung city. Research instruments in the form of tests, observations, and interviews, to measure four aspects of creative thinking were namely; fluency, flexibility, originality, and elaboration. The results showed that the thematic integrative learning model in Islamic elementary schools could develop both fluency and originality aspects, but still lacked the aspects of flexibility and elaboration. This is due to the strong influence of traditional rigid, normative learning models, doctrinal tendencies and strong teacher domination in the learning process.

Keywords: Creative thingking, integrative thematic learning.

1 Introduction

Creative thinking skills that are part of the level of human thinking are abilities that will help an individual to utilize one learning experience to another learning experience to solve problems [6]. This ability will direct someone not only to master basic skills such as understanding, predicting, and summarizing, but also to train them to become critical consumers in all contexts of the information they receive.

In fact, the ability to think creatively as a result of the learning process in schools has not shown satisfactory results. The IMSTEP-JICA Survey Team (1999) in the city of Bandung, among others, found a number of activities that were considered difficult by students to learn and by the teacher to teach them. These difficulties include proof of problem solving that requires mathematical reasoning, finding, generalization or conjecture, and finding the relationship between data or facts provided. Activities that are considered difficult are activities that require the ability to think creatively.

The results of other studies related to the fact of the low ability of creative thinking of elementary students is a form of evaluation which still on the cognitive aspects, rather than touching aspects of analysis. This can be seen from the types of worksheets used in general in
the form of multiple choice questions. If this condition is allowed, students' ability to understand reading, critical thinking, and creative thinking will not develop [15].

Problem solving type, open questions or essays, and more challenging tasks are not found in the multiple choice model LKS. In fact, these types of questions are very challenging students' critical and creative thinking skills. In his article, Vito suggested teachers use performance tests to assess student achievement at the elementary school level. While teachers in primary schools are still accustomed to use multiple choice model worksheets [16]. This can be seen from the questionnaire given to the teacher during the training in making worksheets in the Teacher Certification Training Program conducted by the Ministry of Religion. The findings of the survey, students found difficulties when faced with problem solving type that requires the ability to think creatively.

In the research report, Mayadiana wrote that the critical and creative thinking skills of elementary school teacher candidates were still low, which only reached 36.26% for students with a science background, 26.62% for students with a non-science background, and 34.06% for all students [10]. It is related with the results of Maulana's study (2008: v) that the average value of critical thinking abilities of D2 PGSD students is less than 50% of the maximum score.

The importance of teaching and developing the ability to think creatively, especially for students of Islamic elementary schools must be seen as urgent, because students at the age of primary students are the golden period for planting and developing critical and creative thinking skills. The importance of this ability is essential to be mastered in modern life nowadays. Wilson in Muhfahroyin suggests several reasons about the need for critical thinking skills, namely [12]: (1) Knowledge based on memorization has been discredited, individuals will not be able to save knowledge in their memories for future use; (2) Information is widespread so rapidly that individuals need abilities that can be channelled so that they can identify various problems in different contexts at different times during their lives; (3) The complexity of modern work requires staffs who are able to demonstrate understanding and make decisions in the world of work; (4) Modern society needs individuals to combine information from various sources and make decisions. In other words, "workers who enter the workplace in the future must truly have various abilities that will make them systems thinkers and people who have never stopped learning throughout their lives [12]."

On the other hand, as stated by Chafe basically the practice of learning in classes has not led to teaching how to think [3]. The education system focuses more on delivering information than developing thinking skills [5]. In fact, information has not become knowledge until the human mind analyzes it, applies it, synthesizes it, evaluates it, and integrates it into life so that information can be used for productive purposes, namely making decisions and solving problems.

The development of effective learning models can be done in the learning process in the classroom. The learning process must be designed to be able to develop learning outcomes that lead to the optimization of students' creative thinking skills. Basically the development of creative thinking will be closely related to the improvement of the quality of educational output namely the formation of good character quality in students [8].

The aim of this research is to develop effective learning models and creative thinking skills of elementary school students. So that an integrated learning model was developed which integrates several social studies subjects; social, cultural, language, arts, which overlap which is then formulated in one theme 'ASIA (An Incredible of Indonesia)' which is discussed in full version. Referring to Susilowati's opinion (2010) that this integrated model has several
advantages over other models; understanding the concept holistically, the theme is highly contextual, the implementation in the field is very efficient.

By using a thematic integrative learning model, the ability to think critically of Islamic primary students is measured through four components, as developed by Cotton as in the table below [4]:

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency (lots of ideas)</td>
<td>1. Generating lots of ideas, lots of answers, lots of problem solving, lots of questions smoothly;</td>
</tr>
<tr>
<td></td>
<td>2. Provide many ways or suggestions to do various things;</td>
</tr>
<tr>
<td></td>
<td>3. Always think of more than one answer.</td>
</tr>
<tr>
<td>Flexibility (changing perspective easily)</td>
<td>1. Produce a variety of ideas, answers, or questions, can see a problem from different points of view;</td>
</tr>
<tr>
<td></td>
<td>2. Look for many alternatives or different directions;</td>
</tr>
<tr>
<td></td>
<td>3. Able to change the way of approach or way of thinking.</td>
</tr>
<tr>
<td>Originality (composing something new)</td>
<td>1. Able to give birth to new and unique expressions;</td>
</tr>
<tr>
<td></td>
<td>2. Think of unusual ways to express yourself;</td>
</tr>
<tr>
<td></td>
<td>3. Able to make unusual combinations of parts or elements.</td>
</tr>
<tr>
<td>Elaboration (developing another idea of an idea)</td>
<td>1. Able to enrich and develop an idea or product;</td>
</tr>
<tr>
<td></td>
<td>2. Adding or detailing the details of an object, idea, or situation so that it becomes more interesting.</td>
</tr>
</tbody>
</table>

Integrative thematic learning model is learning that combines several interconnected fields of study which are formulated in the form of themes and discussed together [9]. The thematic integrative learning process involves subjects, namely, Bahasa Indonesia, Civics, Arts and Social. Learning scenarios are designed with three stages, namely preliminary activities, core activities, and closing activities. In the preliminary stage, the teacher checks self-readiness by completing attendance sheets and checking the tidiness of clothing, position and seating according to learning activities. Furthermore, the teacher informs the theme that will be learned, namely “Keanekaragaman Budaya Bangsaku”.

The core stage is accompanied by activities to observe, ask, collect and process data and communicate. The details of activities at the core stage are as follows; (1) In the observation phase, students observe cultural shows of differences in traditional clothing, traditional houses, traditional dances, special foods and traditional musical instruments. This activity stimulates students to enter the core material. (2) The questioning stage, students and teachers discuss the questions displayed. At this stage, there is an identification of problems and data problems that will be enrichment of learning. (3) The stage of collecting and processing data, students create mind maps of traditional clothing, traditional houses, traditional dances, special foods and traditional musical instruments. To see students' understanding of the core material, the teacher invites students to play games to distinguish traditional clothes, traditional houses, traditional dances, typical foods and traditional musical instruments. The data they get from the mind map or the results of the game, they become a poster and pop up. (4) The stage of communicating, the teacher asks students to display posters and pop ups, then visits work between groups and comments to each other. Learning closes with the activities of students together with the teacher concludes learning and reflects on what students get and feel during the learning process. The entire learning process is closed by singing again the regional songs of West Java.
2 Methods

The development model is carried out through stages; pre-research, model design preparation, model feasibility testing, field testing, phase improvement of the model design, and final implementation of the model [14]. It is to see the application of the final model in the field. Analysis of the data used in this study is the score of students in the results of performance evaluation and project to measure the level of creative thinking of Islamic primary students with percentage calculations, as in the table below [7]:

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Description</th>
<th>9-10</th>
<th>7-8,9</th>
<th>6-6,9</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency (lots of ideas)</td>
<td>1. Generating lots of ideas, lots of answers, lots of problem solving, lots of questions smoothly;</td>
<td>- Complete and informative mind map containing more than 5 ideas, - there are pictures / symbols, - contains information that provides information on more than two of each idea</td>
<td>- Mind map clear and contains 5 ideas, - There is symbol/picture</td>
<td>- Complete and informative mind map containing 4 or less than 4 ideas, - There are no images / symbols, - contains 1 information from each idea</td>
<td>Taken from mind map</td>
</tr>
<tr>
<td></td>
<td>2. Provide many ways or suggestions to do various things;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Always think of more than one answer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility (changing perspective easily)</td>
<td>1. Produce a variety of ideas, answers, or questions, can see a problem from different points of view;</td>
<td>Able to pair 5 concepts correctly</td>
<td>Being able to pair 4 pieces of the concept correctly</td>
<td>Able to pair 3 or less of 3 concepts correctly</td>
<td>Taken from spy games</td>
</tr>
<tr>
<td></td>
<td>2. Look for many alternatives or different directions;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Able to change the way of approach or way of thinking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Originality (composing something new)</td>
<td>1. Able to give birth to new and unique expressions;</td>
<td>The layout of the poster is interesting, neat and there is an explanation using the language itself</td>
<td>The poster layout is less attractive, less neat, there is an explanation but copying from the material provided.</td>
<td>The poster layout is not attractive, not neat, and there is no explanation.</td>
<td>Taken from poster</td>
</tr>
<tr>
<td></td>
<td>2. Think of unusual ways to express yourself;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Able to make unusual combinations of parts or elements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elaboration (developing)</td>
<td>1. Able to enrich and develop an</td>
<td>Add 5 information on</td>
<td>Add 3-4 information on</td>
<td>Add 1-2 information on</td>
<td>Taken from pop up and poster</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The assessment rubric is intended to provide a score of student achievement in each aspect of creative thinking. Furthermore, this grouping is qualitatively weighted in each aspect as in the table below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Level of Achievement</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>9-10</td>
<td>High</td>
</tr>
<tr>
<td>2.</td>
<td>7-8.9</td>
<td>Medium</td>
</tr>
<tr>
<td>3.</td>
<td>6-6.9</td>
<td>Low</td>
</tr>
</tbody>
</table>

### 3 Result and Discussion

The results of this study indicate that the student group of Islamic elementary schools show varied results in every aspect of creative thinking. Data analyses based on indicators of creative skills referring to the opinion of Alvino cited in Cotton, namely fluency, flexibility, originality, and elaboration [4].

#### 3.1 Fluency aspects

The fluency aspect of creative thinking skills refers to the aspects of: a) sparking many ideas, many answers, many problem solving, many questions smoothly; b) provide many ways or suggestions to do various things; c) always think of more than one answer. In the fluency aspect, MI student groups show: 50.5% are in the high category; 36% medium category and 13.5% low category [2]. Through innovative and recreational learning, most students can achieve high grades, because students are given the freedom to express many ideas, ideas and questions.

#### 3.2 Flexibility aspects

Flexibility creative thinking skills refer to aspects: a) able to form a coherent conceptual relationship; b) Produce various ideas, answers, or questions, can see a problem from different points of view; c) look for many different alternatives or directions. In this aspect MI student groups show results: 30% of students are in the high category; 57% are in the medium category; and 13% are in the low category. In the aspect of flexibility, most students are only in the medium category. This is because students are still limited with alternative answers.

#### 3.3 Originality aspects

The originality aspect refers to: a) able to produce new and unique expressions; b) think of unusual ways to express themselves. In this aspect MI student groups show the following results: 40% are in the high category; 48.5% are in the medium category; and 11.5% are in the
low category. In this aspect most students have many new expressions in expressing the ideas requested by the teacher.

3.4 Elaboration aspects

Elaboration aspects of creative thinking skills refer to aspects: a) able to enrich and develop an idea or product; b) adding or detailing the details of an object, idea, or situation so that it becomes more interesting. Elaboration aspects of creative thinking skills refer to aspects: a) able to enrich and develop an idea or product; b) adding or detailing the details of an object, idea, or situation so that it becomes more interesting. In this aspect MI student groups show results: 0% in the high category; 78% are in the moderate category and 22% are in the low category. What's interesting in the aspect of Elaboration, which is the highest aspect in creative thinking skills where students are asked to explain things in detail and in different ways. In this category none of the students achieved high grades. Most students are in the moderate category, and the rest are in the low category. The ability to elaborate ideas is still lacking, and students seem hesitant to give the correct answers in different ways than those taught by the teacher.

From the results of the above analysis shows that Islamic primary students have great potential to be developed optimally for creative thinking. The strength of Islamic primary students in the fluency aspect is quite high where many students give questions and provide many answers and produce diverse products. But in the aspect of flexibility the majority of students are only in the moderate category, this is suspected as a result of the dominance of the teacher in learning is still very strong, learning approaches that are still rigid, normative and tend to be doctrinaire, so the ability of students to see things from a perspective different is still weak. What is interesting in the originality aspect of Islamic primary students is quite good in expressing problems with current terms (update) meaning that Islamic primary students are the same as students in other schools in responding to problems that develop in the present way. Another thing that needs teacher's attention is the elaboration aspect, where the indicator can elaborate the idea, can correct it in a detailed form, and provide answers in a different way (out of the box). In this aspect, there are no Islamic primary students who show elaboration skills in high categories. Most of them are only in the medium category, and the rest still have low skills. Even though the level of elaboration is important to develop students' thinking creativity. This is due to a learning system that does not provide ample room for the development of this aspect. This is possible also related to the competence of the teacher.

The findings in this study support what has been said in previous studies. Creative thinking skills can improve well in an atmosphere of learning that is orderly and fun, relaxing students are not burdened and given the opportunity to evaluate their own results at home[11]. The same thing was also conveyed by Rofi'udin found that learning activities that provide freedom to students in determining the topics / problems discussed related to the material being studied, propose ideas in an atmosphere of mutual respect and mutual acceptance can encourage students to think creatively and divergently, and do exploration, all of this can train students' creative thinking skills [13]. Meanwhile, in his research, Aryana found that students who were given innovative learning models had creative thinking skills than students who were given traditional learning models [1].

4 Conclusion

Thematic Integrative Learning Model influences and significantly effectively can improve students' creative thinking skills in fluency and originality aspects. But it is still not optimal
for aspects of flexibility and elaboration. In other words, the implementation of thematic integrative learning can effectively improve students' creative thinking skills, if the supporting prerequisites are met. Supporting preconditions needed include: the ability of teachers to implement and integrate innovative learning models, adequate infrastructure and a conducive learning environment. Students' creative thinking skills will grow if the learning done encourages students to be active as subjects of learning.

Acknowledgement
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Dwi Murwani, Elika, Peran Guru dalam Membangun Kesadaran Kritis Siswa, hal 59-6, Jurnal Pendidikan Penabur No.06/Th.V/Juni (2006)
Abstract. Democratization of broadcasting in Indonesia was built starting with the enactment of Broadcasting Law No. 32 of 2002 concerning networked broadcasting systems. With the network broadcasting system there is no television station that is centered in Jakarta, television stations must have network stations in each of the desired areas. This system includes the obligation to broadcast locally by 10% of the number of broadcasts per day. One of the empirical phenomena is the non-compliance of the majority of the national networked private television in the area against one of the contents of the broadcasting law. This article looks at in detail how the national networked private television station understands local broadcasts in the area. By using qualitative research methods that also use critical discourse analysis as an analysis, the results to be obtained are to provide a detailed analysis of the reluctance of the networked national private television stations to the obligations of 10% of local broadcasts. A detailed description of the political economy theory of the media on the decision of the networked national private television station in interpreting local broadcasts is a fundamental reason for the decision.

Keywords: Network Broadcasting System, obligation of 10% Local Broadcasting, Critical Discourse Analysis, Media Political Economic Theory.

1 INTRODUCTION

The principal democratic role of the media, according to the liberal theory, is to act as a check on the state. The media should monitor the full range of state activities, and fearless expose abuse of official authority. (Curran, 2000). What was said by James Curran, a professor of communication from Goldsmith Collage, the University of London above in his book "Mass Media and Society" would not have materialized in Indonesia if there had not been a reformation in 1998. The reform ultimately brought fundamental changes in all fields, both in the economic, political and socio-cultural fields of society. No exception in the field of mass media, especially in the field of television broadcast media, namely the democratization of the broadcasting system in Indonesia.

Post-reform euphoria contributed to the birth of new policies in the realm of broadcasting in Indonesia summarized in the Broadcasting Law no. 32 of 2002. One of the main policies in
it is the arrangement of networked broadcast systems. Private television broadcast system which aims to even distribution of broadcast content and television station ownership.

Network concept According to Head and Sterling (1982), defines it as: "Two or more stations interconnected by some means of relay (wire, cable, terrestrial microwaves, satellite) so as to enable simultaneous broadcasting of the same program...". Two or more stations are interconnected through relays (wires, cables, terrestrial microwaves, satellites) that allow the program to be broadcast simultaneously. Article 34 paragraph 1 and 2, PP No. 50 of 2005 concerning the Implementation of Private Broadcasting Institutions, states that the networked television system in Indonesia (Network Station System / SSJ) is a television system that requires televisions that have national broadcast frequency power, to release frequency on their broadcast areas and submit to people / institutions / regional organizations who want to use it to be developed. If televisions located in Jakarta want their broadcasts to be accepted in certain areas, then they must cooperate with television in the area concerned. This system was implemented in Indonesia on December 28, 2009. National TV can act as the parent of the network station and the local TV acts as a member of the network station, the main station acts as the coordinator whose broadcast is bridged by members.

According to Chesney, there needs to be an equal distribution of media ownership, because if there is a concentration of media in sole ownership, then it will endanger the democratic process. (Chesney, 2000), so that regional TV stations as network station members can get the opportunity to maximize regional potential in the form of production and broadcasting local broadcast programs, as stipulated in the broadcasting law, namely by giving 10% of the total broadcast time for one day, or 2.5 hours per day if the network television host broadcasts 24 hours a day.

Answering this, the government issued the Broadcasting Law no. 32 of 2002. The broadcasting law contains in it regional rights to be able to use the regional frequency spectrum, also regulates how institutional mechanisms outside the region in utilizing regional frequency. This is what became known as the network broadcasting system (SSJ).

Law no. 32 of 2002 concerning networked broadcast systems in Indonesia, primarily aimed at making television broadcasting not centralized which led to the democratization of broadcasts. Networked broadcast system raises diversity of content and diversity of ownership. Rianto (2012) said that broadcasting service providers are public broadcasting institutions, private broadcasting institutions, community broadcasting institutions, and networked broadcasters. With the presence of various types of broadcasting, various 'voices' are expected to emerge so that the diversity of content and ownership will always be maintained.

2 REVIEW OF THEORY

2.1 Local Broadcast

Regional broadcast material is part of the diversity of content referred to in the broadcasting law. The network broadcast system guarantees local content through broadcasting local programs as much as 10% of broadcast time throughout the day as a form of democratization of broadcasting in Indonesia. P3SPS (Broadcasting and Standards Program Conduct Guidelines) as the "operational guidelines" of the Broadcasting Law, also defines what is meant by local programs are programs produced by regional human resources and carried out in the regions and have local content.

The broadcasting of local content as much as 10% for networked national television in the regions as mandated by the Broadcasting Law, is carried out by each television station with
different meanings. Even though it has equally allocated 2.5 hours a day, there are differences in the program's production process. The majority of networked national television in the regions produce most of their local programs in Jakarta, with the remainder being carried out in the regions. The majority also has local content in local programs that are being worked on. Among those doing such practices are RCTI, Trans TV, MNC TV, AN TV, Indosiar, and GTV.

For local governments, the 10% model of local content fulfillment as practiced by networked national private television in the regions has not been said to be in line with what the Broadcasting Law no. 32 of 2002. One reason is that networked national television stations in producing local programs are not carried out in the regions, and do not use regional resources.

2.2 Political-Economic Media

In line with the study of media political economy which was coined by Vincent Mosco (2009):

Commodification is defined as the process of transforming goods and services, including communication, which are valued for their use, into commodities which are valued for what they will bring in the marketplace. There are three types of commodification that are important to communication: the commodification of content, of audiences, and of labour.

That national networked private television prioritizes the production of local programs in Jakarta, because it is carried out by personnel who have better skills than those in the region. The results of the regional program work in Jakarta have similar qualities with the national program. Economically, if local slots are sold to the national market, it will be far more profitable than if sold to the local market. On iNews TV, TVC packages sold in the local market are subject to a rate of 250 thousand per spot (30 seconds) and if sold nationally the rate can reach 1.5 million per spot (30 seconds). So if converted between the production costs of local programs in the area and profits from the sale of local ad slots in the area, the production costs will be far greater. That is, the acquisition of advertising in the area is not sufficient to finance the operation of network stations in the area.

Even though the consideration of political economy is prioritized by national private television in running networked broadcasting systems in the regions, and referring to the critical discourse analysis faircloughmourdah methodology (Haryatmoko, 2016) they must maintain the mandate of the Broadcasting Law as well as possible. The existence of regional communities through mass media must also be prioritized in order to maintain the democratization of broadcasting in the country. If not, then what is a concern for James Curran will be the weakening of public supervision through the media on the course of the wheels of government in power at the beginning of writing, which will really happen.

3 METHODS

To carry out this study, the authors used The Case Study Method. In general, case studies are a more suitable method if the research questions used in the formulation of the problem are how that requires clarification (Yin 2008: 1-10). So this case study research method was deliberately chosen because it was considered the most relevant or suitable to answer the question 'how' in a phenomenon.

The target of this study was a Surabaya local newspaper with East Java distribution area. Duta Masyarakat is a Public Daily with a research focus on communication strategies
marketing the newspaper in maintaining its life so that it can become a newspaper industry that grows and develops business in the era of information and communication technology such as with the focus of marketing communication strategies in order to maintain life and develop media business in the digital era.

The unit of analysis that will be observed involves several informants, including: Mokhammad Kaiyis (President Director), Imam Ghozali, (Advertising Manager), Mokhammad Khakim (Editor in Chief), Putut Kartika Candra (Financial Manager), Syamsul Huda (Marketing Manager).

The method of data collection in this study was carried out by in-depth interview and observation techniques. Data in this study is divided into two parts, namely primary data and secondary data. Primary data is obtained through in-depth interviews with informants and observations. Secondary data is all forms of written documentation or evidence that is relevant and can be used to support research.

The analysis techniques use the constant comparative method, as stated by Glaser & Strauss in the book they are the Discovery of Grounded Research) with the aim of obtaining the right results after comparing one data with other data both from informants and from data in the form of documents and archives.

Triangulation is used as a combination or combination of various methods used to examine phenomena that are interrelated from different perspectives and perspectives. Denzin (1978) in Moleong (2016: 330) mentions triangulation techniques include four things, namely method triangulation, inter-researcher triangulation (if research is conducted with groups), data source triangulation, and theory triangulation.

4 RESULTS AND DISCUSSION

Until the end of July 2016, there was still a warm conversation about EDP (Hearing Evaluation) extension of the Broadcasting License of 10 private television broadcasting (national) and becoming the parent network with the domicile of business entities in Jakarta. Some people questioned the role of KPI to really evaluate the 10 television track record for 10 years broadcasting "nationally" from 2006 to 2016. Many people perceive the TV station's list of "sin" as a strong reason for KPI not to recommend the feasibility of broadcasting content of several TV stations including the government to no longer extend its Broadcasting License for the next 10 years until 2026. It is related to the requirements of diversity of content minimum of 10%.

Diversity of content requirements are now emerging in the middle of the implementation of the Network Station System (SSJ). The reason is that private broadcasting institutions (LPS) or commonly called national private TV stations are required to comply with the minimum requirements of diversity of content of 10%.

LPS began to question the realization of the portion of local content. If the SSJ is designed to provide a variety of broadcasts for the local community, national TV has already done it. To fulfill the 10% requirement is indeed not easy. Television stations have to pack local broadcasts as attractive as possible so as not to lose and still be able to attract advertisements. Moreover, the potential for broadcasts in each region varies. Regarding content, national TV is indeed worthy of worry. The problem is, in addition to relying on advertising as the main income, they have to prepare the procurement of transponders.

The Indonesian Broadcasting Commission made a warning to at least 10 national TV and local TV stations that had switched to network TV that did not show 10 percent of local content. But after 3 months have not shown an increase in the presence of local content in their broadcasts, the KPI calls to all broadcasters and finally reaches an agreement. After
passing through 2015 yesterday, KPI has conducted a further evaluation of the agreement and the increase is quite significant. On average the broadcasters have fulfilled broadcasts with local content as much as 90 minutes in accordance with the agreement.

In the near future, KPI invite the National TV again to deliver and remind them of commitments that must be adhered to. Apart from that, in fact as much as 30 percent of the 10 percent provision for the display of local content must be aired at prime time. Because so far a number of National TVs that have fulfilled the provisions of local content only display local content on ghost clocks that are less effective and are not widely watched by the public.

5 CONCLUSIONS

The Indonesian Broadcasting Commission made a warning to at least 10 national TV and local TV stations that had switched to network TV that did not show 10 percent of local content. But after 3 months have not shown an increase in the presence of local content in their broadcasts, the KPI calls to all broadcasters and finally reaches an agreement. After passing through 2015 yesterday, KPI has conducted a further evaluation of the agreement and the increase is quite significant. On average the broadcasters have fulfilled broadcasts with local content as much as 90 minutes in accordance with the agreement.

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Fulfillment of the 10% requirement for broadcasting local content that is still simple and unsold to advertisers to cover production costs. However, after the EDP 10 the networked television station signed a letter of commitment to repair conditions to meet the requirements for a nationwide networked broadcast system.

References

MARKETING COMMUNICATION STRATEGY AS A STRENGTHENING RESISTANCE OF LOCAL MEDIA

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Abstract. The purpose of this descriptive study was to explore the marketing communication strategy of the Duta Masyarakat daily newspaper to identify perceptions, thoughts, and experiences in facing technological progress and competition with internet media. This research was motivated by the increasing number of newspaper media discontinued because it was unable to compete with internet-based news media. This research is a qualitative research with a case study approach where researchers try to explain or reveal the meaning of the concept of experience based on awareness that occurs in some individuals. In this research the researcher collects, summarizes and interprets the data obtained, which are then reprocessed so that a clear, directed and comprehensive picture of the problem under study is obtained. The qualitative approach with the case study method used to understand in depth the characteristics of the daily media of newspaper ambassadors and determinants of their success in maintaining their business ventures in the field of news media.

Keywords: media resilience, qualitative, case studies.

1 INTRODUCTION

The challenges of the newspaper industry in the era of information and communication technology are now very heavy, especially after the birth of new internet media. Ishwara (2011: 72), mentions that technological advancements increase the speed of news circulation. Print media such as newspapers and magazines are unable to compete with the speed of electronic media, television and the internet. Ishwara also mentioned, the clash between print media and internet-based media, or what is often referred to as new media, is getting more intense. Through online journalism internet-based, anyone can explore news or information without time and space constraints. Information becomes so very fast and easily accessible.

That is the phenomenon of the newspaper industry today. The newspaper industry is surrounded by the rapid growth of new internet-based media. However, in the midst of the
new media siege, the fact is that there are still many newspapers that live and develop. This fact is an interesting phenomenon regarding the survival of newspapers which according to researchers is quite good, developed into a study with the object of local newspaper research (print media).

The Duta Masyarakat daily newspaper is one example of local media (East Java region) because it has several advantages and disadvantages. Its advantages, as an economic institution, the Duta Masyarakat Public Daily can survive and even tends to develop despite being hit by various economic pressures and competing with new internet-based media, (Data from the Duta Masyarakat 2016 Daily Daily). Another advantage, as a general newspaper with the segmentation of the Nahdliyin community, Duta Masyarakat Public Daily has strong potential because of a group with other independent media such as TV9, Aula Magazine, Aullea, NU online. On the side of its disadvantages, the distribution of this newspaper is still not even though it has actually reached all city points in East Java. By referring to the strengths and weaknesses, the researcher chooses the Duta Masyarakat Public Daily as the object of research.

This study aims to answer the question How is the Local Newspaper Marketing Communication Strategy (Case Study in Surabaya Community Ambassador Day 2016)?

2 REVIEW OF THEORY

2.1 Prior

Research conducted by Randie William K, Postgraduate Program of Communication Studies UGM, in 2015, entitled "Local Radio Marketing Communication Strategy: Case Study of Radio Suara Surabaya Marketing Communication Strategy for the 2010-2014 Period". It was concluded that the Suara Surabaya radio communication strategy for 2010-2014 experienced many changes as a result of facing the development of information and communication technology and the presence of the incoming generation. Radio Suara Surabaya reorganized its marketing communication strategy from the product side to its marketing activities by aiming at young listeners to instill brand awareness early.

The study was titled "Strategic Newspaper Management: Case Study of Strategic Management of the 2011 Kadiha Rakyat Madiun Weekly Newspaper". This research is the thesis of Nunik Hariani, Postgraduate Program of Communication Studies UGM in 2011. To answer how the strategic management of Kridha Rakyat Madiun Weekly newspaper, researchers used a case study research method with a descriptive qualitative research type. From the research, the researchers concluded that the strategic management of the weekly newspaper company “Kridha Rakyat” depended on advertising revenue and tended to favor the interests of advertisers and local governments.

2.2 Theory of Political-Economic Media

Quality of knowledge about society produced by the media for society, can largely be determined by the exchange rates of various contents in conditions that impose an expansion of messages and also determined by the economic interests of owners and policy makers (McQuail, 1991: 63).

Studying media economics is essentially learning the behavior of the media industry in carrying out its business or work which in turn affects the community of readers, listeners, or viewers (Noor, 2015: 17)
2.3 Theory of Ecological Media

Dimmick (1984: 105) recognizes ecologically space life and the level of media competition can be researched quantitatively by calculating the amount of the niche. This niche is defined as all components of the environment in which an organization or population interacts. However, in this study, this Niche theory was referenced to underlie that to maintain the life of a mass media must be carried out in intense competition, especially competition in its business strategy.

According to Kriyantono, (2014: 275), niche theory can be used to research the level of competition among mass media, be it newspapers, radio or television. This theory can also be used to measure competition between PR programs of several companies.

2.3 Theory of Media Convergence

This theory of media convergence opens the optimism of the media industry in facing the digital era that continues to grow very rapidly today. McQuail (2011: 311) considers that newspapers have passed the highest point in terms of circulation in the economically well-established world, as measured by circulation and the number of readership and perhaps in terms of sharing ad revenue.

2.4 Marketing Communication

Communication is a combination of all the promotional elements of a marketing mix that involves communication between organizations and target audiences in all forms intended for marketing performance (Prisgunanto, 2006: 8). Communication is a process of delivering information (messages, ideas, ideas) from one party to another so that there is an influence between the two. Communication is used to express the needs of the organization Hermawan (2012: 23).

2.5 Local Newspaper

Newspapers or often called newspapers, are one type of mass media from the scope of print journalism. As seen in its physical form, newspapers are printed sheets that contain reports that occur in the community with features: published periodically, are general in nature, contain actual information about anything and anywhere in the world for the reader to know. (Effendy, 2005: 241). Local newspapers are newspapers with the most extensive circulation area only limited to one province. For example, in East Java there are newspapers that only circulate in the province and are not circulating in other provinces, so this newspaper is called a local newspaper.

3 METHODS

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The target of this study was a Surabaya local newspaper with East Java distribution area. Duta Masyarakat is a Public Daily with a research focus on communication strategies marketing the newspaper in maintaining its life so that it can become a newspaper industry that grows and develops business in the era of information and communication technology such as with the focus of marketing communication strategies in order to maintain life and develop media business in the digital era.

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4 RESULTS AND DISCUSSION

The results of the sale Duta Masyarakat Daily Daily newspaper in Jakarta which are so low can also be seen from the financial statements that are included in the financial section. Informant Putut Kartika Candra Wasana, Finance Manager of the Duta Masyarakat Daily, explained:

"From the data in the financial section, from the print of a thousand copies in Jakarta, it sold around 10 percent. While around 90 percent is definitely a return. That is, of the thousand newspapers that make money only 10 percent, while those 90 percent are forfeited. Surely, this condition weighed heavily on the financial performance Daily Duta Masyarakat so management decided to discontinue remote printing in Jakarta as a measure to avoid wastage and improve financial performance. "(Interview Thursday, 10 November 2016 at 10:00 to 11:00pm).

The sales strategy starts with determining the sales system that the company wants. The sales system has two streams, namely direct selling (direct sales) and indirect selling (indirect sales). Direct selling is a company that controls the sales process completely by forming a sales team member who works full time and works exclusively for the company. The sales team member can be a permanent employee of the company or a contract employee. The sales team members make a visit and receive an offense or order directly, assisted by a customer service or helpdesk that receives subscription subscriptions by telephone and receives buyers visiting the company.

The Duta Masyarakat Daily newspaper also conducts marketing strategies with a sales model to control newspaper circulation. This circulation control is done by sending a newspaper marketing team to aim at events to buy newspapers with compensation for the
event written in the newspaper. This model is powerful enough to be able to control newspaper circulation. The target, in a day one newspaper marketing must be able to sell at least 100 copies. Another advantage besides controlling circulation, this marketing model can directly get cash from this program.

The exposure of the internet as a new mass media has led to a new trend for newspapers, namely participating in making online media. This model is a model of media convergence. The publication of the online version of the Duta Masyarakat Public Daily with the name ambassador.co is a necessity, not just following the trend. The informant also emphasized that the online version of the Duta Masyarakat Duta.co will be developed so that it can strengthen each other as media convergence.

The editorial policy line supports management by finding new breakthroughs to increase company earnings. The steps taken were very strict, which added to the task of journalists who usually looked for news with a new task of finding advertisements. Implementation of the concept for journalists is, in addition to looking for news in a professional manner, reporters have the task of opening the lobby door to get advertisements. If you get advertisements, reporters will receive rewards in the form of a fee (commission) of 10 percent. The informant explained, this kind of policy is believed to be able to produce results, considering that journalists are the spearheads of the editors who meet with many sources and relations that can be used as opportunities for advertising.

Duta Masyarakat Public Daily is a local newspaper circulating in East Java and parts of Jakarta, which targets the segmentation of nahdliyin and the local bureaucracy. With segmentation like this, in the minds of customers or readers or anyone with an interest in the Duta Masyarakat Public Daily, the perception that this newspaper is a nahdliyin community newspaper, especially those in East Java, will be embedded. East Java's geography also strengthened that position because the East Java province was the basis of the nahdliyin people. This is in line with the view of Kertajaya (2005: 28), that a product must be clearly positioned in the customer's mind. The goal is none other than so that products, brands, and companies have a clear identity in the minds of customers.

Marketing communication strategy activities carried out by the Duta Masyarakat Public Daily in attracting readers and advertisers in an effort to increase company revenue. As explained above, readers and advertisers are the source of income of the Duta Masyarakat Public Daily so that both must be sought to make maximum contributions. Therefore, this analysis will be based on the model of marketing communications (integrated marketing communication) presented Herman (2012: 54) that covers advertising, sales promotion, public relations and publicity, personal selling, direct marketing, event and experience (event).

In terms of advertising, at the top right of the page there are posts Put Advertisements OK: Contact Ms. Hawin, Tel 081217711789. The article contains a message to the reader or prospective advertiser that for the purposes of advertising in the Duta Masyarakat Public Daily can be related to Hawin by calling a number that is. This is a form of marketing communication through advertising conducted by the Duta Masyarakat Public Daily, especially the advertising section as a strategy to get advertisements. Informant Imam Ghozali, Ad Manager, explained that:

"Actually we have a network of non-profit-based media circulating in the community. There is TV9, Hall magazine, NU online. However, the media have not established technical cooperation, including advertising issues. At best we collaborate with the network if there are activities. We do this too rarely. Duta Masyarakat Public Daily also has online media as a result of convergence namely data.co. Well, here we usually advertise in addition to the Duta
newspaper. In fact, at duta.co we came up with the online version of the Ambassador's Public Daily content so that the contents of print media could be read by readers through online media ambassadors. 

(Interview Monday, 5 December 2016, 13.00-14.00 WIB)

During 2016, the sponsorship event was held only a few times, for example the Mbah Bolong Thousand Tambourine recitation activities, and the Gus Ipul Makuya Bareng activities in the framework of the celebration ahead of Ramadan. The Mbah Bolong Thousand Tambourine recitation activity was able to attract the attention of residents, especially the Nahdliyin community. While Mlaku Bareng Gus Ipul was very lively because it was followed by exhibition activities and a happy stage with interesting prize stimuli. Although this is a routine activity, it is not yet businessable to be able to contribute income. The aim of bringing the Ambassador's Society closer to the public was achieved but it was expensive.

5 CONCLUSIONS

The Duta Masyarakat Public Daily have conducted an integrated marketing communication model covering advertising, sales promotion, public relations, personal sales, direct marketing and events. All integrated marketing communication models are interrelated so that they become a unified integrated marketing communication strategy. From the results of research and discussion, the marketing communication tool that is very dominant used by the Duta Masyarakat Public Daily is sales promotion. Almost all advertising service products are sold using marketing communication strategies with sales promotion patterns. In this case, the Duta Masyarakat Public Daily uses economic law, namely giving large discounts to achieve high sales volumes. This strategy was successful so that advertising revenue increased in 2016. However, the sale of newspapers is not subject to discounts but the purchase of products according to price in return for writing in the form of advertorial. While other marketing communication tools all work according to their respective roles.

For the marketing and sale of newspapers, the Duta Masyarakat Public Daily has made a special policy by not increasing the number of prints, namely maintaining a circulation of 5,000 copies to meet the needs of customers in East Java and a small part in Jakarta. In fact, the circulation is not necessarily sold out or there is still a newspaper (return). Therefore, in this integrated marketing communication, the Duta Masyarakat Public Daily made the newspaper back as a sales promotion tool in collaboration with the editorial staff, precisely the client program reported in the Duta Masyarakat Public Daily in exchange for the purchase of newspapers. This kind of marketing communication model aims to control the number of prints so as not to decline sharply due to the presence of new internet-based media which further reduces the number of newspaper readers.

Thus, based on the results of data analysis, researchers can conclude that the marketing communication strategy carried out by the Duta Masyarakat Public Daily has undergone a number of changes as a step to continue to grow and develop as a media industry and anticipate the rapid development of new internet-based media. The business section and the editorial department work together, work together, and collaborate as a form team work of strongto achieve organizational goals. In order to maintain the survival of the media, in its strategy the Duta Masyarakat Daily newspaper seeks to expand the target of the advertising sales market towards the business world by not leaving what has been there all this time.

This study also contributes specifically to the themes of turnover intention which have been previously examined by many scientists with variable factors or variables as a series of efforts to reduce turnover by increasing salary satisfaction, job satisfaction and
organizational commitment. Thus the formulation of the problem in this study has been answered.

References


Color-Coded Graphic Organizer for Empowering Students’ Writing

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Abstract. This study investigated color-coded graphic organizer for empowering students’ writing. The main aim was to know the students’ writing after color-coded graphic organizer was applied. Following action research methodology, the study discussed the students’ writing from two sources: writing and questionnaire. The questionnaire result showed that the biggest problematic sentences was detail sentences, 76%. The writing result after the first intervention showed that the students’ writing were vary: their topic was written clearly and the details were correlating the topic; the orientation was written completely, the complicatition and reorientation were organized well; their sentences were grammatically good except four students; their vocabularies were not very poor; their sentences were written in an appropriate mechanic. However, the writing result after the second intervention showed that there was a student who could not fulfill the criterias of good writing which were about content, organization, grammar, vocabulary and mechanic. In short, the writer could say that color-coded graphic organizer empowered the students’ writing. It linked planning stage with drafting and a writing product.

Keywords: Color-coded graphic organizer, writing

1 INTRODUCTION

Writing is part of main skills that should be mastered by foreign learners. One of the very basic writing introduced to students is paragraph writing. It focuses on sentence making into paragraph making. In paragraph making, they focus on making some types of paragraph.

Narrative paragraph is part of the learning. In providing good narrative story, students should know its structure which consists of orientation, complication, and reorientation. As a second semester students who are still not good in producing paragraph, understanding the essential parts of paragraph: the topic sentence, detail sentences and concluding sentences, is very important for them. Lacking the ability of connecting them is the worst problem faced.

Becoming proficient in paragraph writing is their target to fullfill the study. As the solution for empowering the writing of the second semester students of English education program in the academic year 2018/2019, the writer used color-coded graphic organizer. The writer supposed that it could offer practices of sentence making and paragraph making. One way to understand the students’ difficulties is to meet the students’ need. (McMackin & Witherell, 2005). Graphic organizer has been applied as academic support with and without disabilities (McDaniel & Flower, 2015). As the result, various studies have suggested that graphic organizer
could be applied in solving students’ academic problems (Gallavan & Kottler, 2010; Owolabi & Adaramati, 2015; Praveen Sam & Rajan, 2013). However, there were some studies have suggested the use of graphic organizer to solve students’ writing (Held & Ellyn, 2010; Lee & Tan, 2010; Shaw, Nihalani, Mayrath, & Robinson, 2012).

By paying attention to the idea that graphic organizers could be used to students without disabilities, therefore, the writer wanted to know the students’ writing after the intervention of graphic organizer was applied. Color-coded graphic organizer was applied before they drafted a narrative paragraph. They were treated to understand the ways to apply it. The writer was eager to know the students’ draft after they were treated to create it as the brainstorm of their narrative paragraph.

1.1 Graphic organizer

In recent years, educational research has stressed on the role of graphic organizer on writing (Held & Ellyn, 2010; Ley & Gannon-cook, 2014). It provides visual illustration of abstract image and opinions which are the subject matter of writing (Ewoldt & Morgan, 2017) because it is a graphical concepts of texts (Owolabi & Adaramati, 2015). It is a figure of idea that shows the relation between a concept to another concepts. It illustrates every point of certain topic that the writer wants to discuss. Hence, it links the supported information.

Graphic organizer is like our brain which consists of many connectives. It connects every information stored there. By using it, students can write the content of their writing because they are not only organizing, summarizing, analyzing, but also evaluating. In other words, they stimulate their critical thinking skill. Benefits of graphic organizer as the teaching strategy are many. It has helped students in organizing information in the age of social media (Bartsch, 2013); and describing systematic process for instructional design (Ley & Gannon-cook, 2014); and assisting students’ pre-writing instruction (Held & Ellyn, 2010).

1.2 Color-coded graphic organizer

There are many kinds of graphic organizer. (Hall, McCulley, Wanzek, Kent, & Davis, 2016) mentioned that there were six types of graphic organizers that could be assissted students’ comprehension and even recalled texts contents. (Singleton & Filce, 2015) in different perspective declared that there were nine types of graphic organizer used in certain demand. The type of graphic organizer used in this study was combined by some colors hence it showed several coded as parts of narrative paragraph. It was in the form of bubble-map. Color-coded gave good step to sustain writing development. Specifically, by adding color to graphic organizers forced students to write another level of organization that were able to create relationship between the keywords and complete sentences in paragraph (Ewoldt & Morgan, 2017). In other words, it recalls students’ memory and attention in developing between unstructured idea and sentences in paragraph.

1.3 Writing

Writing is difficult both for native and foreign learners (Faraj, 2015), hence, it needs many practices which can be enganged in the process of writing. If it happened, then it provides chances to students doing many writing activities. As one of academic skills, university students also find that it is difficult (Togatorop, 2015). As a writing lecturer then has a big job to help them in developing ideas into a good writing. They learn its organization as part of the steps in writing process: prewriting, drafting, revising, editing, and publishing (Ewoldt & Morgan, 2017). In order to know their ability in completing those processes well, their writing should be analyzed by using certain criterias. One of the idea was as proposed by (Terrell & Brown, 2006)
who mentioned that there were five criterias in analyzing writing: content, organization, grammar, vocabulary and mechanic.

2 METHODOLOGY

2.1 Design of the study

This study used classroom action research. One of the reason was because it supported the educational problems solution which improved practice (Carter, 2012). Paying attention to the strengths of action research which gave opportunity to researcher to apply theory, evaluate results, develop new understanding of theory, the researcher decided to use it. In other words, action research addressed a problem and improved practice.

This research applied the idea of action research as suggested by (Norton, 2019) who proposed a simple process for carrying out action research. It consisted of five steps: identifying a problem, thinking about the solution, doing it, evaluating the findings, and modifying future practice, which were called as ITDEM. It was firstly used in analysing students’ essay writing. Therefore, the writer was eager to adopt those steps in a same activity, writing.

As the first step, the identifying problem of this study, the writer found the second semester students of English education program problem especially the students who were in paragraph based writing class. As the second step, the thinking about the solution of this study, the writer thought the proper way to solve their paragraph writing problem: distributed questionnaire and designed color-coded graphic organizer as the intervention to help them in sentence making and paragraph making. As the third step, the doing of this study, the writer applied color-coded graphic organizer to the 19 students of second semester of English education program. As the fourth step, the evaluating of the study, the writer transformed the finding which were based on the questionnaire and students’ writing. The finding of the students’ writing process helped the writer to evaluate the main problems of sentence and paragraph making. Hence, it was used as the basis for the next step: modifying future practice. As the last step, the modifying future practice of this study, the writer identified the results of the previous steps which leaded the writer into the decision whether there would be next cycle or not. In fact, the results told us many interesting things. Therefore, this part gave illustration to the writer about that decision.

2.2 The subject of study

The second semester students of English education program were the subject of this study. There were 19 students participated in this study.

2.3 Data collection procedure

There were two procedures of data collection. They were in the forms of questionnaire and writing test data collection. In collecting the data from questionnaire, there were 30 questions distributed to students. It was used for the main information related to the students’ problems. Meanwhile, the writer gave three writing tests to the participants: the first writing test was done before the intervention, the second writing test was done after the first intervention, and the last writing test was done after the second intervention.

2.4 Instruments

There were two instruments used in this study: close-ended questionnaire and writing tests. The writer distributed the questionnaire before color-coded graphic organizer was implemented. The criterias of questionnaire were about the body of paragraph which consisted
of topic sentence, detail sentences and concluding sentence; aspect of writing which consisted of content, organization, grammar, vocabulary and mechanic; and the last narrative structure which consisted of orientation, complication and resolution. The writer provided 10 questions for each criterias. While the writing tests were used to know their writing. The writer paid attention to how they wrote sentences into paragraph. The aspects to be focused were about content, organization, grammar, vocabulary and mechanic.

2.5 Data analysis technique

There were two techniques of analyzing the data of this study. In analyzing questionnaire, the writer analyze the percentage of each criterias. On the other hand, in analyzing the writing tests, the writer used writing scoring rubric which was adopted from (Terrell & Brown, 2006) which consisted of five criterias: content, organization, grammar, vocabulary, and mechanic.

2.6 Procedures of the research

The procedures of the research consisted of several ways. They were assembling the data, coding them, comparing them, building meaning and interpretation, and reporting the outcomes.

3 FINDINGS AND DISCUSSION

3.1 Findings

The first finding which was from close-ended questionnaire, the writer found that the biggest problem was on the students’ difficulty of writing detail sentences; grammar and the difficulty on writing the complication of narrative. The second finding which was from the writing test, the writer found that the students lost their idea for several times. They kept silent without continuing their writing. They thought about the sentences to connect their story. It meant that they lacked vocabularies, forgot the organization of the story, and lacked idea of the story content. In addition, their writing result is explained in the following diagram.

The writer could say that the biggest problem faced by the students was on grammar. The students used frequent grammatical or agreement inaccuracies. The students’ writing are as the following examples:
Table 1. Examples of students’ sentences

<table>
<thead>
<tr>
<th>Students</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-1</td>
<td>Timmy and Tiptoes keep their nuts in the little pedlock.</td>
</tr>
<tr>
<td>S-3</td>
<td>When Goody looking for him.</td>
</tr>
<tr>
<td>S-4</td>
<td>They passed their life journey which is full of challenge.</td>
</tr>
<tr>
<td>S-5</td>
<td>But there nothing.</td>
</tr>
<tr>
<td>S-6</td>
<td>Then they was fight.</td>
</tr>
<tr>
<td>S-7</td>
<td>She sad and confused.</td>
</tr>
<tr>
<td>S-8</td>
<td>He has save their nuts.</td>
</tr>
</tbody>
</table>

The writer did the intervention which functioned to help them in connecting between their brainstorm and draft. The graphic organizer was in the form of color-coded bubble map. The students had to use certain color to write each part of narrative structures. They had only to provide the key words of every narrative structures. Their color-coded graphic organizer was their brainstorm which was used to make their narrative draft. It was done in 4 weeks while each week covered two meetings. In the first week, they tried to recall their memory about narrative structure before they decided color they used in their graphic organizers. They also decided the number of paragraphs they would have. In the second week, they decided color and applied it to their graphic organizer. At the same time, they tried to give key words in the it. The key words they wrote in this session was about the topic sentence and detail sentences of each paragraph. In the third week, they were assisted to write concluding sentence. The writer did not forget to give model about conclusion writing. In the fourth week, they read their writing and checked the connection between sentences. Furthermore, they checked their draft whether they needed to revise their sentences or not. In every activities they had during the intervention, the writer assisted them by giving some models. After they finished their writing they had to submit it.

The next step after the intervention was conducting writing test. In this step, the students wrote a narrative of Timmy Tiptoes. The writing result was also evaluated by using similar rubric used in the first writing. The writer paid attention to the result they got in every score of each criteria. The function was to know the students who were in score 4 as the highest score and the ones in score 1 as the lowest score. If the writer still found score 1 in their writing evaluation, it meant that they were not capable of fulfilled the target. The diagram below shows the result or their writing.

![Diagram 2. Writing test result after intervention 1](image-url)
From the result of the students’ writing above, the writer found that grammar was the problem. Even it was not as high as the result on the first writing. There were four students who were not capable of writing good sentences. They should have very few grammatical or agreement accuracies. However, they wrote sentences in frequent grammatical or agreement accuracies. The second bad result was organization and the third was mechanic. Meanwhile, the result of content and vocabulary were good. Some of the students’ writing are as the following examples:

<table>
<thead>
<tr>
<th>Students</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-9</td>
<td>Timmy and his wife can meet each other.</td>
</tr>
<tr>
<td>S-13</td>
<td>He cannot remember where the nuts.</td>
</tr>
<tr>
<td>S-18</td>
<td>Goody will found him.</td>
</tr>
<tr>
<td>S-19</td>
<td>He always spend day to work.</td>
</tr>
</tbody>
</table>

After the writer analyzed the results above, then the writer decided to have the second intervention by using color-coded graphic organizer. The writer wanted to improve their capability in writing sentences without producing frequent grammatical or agreement accuracies. At the end of this session, the writer hoped that all students mastered writing of narrative paragraph. Hence, the color-coded graphic organizer could empower them in writing narrative. The results can be read below.

Based on the results above, the writer could say that there were three similar results: organization, grammar, and mechanic. Unfortunately, those results came from a student. Some sentences he made are as the following examples:

<table>
<thead>
<tr>
<th>Students</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-19 (grammar)</td>
<td>Peter get down and started ran.</td>
</tr>
<tr>
<td>S-19 (organization)</td>
<td>He sleeped under gate. he get home. Mr. McGregor catche him. He do not care.</td>
</tr>
<tr>
<td>S-19 (mechanic)</td>
<td>once upon a time there are for little rabbits flopsy mopsy cottontail and peter</td>
</tr>
</tbody>
</table>
3.2 Discussions

In the writing before the intervention, there were many students could not write topic clearly and even the details were not relating to the topic. In the point of organization, they wrote orientation incompletely, complication and reorientation were arranged with few misuse of connectives. In the point of grammar, they wrote sentences in grammatical or agreement inaccuracies frequently. In the point of vocabulary, they used limited range confusing words and word forms; and they had very poor knowledge or words, word forms, and not understandable. In the point of mechanic, they had occasional errors of spelling, punctuation, and capitalization.

The students’ writings after the first intervention of color-coded graphic organizers were vary too. However, they were better than the previous one. In the point of content, few students could not write topic clearly and even the details were not relating to the topic. In the point of organization, few students wrote identification incompletely and descriptions were arranged with misuse of connectives. In the point of grammar, there were only four students wrote sentences in grammatical or agreement inaccuracies frequently. In the point of vocabulary, few students had very poor knowledge or words, word forms, and not understandable. In the point of mechanic, there were few students’ writings were dominated by errors of spelling, punctuation, and capitalization.

The students’ writings after the second intervention were better than the first intervention. However, there was one bad writing. It happened to almost all of the criterias. He could not write topic clearly and even the details were not relating to the topic; wrote identification incompletely and descriptions were arranged with misuse of connectives; wrote sentences in grammatical or agreement inaccuracies frequently; had very poor knowledge or words, word forms, and not understandable; and his writing was dominated by errors of spelling, punctuation, and capitalization.

In short, the students’ writings were not always similar in every activities. The writing after the first intervention was better than before the intervention. On the other hand, the writing after the second intervention was better than the first one.

4 CONCLUSION

Color-coded graphic organizer had been used as the intervention to the students’ writing. It was implemented twice during the study. The students wrote two different writings after the implementation. The writer differentiated their writings based on five criterias: content, organization, grammar, vocabulary and mechanic. The students’ writings were vary based on the intervention and the criteria. The longer the practice the better the writing. Practices given to students affected their writing ability. Even the writer found there was a student who still needed more practices, the writer could say that color-coded graphic porganizer empowered students’ writing.

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Gay Lingo as Reflection of Social Identity

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Abstract. “Gay Lingo as Reflection of Social Identity” explores the use of gay lingsos as word substitutes in conversations. Frameworks were based on Social Identity Theory [4], Sociolinguistics by [1], Queer Theory [5], and Sociolinguistics of [6]. Methods used were Descriptive-qualitative design and quantitative approach. Data were based on group discussions and interviews. Findings identified the functions of gay lingo, circumstances that allow Filipino teenagers to use gay lingos, and Social Identity projection. This study recommends that language instructors in a college/university must see the strengths and weaknesses of self-confessed closeted gay men yet creative individuals.

Keywords: Gay Lingo, Reflection, Social Identity

1 INTRODUCTION

People use a language whenever they interact with others in a society. Without a language, there will be trouble. No people or no society survived without a language.

Over the past twenty years, sociolinguists have developed increasingly sophisticated ways of modelling the relationship between language, and social identity and have attracted various studies by researchers, linguists, and educators in language and gender. Generally speaking, most of the studies on language, gender, and social identity focus on the aspect of gender differences in language.

As [1] states, “A major topic in sociolinguistics is the connection, if any, between the structures, vocabularies, and ways of using particular languages and the social roles of the men and women who speak these languages”.

Filipino language is dynamic since it does not conform itself on a single culture but allows more freedom to its speakers. People love to use colorful words to hide real meanings and to remain more distinct from other gender minority groups for common understanding of the language. One of these languages is invented by gays which remains distinct because they have their own shifting code called Gay Lingo. It is original and creative in a manner even if it is from a local word which is spoken with gusto, given a twist, peculiar and defined cleverly by gay.

This study examined what happens in the conversations of the self-confessed gay Filipino teenagers. Due to wide acceptance of this language, the gay lingo is used by both male and female in their daily conversations. In the community where they belong, the gay lingos may seem to function as a reflection of their social identity.

The main purpose of this study was to identify modern Filipino gay lingo word substitutes in conversation among self-confessed gay students. Specifically, this study sought to answer
the following questions: 1. What are the common gay lingos used as word substitute by participants during conversation? 2. How do identified gay lingos function? 3. Under what circumstances do the participants often use gay lingos as word substitute? 3.1. When do gay students use the word substitute? 3.2. Where do gay students use the word substitute? 3.3. Why do gay students use the word substitute? 3.4. How do gay students use the word substitute? 4. How does gay lingo project gay students’ social identity?

This study is anchored on the different theories related to language acquisition such as Social Identity [4], Sociolinguistics by [1], Queer Theory by [5], and Sociolinguistics of [6].

On Social Identity, [1] refer Social Identity Theory to an individual’s sense of belonging to a group. Furthermore, social identity has been cited as one of the most relevant constructs when understanding inter-group relations. According to [7], social identity is often referred to as collective identity or group identity.

According to [1], the word sociolinguistics contains two words. First is “society” which means any group of people who are drawn together for certain purpose; and, the second is “language” which means what the members of particular society speak. Sociolinguistics is the study of kinds of language used is social context. There are so many phenomena to the function of language than can be found in our society. The common phenomenon than can be found is code switching. This phenomenon exists because there is the social context which allows people who live in the communities to communicate in more than one language.

According to [5], Queer theory is not a singular or systematic conceptual or methodological framework, but a collection of intellectual engagements with the relations between sex, gender and sexual desire. If queer theory is a school of thought, then it’s one with a highly unorthodox view of discipline. The term describes a diverse range of critical practices and priorities: readings of the representation of same-sex desire in literary texts, films, music, images; analyses of the social and political power relations of sexuality; critiques of the sex-gender system; studies of transsexual and transgender identification, of sadomasochism and of desires.

According to [6], “sociolinguistics is the study of language and society”. This study was anchored on the different concepts related to gay terms used by the participants during conversation.

a. Functions of Gay Lingo

Language serves different and special functions. It serves to express social and personal relations, to represent an experience, to impart factual information, to control the behavior of others, to get involved in fantasies, and to show one’s identity.

b. Gay Lingo as Used in Filipino Context

[11] stressed that Filipino gays used wonderful language, gay lingo. In general seamlessly switch into when they are gathered together or most immediately when they are around other people in order perhaps to “cloak” their intimate conversations, the better to protect the “virgin” ears.

[14] stressed that to Filipino speakers, Sward Speak sounds witty and twangy, and it immediately identifies the speaker as homosexual. Gay lingo has been prevalent throughout the Philippines, and was initially used by the homosexual community as a tool to communicate with each other.
c. Studies on Gay Lingos in Filipino Context

[12] mentioned in his study that the gay language in the Philippines is a 'pidgin'. Filipinos of the third sex decided to come up with a form of language that is only peculiar to them to facilitate communication among the members with a slight intention of concealing the real message behind the information being expressed.

[15] pointed out the need to have a Computer Pidgin Language (CPL) purposely to teach people a new language that is efficient for dialogues with computers. Their study is inspired by the aim to create a completely new language that people would have to learn and practice to facilitate easy operation of the gadget. For some consideration, it is learned that the words and terms used in this “Philippine gay language” quickly undergo changes due to the speed contribution shared by the “speakers” who come from the different places in the country

2 METHODOLOGY

a) Research Design

The researcher employed the descriptive-qualitative design; more specifically, the sequential explanatory design which is characterized by the collection and analysis of descriptive data followed by the collection and analysis of qualitative data [18]. In the descriptive phase, the researcher used a survey instrument to identify and classify the gay lingos used by gays as word substitutes for conversations.

In terms of qualitative approach, the data used for this study was collected through focused group discussions and interviews.

The researcher used a Focused Group Discussion (FGD) to expose students’ reasoning on the question “under what circumstances do Filipino teenagers often use gay lingos as word. The data collected were transcribed in order to form interpretations. In order to answer specific objectives 2, 3 and 4, the researcher did a Focused Group Discussion involving eight participants who accepted the invitation for a recorded conversation.

Categorization of themes was done to illustrate the functions of gay lingos, the circumstances that allow Filipino teenagers to often use the gay lingos as word substitute and on how gay lingos project Social Identity.

In terms of quantitative approach, profiling of the participants and frequency count of common gay lingos used as substitute words were utilized. In this study, top ten commonly gay lingos were ranked as word substitutes during conversations.

In terms of Thematic Analysis, The data collected through interviews were analysed in a similar way based on a three-stage procedure. First, the familiarisation with data was internalised through transcription of the interviews. The audio recordings of the interviews of eight participants were listened to a number of times for accurate transcription. Second, the transcripts and audio recordings were coded on it. The third stage was the theme development. Using the thematic analysis of interview data served the purpose of this study as it enabled the effective categorization.

b) Participants

This study involved 20 self-confessed gay students who are currently enrolled in one of the state universities in the north. Some of them are overt gays and self-confessed users of gay lingo in their everyday conversations with members of their “straight” classmates and friends. Purposive sampling was employed by the researcher due to the characteristics of the population and nature of the study. [21] suggested that purposive sampling is preferred for four specific reasons. Two of the reasons include: their being self-confessed gays and their
being users of gay lingos. For qualitative results, participants were randomly chosen for FGD. There were a total of 8 participants for the said FGD.

c) Instruments
The research instrument used in this study was of two types. The first was a pre-survey instrument used to identify gay lingos used by gays as substitute for conversation. This was an open ended questionnaire from which students enumerated the gay terms they used during their conversation. The second part of the research instrument was of two parts. Part One dealt with the personal data of the participants. This included participants’ name (optional), type of community, language spoken at home, and the language source. Part Two of the research instrument was a language check. In this part of the questionnaire, 45 gay terms were included based from the pre-survey conducted. Participants were asked to put a meaning in each of the term in the second column while the third column was for those gay terms where they were not familiar with.

d) Data
The data used in the study are the generated common gay lingos, recorded FGD transcripts and their translations.

e) Data Gathering Procedure
1. Permission
Before the conduct of the study, the researcher provided permission letter for the Dean for Academics of place of the conduct of the study for approval, and then the study observed proper procedure.

2. Face-to-face encounter/ Administration of Survey Questionnaire
Face-to face encounter was conducted and the participants were asked to provide necessary information from the self-administered questionnaire. The identified participants answered the questionnaire during their vacant period while hanging out in their “Tambayan” (canteen, covered court, benches area). Participants read the items carefully. They wrote the meanings of the gay lingo words in the appropriate column. If the word was not familiar to them, they put a (√) under the appropriate column.

3. Retrieval of Instruments
Survey instruments were retrieved by the researcher after the face –to-face encounter with the participants and analyzed them together with inter-coders and inter raters then placed these results on tables.

4. Collation of Results
The researcher, with the help of inter-coders, needed to manually transfer the responses from the questionnaires into a spread sheet or a table and put each question number as a column heading, and use one row for each person’s answers. They then assigned each possible answer a number or ‘code’ then went through each participant’s questionnaire in turn, adding in the codes then entered this data into a spreadsheet or table. Checking of some of the data for accuracy was done after
5. Focus Group Discussion

Focused group discussion was guided by the researcher (or group facilitator) who introduced topics for discussion and helped the group to participate in a lively and natural discussion among them.

To get data for unanswered items or for clarity of entries in the questionnaire, the researcher immediately conducted informal conversations with the participants. The information derived from this was considered as responses for problem numbers 2, 3 and 4.

f) Validity and Reliability

To establish the validity and reliability of the instruments on the commonly used word substitute and recorded conversations of self-confessed gay participants, a total of three inter-coders, and three inter-raters were asked to validate and evaluate the study. Since the scope of the was quite huge, the researcher thought of having inter-coders so as to distribute the volumes of work and have analysed outputs ready in time. Thirty percent (30%) of the data purposively selected from the data were inter-coded by the inter-coders who happened to be college faculty and are experts in their field of specialization. A discussion related to the concepts and frameworks was facilitated by the researcher. When the same understanding and interpretation of those concepts had been agreed, the researcher and the inter-coders proceeded to analyse and gave judgement independently. After completing the rating and coding work, both the researcher and the inter-coders compared the results and both arrived at the high level of agreement. Some differences in the results were observed, discussed, reviewed and recorded until the final agreement.

g) Ethical Consideration

For ethical consideration and to ensure privacy and confidentiality, an informed consent form to each participant during FGD interview, and assurance/reminders that no one would be charged for their participation in this study. Participants were informed that their participations would not affect any of their engagements in school and in the community.

When they agreed to participate in this FGD, they were asked to sign over their names to signify their intentions. The names would not be used in any report, but the comments and suggestions would help researcher achieve the objectives of this study. The data and their transcriptions would be kept for two years and be discarded thereafter.

3 FINDINGS AND DISCUSSION

This chapter includes the presentation, analysis and interpretation of the results of the study with regard to the commonly used gay lingos as word substitutes, the thematic analysis on the identified functions of gay lingos, circumstances that may allow Filipino teenagers to often use gay lingos as word substitutes, and how gay lingo projects social identity. Table 1 reflects the common gay lingos used as word substitutes during conversation. This shows that 95% of the participants commonly used the word "chaka", 90% of the participants commonly used the word "itch", 85% of the participants commonly used the words "Wiz"/"Washington", "Charing"/"tienes", "rampa"/"rampage", and "Kever ko", and 80% of them commonly used the words "Backstreet boys", "Award", "Emote", and "Jutay"/"jutes". The word "chaka" ranked first from the top 10 common gay lingos, the word "itch" ranked second, the words "Wiz"/"Washington", "Charing"/"tienes", "rampa"/"rampage", and "Kever ko" ranked 4.5th, and "Backstreet boys" "Award", "Emote" and "Jutay"/"jutes" ranked 7.5th.
The implications of the use of these gay lingos show the gays’ ways of integrating themselves in the society in their own terms, making serious as satirized or light and makes the language as an act of subversion.

Qualitative Presentation

The researcher came to know the participants through interviews, journeying with them and listening to their experiences. The researcher categorized their narrative responses and descriptions as follows: On Functions of Gay Lingo (Thematic Insights), in the context of the present study, as mentioned by the FGD participants, transcripts were used as evidences and the following have been categorized as functions of gay lingos: Gay Lingo is used as a cover up; Gay lingo is a tool to keep up with the modern trends; Gay Lingo functions as a representation of a sub-culture; Gay lingos also reflects the environment of the person; Gay lingo is recognized socially. It is used for interaction; Gay Lingo reflects our self-identity; Gay lingo presents experience; Gay lingo imparts factual information and Gay lingo controls the behaviors of others. On Circumstances That Allow Filipino Teenagers to Often Use Gay Lingos as Word Substitutes, the speakers in this conversational transcript are talking about the circumstances where they could use the gay lingo.

There are three circumstances that have been categorized in the transcript.

3.1 On when gay students use the word substitutes

As mentioned by the FGD participants, transcripts were used as evidences. Gay students use the word substitute when there is a need for private conversation; Gay students use word substitute when there is a need to be creative and Gay students use word substitute when they have to entertain.

3.2 On where gay students use the word substitute

As mentioned by the FGD participants, transcripts were used as evidences. Gay students use the word substitute everywhere, during social gatherings, public places, and meeting places.

3.3 On why gay students use the word substitutes

As mentioned by the FGD participants, transcripts were used as evidences. Gay students use the word substitute to hide agenda, to take care for the feelings of others, for privacy, to protect one’s self from conflicts and to filter the words.

3.4 On how do gay students use the word substitutes

Gay students use word substitute by hiding real meanings of words, by using non-verbal cues, by changing traditional words to new words, by inserting humour and by exaggerating the meaning of the words.

3.5 On How Gay Lingos Project Social Identity (Thematic Insights)

The speakers in this conversational transcript were talking about how gay lingo projects their social identity. Projections of social identity had been categorized in the transcript. The use of gay lingos socially identifies them as creative individuals. Gay lingos also socially
labelled them as closeted individuals. Gay lingos socially constructed gay men as closeted yet creative individuals. Gay Lingo reflects our self-identity.

4 CONCLUSIONS

The implications of the use of these gay lingos show the gays’ way of integrating themselves in the society in their own terms, making serious as satirized or light and makes the language as an act of subversion.

The following were the conclusions after which findings of the study were formulated:

A. On Functions of Gay Lingo

Gay Lingos function as a cover up and a tool to keep up with the modern trends, a representation of a sub-culture, and a reflection of the environment of a person. They are used socially and are used for interaction. They reflect their self-identity, presents their experience, impart factual information, and control the behaviour of others.

B. On circumstances that allow Filipino teenagers to use gay lingo as word substitutes during conversations

The circumstances that allow Filipino teenagers to use gay lingos as word substitute are as follows: They use the word substitute in circumstances that require them to replace vulgar words so as not to hurt feelings of others, in circumstances where taboo issues such as sexual misdemeanour confronts them to isolate themselves, and on circumstances that need their satirical front/selves in public entertainment.

C. On projection of social identity

Projections of social identity had been categorized in the transcript. The use of gay lingos socially identifies them as creative individuals. Gay lingos also socially labelled them as closeted individuals. Gay lingos socially constructed gay men as closeted yet creative individuals. Gay Lingo as Reflection of Social Identify was anchored on the different theories related to language acquisition such as Queer Theory, Sociolinguistics and Social Identity Theory. In this study, the findings from FGD had provided directions for further understanding of the significant impact of the participation of participants. When it comes to the functions of gay lingo, the gay lingos were used as a cover up and a tool to keep up with the modern trends. On circumstances that allow Filipino teenagers to use gay lingos as word substitutes during conversations, they use the word substitute in circumstances that require them to replace vulgar words so as not to hurt feelings of others, in circumstances where taboo issues such as sexual misdemeanour confronts them to isolate themselves, and in circumstances that need their satirical front/selves in public entertainment. On projection of social identity, gay lingos socially construct gay men as closeted yet creative individuals.

Overall, the Gay Lingo As Reflection of Social Identify has proven to be meaningful venue for language instructors to be aware of the strength and weaknesses of this particular group of students when it comes to the identity that they are projecting not only in school but also in the community where they belong which would allow them to use gay lingos as word substitutes and be responsible for the kind of words that they are using during conversation.
A Corpus-Based Study on Editorials

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Abstract. The corpus of the study are English editorials with the theme Extra Judicial Killing. They were examined of their macrostructures or moves with reference to Hoey’s four moves Problem-Solution model or McCarthy’s three moves Claim-Counterclaim Model; and of their microstructures, the downtoner and subcategory according to Biber’s. Intuitive and semantic analyses were done including the functions of the downtoner either intersententially or intrasententially. Results revealed there are editorials which moves are consistent to either Hoey’s or McCarthy’s, or both. Also, there are editorials which neither belong to either model, labeled as ‘other.’ Caesura(s) seemed inevitable making the writer not to hedge or downtone. This researcher proposes a label for caesurae, the relevant or ‘R’ move. An Intuitive Model is also proposed for the entire text. As to the downtoners, careful analysis is needed to unmask downtoner adverb occurring as adverb per se but functions either a conjunction or an adjective.

Keywords: Corpus; Corpus-based Study; Downtoner

1 INTRODUCTION

From the genre of English editorials of the local and of the national daily newspapers were the corpora of this study taken. These editorials convey a theme on “Extra Judicial Killing” and investigated of their macrostructures or moves and of their microstructures, the downtoners. The moves were identified and investigated. The microstructure units, the downtoners, were also identified according to Biber’s categorization and determined of their functions either intersententially or intrasententially. Specifically, the study attempts to answer the following questions: 1. What organizational structure or pattern do newspaper editorials have? 2. What kind of downtoners are the most prevalently used in the newspaper editorials? 3. How do downtoners function intersententially and/or intrasententially? 4. What model of analysis can be proposed resulting from the study?

This study is anchored on the theory of Metadiscourse ‘a discourse about a discourse’[1] which refers to the devices used intentionally by the writers to organize their texts, engage the readers and signal their attitude both to the text and their audience. This includes devices which help readers understand or guide them through a text and those which express a perspective towards either a proposition or readers. Another theory is Genre Analysis[2] which identifies the organizational structure through move analysis, the key linguistic feature of the text; and on the Corpus-based Approach to Discourse Analysis[3] resulting to generalized descriptions of discourse structure.
2 METHODOLOGY

This covers the research design, the corpus, the unit of analysis, coding and framework for analysis, and the procedures in conducting the study.

This study uses descriptive design because of the investigation done on newspaper editorials both for its macro and micro structures addressing the ‘what’ questions that may arise as examination is done to the corpus and gives the implications of the findings [4]. Moreover, this study also employs the quantitative method in counting the frequencies needed. Data derived became the basis of the qualitative description of the present study.

For comparative study, the corpus of this study are ten English editorials taken from the nationally circulated newspaper, the Philippine Star, and ten from the regionally/locally circulated newspaper, the Panay News that convey one common theme, “the Extra Judicial Killing” (EJK). They were collected from the latest issue going backward until the number of issues needed were completely gathered.

The unit of analysis for the macrostructures are the sentence(s) or paragraphs investigated of their moves to determine the model. For the microstructure, the unit of analysis are the downtoners. These downtoners were classified/subcategorized based on Biber’s categorization and examined of their function intersententially or intrasententially.

The organizational structure of the newspaper editorials was chunked using information reduction method to determine the macromoves. Two models were used: the Problem-Solution Model of Hoey[5] coded as ABCD and the Claim-Counterclaim Model of McCarthy[6] coded as EMA. Any pattern that deviated from these two macrostructure models was also coded and labeled “Other”. For the microstructures, downtoners were classified and determined of their function intersententially or intrasententially. This classification showed the original syntactic status that determined the locus of the downtoner either as premodifier or subjunct adverbial upon which function first develops. Occurrences of these downtoners were also counted.

The procedure followed two levels of analysis. The first level is the macro-analysis consisted of coding the chunked parts in terms of their macro structures[7] using either the Problem-Solution Model or the Claim-Counterclaim Model. Through information reduction method, the editorial was chunked by into four organizational moves following the Problem-Solution Model and coded them ABCD. The first move, description of the situation (A) is the segment that talks about a current or recent issue. The second move, identifying the problem (B) is the section that discusses a concern or problem arising from the situation presented in the previous part of the text. The use of adversative marker but at the beginning of the paragraph must be noted. This and other markers (e.g. however) signal the second move in a Problem-Solution structure. To code the third move, describing the present solution (C), is to enumerate and to explain measures or steps to address the problem. This is usually signaled by markers such as modal auxiliaries (e.g. should, need to, will/shall have to). And the last move, evaluation of the solution (D), the segment of an editorials that assesses the viability or effectiveness of the proposed solution. The other model is Claim-Counterclaim Model of McCarthy[8] coded as EMA. The editorial was chunked by into three organizational moves the model. The moves are; (i) establishing a common ground (E) where the segment provides the reader with a background information that often comes from news stories; (ii) making a claim (M) where the segment conveys the editorial’s stand on a current issue; and (iii) asserting a counterclaim (A) where the use of discourse marker however marks the counter-argument.

The second level is the micro-analysis. The focus of micro-analysis in the present study is on syntactic structures of downtoners as used in the sentence. These downtoners were
categorized based on Biber’s classification and investigated of their function either intersententially or intrasententially. The downtoners were also searched electronically using the Navigation engine application of Microsoft Office 10 to be sure that all downtoners used in the text were appreciated. The semantic interpretation rules compute on the basis of these word meanings and the semantic structures whether the meaning of the whole sentence is ‘well-formed’ or the sentence is meaningful. [9]

3 FINDINGS AND DISCUSSION

Following the methodology and in particular to find solutions to the specific objective of the study, following are the findings:

Specific objective #1: What organizational structure or pattern do newspaper editorials have?

The Organizational structure or pattern of editorials on study are shown in the following table:

<table>
<thead>
<tr>
<th>Model/Code</th>
<th>Philippine Star</th>
<th>Panay News</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoey’s ABCD</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>McCarthy’s EMA</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Others:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABCD/EMA</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>A A/B BCD/EMA</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ABC/EM</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ABXCXCDXD/EXMAX</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EMXA</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EMAXAX</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>A/B B/CBCB</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 1 shows that of the ten English editorials taken from the Philippine Star studied and examined, only four (4) editorials were consistent to the Problem-Solution Model of Hoey coded as ABCD; five (5) were consistent to the Claim-Counterclaim Model of McCarthy coded as EMA; and one has the moves of either Hoey’s or McCarthy’s thus coded as ABCD/EMA.

As to the editorials from the Panay News, Table 1 shows that three editorials were consistent to the four moves Problem-Solution model of Hoey coded as ABCD; one editorial has the macrostructures of both models coded as ABCD/EMA; one has the macrostructures following both models but lacks the last move of Hoey’s model however compliant to McCarthy’s model coded as AA/BCD/EMA, this editorial follows the two macrostructure models as shown by the locus of the moves and the semantics of the writer. Another editorial has the macrostructures of both models however lacks the last move of the models coded as ABC/EM, in here the writer did not convey his opinion over the issue on extending legal assistance to victims of EJK. It appears that this is a news editorial which is probably the reason why the organization is not consistent to the macrostructures according to either Hoey or McCarthy. Clearly, the writer just simply presented the information, or may be the facts, without taking a stand on the issue. Another editorial has the macrostructures of either Problem-Solution Model or Claim-Counterclaim Model but interrupted by unknown moves coded as ABXCXCDXD/EXMAX. This editorial was found having two different macrostructures. In-depth analysis of this editorial also revealed that there are moves which neither belong to any of the two models. This researcher labelled them ‘X’ to stand for the unknown. Semantic analysis
shows that these X’s convey either the direct or the indirect utterances of the writer’s sources of information. Further analysis on the second part of this editorial shows that though coded as EMA, the structure of this editorial had been interrupted by unidentified move also coded as “X” to stand for unknown. A reader or an observer can deduce that this editorial does not follow the convention of editorial writing. Apparently, the structure exhibits the writer’s stream of consciousness in writing as evidenced by quoting direct or indirect utterances of the sources of the information, thus, getting out of coherence on the matter. Another editorial followed McCarthy’s Model but interrupted also by unknown move coded as EMXA, in here the locus of the moves were interrupted by X moves affecting the coherence of the text. It could be possible that the occurrence of X or X’s may convey a new model for a structure of an editorial. In particular to the editorial, the writer used the transition “meanwhile” which, according to Merriam-Webster, means “at or during the same time; in the meantime.” It tells us that the writer included another issue which may or may not have great and immediate or direct bearing to the main issue though happened at the same time. On the other hand, this researcher tried culling out from the said editorial all those paragraphs or moves marked X and the results showed that the revised version is a better presentation and comprehensible, coherence well defined and compliant to Claim-Counterclaim Model having the three moves. Another editorial following McCarthy’s Model but extended and interrupted also by X unknown move coded as EMAXAX. The X moves show how the writer editor followed his stream of consciousness making the editorial appears to be a news article. These X moves don’t have direct syntactical/functional relation to the development of the editorial. Even without them, the editorial could stand on its own having the complete parts or moves of McCarthy’s model. It could be possible that the occurrence of X or X’s may convey a new model for a structure of an editorial. Lastly, one editorial has an unusual move coded as A/BB/CBCB.

This study also finds that the Claim-Counterclaim Model of McCarthy consisting of three macrostructures can also be used in lieu of Hoey’s Problem-Solution Model having four macrostructures. This is where the first move, establishing a common ground, according to McCarthy and the first move, description of the situation, according to Hoey, share the same locus in the editorials on study. The same findings apply to the last move of both models, e.g., asserting a counterclaim of McCarthy’s and evaluation of the solution of Hoey’s. As to the second move, making a claim of McCarthy’s, its locus is shared by both the second and the third moves of Hoey’s macrostructures such as identification of the problem and description of the present solution. Lastly, out of the ten editorials from the Panay News on study, none of which was compliant to the three-move macrostructure Claim-Counterclaim Model of McCarthy as shown with the interruptions of unidentified move.

Results of the analyses of the present study reveal that clarity and coherence of the moves and identification of the moves are well-defined in the Philippine Star than those of the Panay News. Apparently, the editorials of the Philippine Star reveal a collective opinion or point of view of the Editorial Staff of the newspaper company. For the Panay News, the macrostructures may have been intuitionally followed by the writer and possibly, since editorial carries the identity of the writer, expressing a fair view or nothing at all on the issue, is a better position knowing fully well the responsibility attached to being a commentary or being an editorial writer.

Specific objective #2. What kind of downtoners are the most prevalently used in the newspaper editorials?

The following table shows the occurrences of downtoners in the English editorial of the Philippine Star and of the Panay Newspapers, so speaks of the prevalency of downtoners
used in the editorials on study.

**Table 2**: Downtoners, per subcategory, as they appeared in the editorial of the PS and PN

<table>
<thead>
<tr>
<th>Downtoners</th>
<th>Philippine Star (PS)</th>
<th>Panay News (PN)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximator</td>
<td>almost (2)</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Compromiser</td>
<td>enough (2) rather (1)</td>
<td>enough (2) rather (1) fairly (1)</td>
<td>7</td>
</tr>
<tr>
<td>Diminisher</td>
<td>but (10) only (5) least (6) just (5) merely (2) simply (1) a little (1)</td>
<td>but (11) only (3) least (2) just (2) merely (1) simply (1) to some extent (1)</td>
<td>51</td>
</tr>
<tr>
<td>Minimizer</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>25</td>
<td>60</td>
</tr>
</tbody>
</table>

Table 2 shows that among the subcategories of downtoners, the diminisher is the most prevalently used, the compromiser with lesser frequency and least for approximator. The minimizer had never been used.

Among the diminishers, *but* is the most used in the editorials of Philippine Star and Panay News. The occurrences of *but*, which appear to be overused, support the statement that as an initial-sentence marker it expresses “semantic opposition” and “denial expectation” [10]; that *but* is an adversative marker [11] expressing a meaning that consists in more than marking a contrast between two conjuncts. “Semantic opposition” refers to formal contrast wherein something in the second conjunct semantically contrasts with something in the first conjunct. “Denial expectation” arises when the second conjunct is at odds with an expectation implied by the first clause; and that the corrective *but* is used to preface a correction to the previously and explicitly negated phrase [12]. Semantically, *but* does not allow minor reordering of clauses. The adverbial *but* does not link subordinate clauses because of its use in sentence-initial position, and, unlike true coordinators, is not restricted to linking constituents of equal rank where it demonstrates a link between its clause and the whole of the preceding paragraph. Likewise, the coordinator *but* strongly implies contrast or negation, while the hallmark of the adverbial *but* is its implied concession considering its use as a sentence-initial adverbial that conveys a sense of concession[13]. Further investigation on the use of *but* as downtoner shows that it can be used intrasententially where the clauses connote in contrary to each other. In this study, *but* can be a conjunction, a preposition, etc. in addition to being an adverb, however *but* that occurred in this study but functions other than an adverb were not included in the results as shown in Table 2.

Summarily speaking, comparing the use of downtoners between the editorials of the Philippine Star and the Panay News, editorial writers of the Philippine Star hedged more than those of the editorial writers of the Panay News. Clearly, it can be seen in the styles of the writers that those of the Philippine Star offered their opinion on the issue by downtoning while those of the Panay News hedged less because opinion is not offered rather facts are stated and utterances, either direct or indirect, of persons who are the source(s) of the statements were included. The inclusion of utterances affects the structure of the editorial and thus results to the editorial’s inconsistency to the rule of coherence in the development of the text. This style actually runs counter to the idea that macrostructure or global structure of a discourse is as important as coherence in the same way as coherence is as important as the macrostructures of
a discourse giving emphasis that “at the semantic level, the coherence of a discourse is determined also by macrostructures.”[14]

Further, the style of Panay News writers of hedging or downtoning less exhibits writer’s potential as literary writer because of their style to follow their stream of consciousness and the style of using caesurae in the composition of the text manifesting their confidence in writing journalistically quoting statements, e.g., direct and indirect utterances, of sources. Moreover, this style also led the writer to develop the full text of the editorial without hedging or downtoning.

Specific objective #3. How do downtoners function intersententially and/or intrasententially?

In this study, the locus of the downtoners shows their function as to either premodifier or subjunct adverbial. It enabled this researcher to immediately identify its function, however, caution was carefully observed as the downtoner may belong to an adverb but actually does not function as such, rather, functions as an adjective, a conjunction, etc. Thus, aside from spot identifying the function of the downtoner as to its locus, this researcher finds that the marker or the downtoner must be subjected to semantic investigation with careful attention to correctly appreciate its function.

Specific objective #4. What model of analysis can be proposed resulting from the study?

In view of the foregoing findings, this researcher proposes a label to the unidentified move (X) as Relevant or “R”. The Relevant (R) refers to the appropriateness or propriety of an element or section, or moves (for editorials) to be included to the development of the entire text. These X moves are either the direct or indirect utterances of the writer’s sources or caesura employed by the writer as he develops the text. Since these X moves are considered indispensable and to give justice to the skill of the writer in following his stream of consciousness having a caesura in the development of the text he is writing, the label ‘R’ for Relevant is proposed to name the X moves.

For macrostructure or global structure identification, this researcher is also proposing for a new model to be called an ‘Intuitive Model’ with a structure having three (3) components such as; Move 1, the Core (C), this refers to the main, the primary, and the extremely important element(s) of the discourse; Move 2, the Important (I), includes element(s) of the discourse having serious meaning or worth that requires a special attention that could not just simply be ignored; and Move 3, the Relevant (R), that refers to the appropriateness or propriety for inclusion to the development of the entire text. The label of each move uses a simple and universal language that makes it comprehensible. This proponent names the model as ‘Intuitive’ because, basically, we use the intuition as basis for cognitive approach to study and to understand the global structures of the corpus or the text through the use of language and its eventual fruition for social interaction. This model shall serve as a compromise model that combines the structures of two models at the same time labels the unidentified inclusions to the structure of the text. This proponent also believes that ‘Intuitive Model’ may also apply to other genres of any opinionated text that may be subjected to discourse analysis like the argumentative essay. An editorial, on study, was analyzed using the proposed ‘Intuitive Model’ having three moves; the core (C); the important elements (I); and the relevant ideas (R), was found to be very applicable.
4 CONCLUSIONS

As to the macrostructures of the editorials of the present study, this researcher found out that clarity and coherence of the moves are well-defined in the Philippine Star than those of the Panay News. Apparently, the editorials of the Philippine Star reveal the collective opinion or point of view of the Editorial Staff of the newspaper company. For the Panay News, the macrostructures are also observed however results of this study reveal that the macrostructures of an editorial may go less or beyond the moves of either Hoey’s or McCarthy’s. Unique to the editorials of the Panay News, there are editorials which go less or beyond the moves of either models however interrupted by unknown move(s), thus, coherence is affected. Others extended the macro structures with unknown moves. These editorials were labeled ‘other’. These findings support the statement that language use and behavior may be accounted for in independent theories, but these theories will ultimately be based on a theory of how language users and social participants perceive, interpret, know, memorize, evaluate, plan, produce, etc., their discourses and interaction. In other words, our social behavior including our communicative verbal interaction is determined by our interpretations and representations of social “reality.” [15]

On the other hand, in-depth investigation of the editorials specifically on the semantics of downtoner led this researcher to conclude that the nature and function of the downtoners is a kind of hedging used by the writer or speaker when he or she wants to hint that what follows is different from what might have been supposed. However, this researcher has still seen some grey areas on the matter because just for the adversative marker but which in English is used for corrective function with two types of adversativity; restrictive and exclusive, has yet wide areas to be studied. Coordinators, subordinators and adverbs need special attention in the analysis as they can be confusing if not carefully and properly given attention especially in sentence-initial position. Doing so may pave to the development of new hypothesis that would be relevant and helpful in the future studies of a language or discourse analysis. In addition, semantic analysis enabled this researcher to recognize the multiplicity of functions of certain texts such as in the case of adverbs. Adverbs they may be per se, however, in-depth investigation reveals that they can function differently. With this condition, in-depth and semantic analysis needs careful attention so as to unmask downtoner adverb occurring as adverb per se but functions either as a conjunction or as an adjective. Since adverb is a function word modifying a verb, an adjective and another adverb, the same attention also may be given to adjective, also a function word modifying or describing a noun or a pronoun.

With these, there is still a wide room for more studies to be conducted to offer a clearer view of the subject matter or simply put, this study can still be replicated and the use of the proposed model is also recommended to prove its workability and effectiveness.

Pedagogical Implications

Using editorials for academic activities aids the teacher to engage his/her students into critical thinking and may, as well, lead them into reflective writing. It enables the students to have a perspective on issues that ‘plagued’ of ‘disturbed’ the placid condition of the country that would probably lead them to realize on something that may directly or indirectly affect their way of life. In addition, contemporary journalism could be of big help in the teaching-learning situation for reason of its authenticity and reliability.
References

[5] Hoey’s macrostructure Problem-Solution Model in Discourse Analysis
[6] McCarthy’s macrostructure three moves Claim-Counterclaim Model in Discourse Analysis
[8] McCarthy’s macrostructure three moves Claim-Counterclaim Model in Discourse Analysis

Biography

Maria Elena Chavez Villa is permanently residing in Iloilo City but a native of Sipalay City, Negros Occidental. She is on her post graduate studies taking Doctor of Philosophy in Applied Linguistics at the University of St. La Salle-Bacolod City, Negros Occidental. She completed her Master of Arts in Teaching Reading, Language and Literature also in the same university. Currently she is an Asst. Professor at Iloilo Science and Technology University (ISAT U), Iloilo City where she had been in service for almost 20 years teaching English and Literature courses. Prior to her tenure in this SUC, she was a College Instructor at the Western Institute of Technology, Iloilo City and at the Cabarrus Catholic College, Sipalay City also teaching English, Literature, and major courses in the English major program. Before her teaching career, she had worked as a
Secretary to the Human Resource Department of a mining company in San Jose, Sipalay City, Negros Occidental for more or less 14 years. Mrs. Villa had been a member of the Board of Regents of ISAT U, had been the President of the Faculty and Employees Association of the same university, and is a member of the Confederation of Faculty Association of State Colleges and Universities of the Philippine.
Discriminatory Language in Pramoedya Ananta Toer’s Works

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Abstract. This study is about discriminatory language in Pramoedya Ananta Toer’s works ‘Anak Semua Bangsa’, ‘Rumah Kaca’, and ‘Jejak Langkah’. Precisely, it examines forms of discrimination realized through discriminatory expressions. Data for the study were obtained with document analysis and FGD (Focus Group Discussion). Results of data analysis show that the unequal use of language in this study relates to social class and gender. Social class discrimination takes the forms of subordination, stereotyping, marginalization, and violence. In addition to workload, gender discrimination also takes similar forms of discrimination. It is of great importance to note, however, that subordination forms dominantly appear within the two variables.

KeyWords: discriminatory expressions, social class, gender, Pramoedya Ananta Toer

1 INTRODUCTION

God creates humans equally but man treats each other differently and this phenomenon arises from differences in how people behave economically, politically, socially, culturally and ideologically. To a large extent, all of their economic, political, social, cultural and ideological behaviors are expressed through verbal and non-verbal expressions.

The present paper reports a small part of a large study which attempts to examine how discriminatory expressions are translated and how translation techniques utilized by the translator affect the translation quality. As a preliminary stage, this study merely identifies linguistic evidences of social and gender discriminations and then looks closely at the forms of social and gender discriminations. In order to suggest a strong claim about findings of this
preliminary study, it is necessary to describe how scholars define discrimination in general and how they view discriminatory expressions.

Discrimination refers to human attitudes towards others and it appears as a result of wrong perception of differences within community members. The differences naturally occur; in some cases, however, they are socially constructed. According to Theodorson & Theodorson [1] discrimination constitutes an unequal treatment on someone or community groups on the basis of particular attributes such as race, religion and social class. The emerge of this unequal treatment results from wrong perception about other people or other community groups having different background. With similar vein, Sears et al [2] defines discrimination as an attitude of accepting or rejecting other people or other community groups due to labels attributed to them.

Discrimination may relate to social class and gender. The social class-related discrimination is divided into some subcategories; these include 1) racial and religion discrimination, 2) gender discrimination, 3) disability discrimination, 4) discrimination toward those suffering from HIV/AIDS, and 5) social class discrimination [3] (Fulthoni, 2009: 5). Meanwhile, gender discrimination describes the situation in which people are treated differently simply because they are male or female, rather than on the basis of their individual skills or capabilities.

Social discrimination is manifested in some forms. Handayani [4] states that social discrimination can be in the forms of marginalization, subordination, stereotyping, physical and mental domestic violences, and workload. Gender discrimination also takes similar forms which are generally realized through sexist attitude and language.

The present study belongs to a qualitative and descriptive research. Data for the study are verbal expressions which were selected purposively from Pramoedya Ananta Toer’s novels Anak Semua Bangsa’ [5], ‘Rumah Kaca [6]’, and ‘Jejak Langkah’ [7] through document analysis and validated in Focus Group Discussion (FGD). The data were analysed with Spradley [8] technique of data analysis consisting of domain analysis, taxonomic analysis, componential analysis and the analysis of cultural theme.

2 RESEARCH FINDINGS AND DISCUSSION

a. Research Findings

As has been stated previously, discrimination examined in this study relates to social and gender discriminations which were realized through verbal expressions. Through document analysis, 302 data were identified. Of this figure, 227 data are expressions indicating social class discrimination and the other 75 data belong to gender discriminations. As summarized in Table 3.1, social class discriminations consist of four subcategories: subordination, stereotyping, marginalization and physical and mental domestic violences.

<table>
<thead>
<tr>
<th>No</th>
<th>Forms of Discrimination</th>
<th>Subtotal</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Subordination</td>
<td>146</td>
<td>64.18</td>
</tr>
<tr>
<td>2</td>
<td>Stereotyping</td>
<td>59</td>
<td>25.99</td>
</tr>
<tr>
<td>3</td>
<td>Marginalization</td>
<td>16</td>
<td>7.05</td>
</tr>
</tbody>
</table>
Table 2. Forms of Gender Discrimination

<table>
<thead>
<tr>
<th>No</th>
<th>Forms of Discrimination</th>
<th>Subtotal</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Subordination</td>
<td>42</td>
<td>56</td>
</tr>
<tr>
<td>2</td>
<td>Stereotyping</td>
<td>25</td>
<td>33.33</td>
</tr>
<tr>
<td>3</td>
<td>Marginalization</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Workload</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Domestic Violences</td>
<td>2</td>
<td>2.66</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 3.1 shows that social discrimination found in this study suggests four forms of discrimination. Subordination and stereotyping appear to be the most frequently practices. Other two forms of discrimination, that is marginalization and domestic violences, are also identified although they are small in number. In addition to workload, gender discrimination, as summarized in Table 3.2 also takes similar forms of discrimination. It is clear that subordination and stereotyping dominate other forms of gender inequality. The following data exemplify forms of discriminatory expressions identified in Pramoedya Ananta Toer’s works ‘Anak Semua Bangsa’, ‘Rumah Kaca’, and ‘Jejak Langkah.

**Subordination**

a. “Apa kau kira hanya Belanda dan turunannya saja yang patut jadi istrimu?”

b. “Seluruh dunia kekuasaan memuji-muji yang kolonial. Yang tidak kolonial dianggap tidak punya hak hidup, termasuk mamamu ini.”

c. “Barulah berhenti, sebab babu adalah manusia terakhir dalam kehidupan.”

**Stereotyping**

a. “Hanya anak dusun busuk berkotor lebih busuk semacam ini.”

b. Bunda bilang perempuan semacam itu pada dasarnya pelacur.

**Marginalization**

a. Syarikat ini takkan bakal mendapatkan anggota dari kalangan serendah-rendahnya, karena nama priyayi itu.

b. Mengapa diantara anak-anaknya sendiri, yang karena kebetulan saja jadi lelaki, berkeberatan setengah mati kalau wanita tapil ke depan umum?

**Domestic (physical or mental) violence**

a. Perlakuan sewenang-wenang dalam perusahaan keretapi, perkebunan, kantor-kantor Gubernur, ...

b. …wanita-wanita harus didiamkan dengan menaikkan kepada ranjang pengantin.

**Workload**

a. …wanita-wanita harus didiamkan dengan menaikkan ke ranjang pengantin.
b. Discussion

The findings of this study clearly shows how Pramoedya Ananta Toer, the leading Indonesian prose writer, illustrates practices of social and gender discrimination in his works. Though fictional in nature, the phenomenon closely relates to emerging political, social and cultural conditions during which the works were created.

It is interesting to note that forms of discrimination vary but subordination and stereotyping appear to be the most dominant ones. The occurrence of social and gender discrimination is basically understood as the manifestation of the social stratum and gender roles in Javanese community. The Javanese proverb “suwargo nunut neroko katut”, for example, represents how Javanese people see women as subordinate to men. Moreover, the existence of Javanese speech level inevitably contributes significantly to the emergence of such discriminations.

Whatever the forms of discrimination found in this study, some interesting questions remain challenging for further research: 1) how did the translator treat such kinds of discriminatory expressions?, 2) What kinds of attempt did he or she make to maintain the uniqueness of the original culture or to conform to the target culture and norm for acceptability purposes?, and 3) How did the impact of translation techniques on the translation quality.

3 CONCLUSION

Based on the results of data analysis, this study concludes the followings. First, discrimination may relate to social and gender ones. The forms of discrimination vary and include subordination, stereotyping, marginalization, physical and mental domestic violences, and workload. Though fictional in nature, the discriminatory expressions identified in Pramoedya Ananta Toer’s works illustrate unequal treatment due to social stratum and gender differences in Javanese community.

REFERENCES


Constructing Test Specification for Standardized Test of Academic English Proficiency (STAcEP)

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Abstract. This present study aims to determine what aspects should be considered in constructing test specification for localized language proficiency test administered in a private university in Indonesia. Employing the CEFR for language as the basic framework, this study involves the analysis of CEFR document and interview with four experts on language testing in order to construct the intended test specification as the basis of a language test before it is further developed. The result of the study implies that there are five aspects with more than ten components in the initial consideration of test specification that should be considered. They include construct of the test, usefulness of the test, content and format of the test, technical features of the test and required standards of the test. The analyzed information regarding those aspects, then, is combined to construct the proposed test specification of STAcEP test.

Keywords: Test Specification, Language Test, Standardized Test of Academic English Proficiency (STAcEP), CEFR

1 INTRODUCTION

Test is one of assessment methods to determine someone’s ability in understanding and comprehending certain scope of material. Test is purposively designed according to certain objectives, competencies, or outcomes expected by the test provider as well as the test takers[1]. Testing in language learning plays an important role as it convinces to what extend someone comprehend the outcomes of certain materials[2][3]. Rapid development in academic context influences the development of English test as a measurement of one’s proficiency. It is proven by the development of localized tests in several countries [4][5][6]. Even though the existing language tests are still considered significant and appropriate to be used, some institutions require the use of certain designated test, particularly English proficiency test. This is due to the different policy that is applicable in different institution[7]. In Indonesian tertiary context, university students are required to have school-leaving certificate that indicates certain competencies in English they have. Such requirement is demanding as many companies urge every job applicants to provide the certificate as the obligation and
requirement in applying the job[8], [9]. As the results, each institution tries to provide English proficiency test for its students. Recently, institutions tend to construct their own test format. Some possible reasons that prompt it include internal institutional policy, consideration on the needs of test-takers and test-users, availability of the test sources and consideration on the expected outcomes. Most importantly, justifying students’ needs to the new format of test is possible since it is considered as an effort to analyze their competencies in the most appropriate way based on their characteristics[10]. That is why there is urgency in constructing English proficiency test in accordance to aforementioned reasons.

In the case of English proficiency test in private university where the researchers teach, students are required to enroll in an Academic English Program. According to the institution’s policy, all students from all majors should obtain a certificate of Academic English proficiency test as school-leaving certificate[11][12]. This implies that students have to attend proficiency test in order to be certified and graduated from the university. Furthermore, it is also mentioned in the institution’s policy that proficiency test administered for students should be able to cover not only general knowledge of English but also local characteristics valued by the institution. In addition, after completing their education, students are supposed to achieve basic level of English proficiency. Simply, certain course and test proficiency program that meets students and institutions’ requirement should be constructed[13], [14]. Such proficiency test is yet available in this university. Therefore, there is a demanding concern regarding the construction of English proficiency test. The intended test is called STAcEP or Standardized Test of Academic English Proficiency. This test is initiated to equip students with intermediate level of proficiency. Referring to the institution’s applicable policy, the administered language test is supposed to be able to measure students’ competency in the level of understanding. Instead of demanding students to produce English in direct communication, this test tends to focus more on receptive skills. The reason underlying this policy is to make the students get use to read, understand, and extract information and references from scientific journals for their final assignment. Therefore, such test is demanding and of high significant to be constructed as an attempt to fill the gap between what test takers and test users need to accomplish. Such situation is similar to previous study in another country which blends localized language assessment with standardized English proficiency [15].

Constructing English proficiency test is not an easy work. It demands rigorous preparation and planning. Decision to construct a test should not be based on mere thought since it involves long processes to match the test with the intended outcomes, characteristics, and standards of standardized proficiency test[16], [17].Despite its significance, having proficiency test that meets the users’ needs involves many considerations concerning how the test is formed. Once the decision to provide a test is made, test developers should be informed that they should have some in store regarding the planning of constructing the test. In this case, consulting prevailing, accepted standards of proficiency test development is more than just suggested in order to make sure that the process of constructing the test preparation is aligned and justified with the globally acknowledged, standardized framework[18], [19].

Standardized language test refers to a particular test that has been considered valid as it uses certain framework of test as the basis. In the field of language learning, CEFR for
Language is possibly one of the frameworks that mostly used as a basis framework in developing or constructing test. CEFR or Common European Framework Reference for Language is a framework that suggests a general basis in the construction of language syllabuses, curriculum, courses, examinations, etc that firstly initiated in Europe[20]. As the name suggested, this framework is used as a reference as it depicts descriptors covering what language users can do in a more comprehensive way. Besides, it also provides six-level language proficiency that allows the users to reflect on their competencies. That is why most of the language proficiency tests that available today e.g. TOEFL, IELTS, GEPT, Cambridge ESOL, etc are developed through the application of CEFR[21], [22]. CEFR for language as the reference framework in designing a test has been employed by test developers across countries since past few decades. As some studies suggested, this framework is considered an approach that benefits test developers in constructing the framework of the test as it enables them to adapt the illustrative scales and descriptions of language proficiency level according to the expected outcomes[23]–[25]. According to CEFR, the overall stages in developing standardized test include decision to provide test, developing test specification, producing test, administering test, marking test, grading test, reporting test result, and periodic test review.

As this study is the initial study in the process of developing test, this study focuses on the construction of test specification for the intended test. As what CEFR approach suggested, test specification is the basic phase that provide detail information of the test including the purpose, significance, format and content, technical features, and requires standard of the proposed test[26]. In this phase, test developers are supposed to be well informed concerning the detail components of the test. These details are commonly addressed with initials considerations[16]. Thus, several points are addressed so that the intended test specification can be constructed. The points include the focus of the tasks, skills or competencies intended to be tested, text types as the input of the test, text sources, and areas of topic considered suitable for the test and intended level of competency. Moreover, some other points regarding the test’ technical features are also addressed. It includes the duration, number of items, types of items, length, format and marking system of the test [16][20]. Detail information regarding the components derived from the manual for language test development and examining is the main material to be analyzed in order to construct the test specification. The aforementioned characteristics are based on the CEFR approach as the mainly underpinning theory. In addition, the underpinning framework is also the tools by which the requirements of localized language assessment of the current institution are aligned to. Test specification is an urgency that should be constructed first before the actual test is developed[24]. Based on the given explanation, this study is primarily conducted as an attempt to answer a concern about initial considerations in constructing test specification for STAcEP that is based on the indicators of CEFR.

2 METHODOLOGY

In carrying this study, descriptive qualitative approach by elaborating the designing process of test specification suggested by CEFR for language was employed[16]. According to this framework, designing test specification is carried out by determining the test contract, test
usefulness, content and format, technical features and required standards of the test. The next step is consulting CEFR descriptors to obtain the judgment between test specification and the CEFR level. Those overall steps were conveyed in the form of description and elaboration. In this study, four experts of language testing with reputable credentials in the field of language testing are involved as the participants. In this case, insights from the experts were concluded as the judgment for STAcEP test specification. In collecting the data, the researchers employed document-based observation and focus group discussion with experts. The main data in this study is CEFR document. Document-based observation is conducted by participants and researchers within a particular discussion[27]. The observation results then are crosschecked through focus group discussion with the experts to compose judgment for the test specification. The result of the analysis is described in tables in accordance with the parts of initial considerations of constructing test specification. Thus, it is interpreted and reported in narrative and then concluded as the result of the study.

3 FINDING AND DISCUSSION

The results of this study are presented in tables representing the initial considerations of intended test specification suggested by CEFR. There are three parts of initial considerations reported in this study: (1) construct, usefulness, and content and format of the test; (2) technical features of the test; and (3) required standards of the test.

<p>| Table 1 Result of Initial considerations of STAcEP test specification in regards to the construct, usefulness and content and format of the test |
|---|---|---|---|
| Aspects | Components | Document-based observation | Discussion of justification |
| Test construct | Skill to be tested | Semantic components | Receptive skills are more suggested for users in non-English speaking country for the objectivity of the assessment |
| Test | Focus of the test | Providing basic level of English proficiency for university students | Test that allows students to obtain simple information of general English |
| usefullness | Focus of the tasks | Listening tasks: |
| Content and format | | a. Retrieving factual, specific information |
| | | b. Following instructions and directions |
| | | c. Recognizing numbers or letters |
| | | Reading tasks: |
| | | a. Identifying topic of the test |
| | | b. Retriving specific information by scanning the text |
| | | c. Locating and selecting relevant information to complete the task |
| | | d. Making inferences from the |
| | Focus of the | Listening tasks: |
| | tasks | a. Tasks that allow test takers to pay attention to every piece of given information in the text |
| | | b. Tasks that require students to comprehend the particular part of the text |
| | | Reading tasks: |
| | | a. Tasks that allow students identify the purpose and general meaning of the text |
| | | b. Tasks that allow test takers to pay attention to every piece of given information in the |</p>
<table>
<thead>
<tr>
<th>Text types and sources used as input for the tasks</th>
<th><strong>Input for listening:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Public lectures</td>
<td>a. Cross-gender conversations between two or more people in real-life setting allow test takers grasp information in the closest way</td>
</tr>
<tr>
<td>b. Public announcement</td>
<td>b. Authentic materials from public services or announcements enable students to understand text in real situation.</td>
</tr>
<tr>
<td>c. Inter-personal conversation</td>
<td>c. Monologues that is similar to lectures allow students analyze formal-informal situation</td>
</tr>
<tr>
<td><strong>Input for reading:</strong></td>
<td></td>
</tr>
<tr>
<td>a. Newspaper and magazine articles</td>
<td>a. Texts taken from magazine or newspaper are more familiar for students and have various ranges of lexical choices</td>
</tr>
<tr>
<td>b. Non-fictional books</td>
<td>b. Texts taken from scientific journals (research reports or assignment) enhance students’ understanding of particular context with more formal word choices</td>
</tr>
<tr>
<td>c. Research reports</td>
<td>c. Texts taken from credential websites may be useful to develop comprehension of various topics unavailable in books or articles</td>
</tr>
<tr>
<td>d. Journal articles</td>
<td></td>
</tr>
<tr>
<td>e. Paper assignments</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic areas considered suitable for use</th>
<th><strong>Input for listening:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Basic needs in daily life including services, shopping, places and direction, etc.</td>
<td>a. Topics related to basic information of daily life covers how to obtain and find information (daily-activity-based topics)</td>
</tr>
<tr>
<td>b. More formal topics including education and job interview</td>
<td>b. Texts covering hard discussion i.e. work field, education etc. may widen students’ knowledge about formal text</td>
</tr>
<tr>
<td>c. Social related topics such as relations with other people</td>
<td>c. Muhammadiyah and Islamic values depicts the institution’s Islamic character</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Format of the tests</th>
<th>Test items are supposed to be based on several text types with particular numerous instructions, items and responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discrete-item test or task-based test items</td>
<td>depends on the intended focus of the overall test</td>
</tr>
</tbody>
</table>

According to table 1, there are six components that should be considered by test developers in constructing the STAcEP test specification. The first component in regarding what skill or competency is intended to be tested. The observation result reveals that semantic components are considered suitable competencies to be tested in STAcEP. Semantic components are components of competencies that refer to briefly understand spoken or written text, analyzing word meaning, etc[20]. Such competencies are led to the involvement of receptive language skills. This consideration is determined by consulting the general aims of the intended test and the institutional policy regarding language test. According to the policy,
students are expected to understand English communication whether for spoken or written texts. Therefore, semantic components including lexical semantic, grammatical semantic and pragmatic semantic are appropriate competencies for the test. Moreover, experts’ justification revealed that test focusing more on the using of receptive skills of English is considered suitable. The current institution is not using English as instructional language, thus, testing oral or written productive language skills will be hard in term of the assessment. This statement is in line with the result of studies analyzing assessment for receptive and productive language[28], [29]. Referring to this result, it can be inferred that competencies fall under receptive language namely listening and reading are the skills to be tested in STAcEP.

The second component is related to the usefulness or general focus of the test. This aspect is closely related to the expected outcomes of the test itself. Regarding this component, it revealed that STAcEP is purposively designed to be used for university students in a private institution in Indonesia. Therefore, providing basic level of English proficiency is adequate, particularly to obtain school-leaving certificate. Experts conveyed that a localized yet standardized language test should ponder the test takers and their current level of proficiency. Consulting the factual situation, providing a language test that allows students to analyze texts to obtain simple, particular information is significant. Therefore, STAcEP is designed with expectation that its test takers could achieve at least basic level of proficiency. In CEFR itself, basic level of proficiency means that the test takers are able to understand basic information on daily basis[28].

The next component is the focus of the tasks of the skills chosen to be tested. As what is discussed before, listening and reading are two main competencies of STAcEP. Therefore, the focus of the tasks is defined. Generally, the focus of both skills is quite similar since both tasks are inclined to provide relatively related outcomes. As table 1 showed, listening and reading tasks generally focus on obtaining particular information from the texts. However, there are some focuses that are different, e.g. the instructions, the use of numbers and letters for listening tasks and topic identification, information selection and inferences making for reading tasks. Such differences are possible, even are supposed to, since the students’ expected competencies after completing the tasks are also different. Each task is purposively chosen in order to make students achieve certain goals. These results are also supported by the experts’ judgments in which there should be various tasks in the test with different purpose. By doing so, it may enable students to enhance their knowledge and achieve the expected competencies as they are able to finish those tasks. In this case, the focus of the tasks is decided by considering the general outcomes or competencies required by the institution that develops the test.

The fourth component is the text types used as the input for the tasks. Table 1 displayed that there are several types of texts that are supposed to use in the construct of STAcEP test specification. By consulting the document of CEFR and reflecting into institution’s requirements, some types of texts can be taken from various i.e. public lectures, public announcements, and conversations for listening tasks and articles taken from magazine, newspaper, scientific journals, research papers, etc. Those types of texts are included in STAcEP test since they cover various texts that allow students improve their knowledge.
Expected competencies are the basic justification to select such sources. The same result also goes to the justification from the experts. For listening text types, the experts assert that input taken from conversation with several turn-taking role allow test takers to grasp the information in the closest way and input from monologue or lectures allow students to analyze the use of language depend on the formality of the situation. For reading tasks, participants generally have similar results with the CEFR suggestion. However, another type of text may be considered to be used; texts from credential websites. They are beneficial to use since they offer wide range of texts that books or other sources do not cover. Using various text types from different sources may enhance the text validity as it helps students understand texts in many areas [30].

Component showing the topic areas considered suitable for the test is the next component analyzed in the study. Basically, theory suggests that topics related to daily basis or necessities and social related topics are significant to be involved. It includes goods and services, places and directions, shopping, work life, job interview, relation with other people, etc. Besides, topics that are potential for formal discussion such as education or religion are also of high significant. They provide content, context, lexical choices, analysis and scope of discussion that lead students to a broad comprehension of intended competencies[31]. This finding is supported by the justification given by the experts who convey that topics related to daily basis, social or education will stimulate students’ understanding as the topics are some things they can relate to in their daily life. In this case, some experts assert that localized language test sometimes make use the involvement of local-related topics. As it has the same intention with the requirements set by this university, therefore, topics related to Islamic values and local culture are included the test. Not only due to the fact that this university is an Islamic university and located in small town in Indonesia, but introducing local characteristics in English language test may build students’ understanding and broaden their knowledge on the role of local issues in global setting and vice versa.

The last component in the first part of initial considerations of STAcEP test specification is format of the test. It refers to the overall types of test items included in the test. Table 1 revealed that using discrete-item test or task-based-item test is appropriate. However, this result is not considered applicable for STAcEP since using more than one format for a test is not in line with its requirements. In addition, it may not suitable with the intended competencies that are expected by the university. According to the justification, experts suggest that using one format and focusing on that is more significant. Referring to the objectives of the test, employing test format based on several types of texts with particular instructions, items and responses is more acceptable and in line with the outcomes. Therefore, task-based-item test tend to be used in STAcEP test specification.

The second part analyzed in this study is the technical features of the test that is displayed in table 2
Table 2 showed that six components fall under the technical features of the test. The first component is the duration of the test. After analyzing the CEFR document, it is revealed that the appropriate duration of the test may vary depending on the ability of test takers in accomplishing the tasks. It means that several try outs of the drafted test specification should be conducted in order to get the exact appropriate duration. However, according to the experts’ justification, the result showed that the estimated duration is approximately not less than two hours. Such justification is based on the numbers of test items and types of intended response. Enough time limits are supposed to be allocated for average test takers to finish the tasks within the mean time. However, since this STAcEP test specification is not piloted yet, the consideration of duration of the test is relied on the experts’ justification.

The next two components are regarding the estimated number of items for the overall test and per section. As what is displayed in table 2, it can be seen that number of items for the whole test are various depending on the number of sections, length of text per section and number of item per section, while the suggested number of items per section is 50-80 items. According to this result, defining the number of test items per section should be conducted first before defining the number of test items as a whole. Considering it, the experts gave quite exactly the same justification. It can be inferred that STAcEP test specification is constructed by considering the suggested result.

The fourth component of STAcEP test specification is determination of test items that will be used. It is probably one of the most important parts in constructing language test and it is crucial in construction process. From the result illustrated in table 2, it can be inferred that the selection of the types of test item is closely related to the type of expected responses to be
given since different responses carry different purposes the students should be able to accomplish. Based on the displayed result, types of test items that are used are the combination of selected response and constructed response. Moreover, the use of various types of items let the students to elicit intended response from the provided input and intended focus of the tasks. Simply, the types of items are ranging from multiple choices, true or false answer, matching, and completion to short answer.

Length of the text used in the test is the next component analyzed in initial considerations of test specification. In this component, the text used in the test should be measured in term of its length in order to specify its content and maintain its reliability. As what CEFR indicated, the length of the text is measured in minutes by determining particular length of time when the text is orally recorded or in words by setting certain average number of word count for the written text. However, according to the experts, it can be seen that using the same technique to measure the length of the text is more suggested. This is done in order to manage its consistency. Thus, the texts used in STAcEP test specification are going to be constructed by determining the word count.

Marking types employed for the test is the last component in initial considerations of STAcEP test specification. It may be the last component for this aspect, but it is one of the most crucial parts. Marking is the activity of giving score for the responses given by the test takers. In this study, using one mark per item is more considered as the objective of the test itself is to test receptive skills. Generally speaking, weighting the items is also available for marking system. However, it may involve rating scale as well. Since the present study focuses more on testing receptive skills and deliberately attempts to manage the validity of the score, objective marking system by giving one mark per item is employed.

The last part of construction of STAcEP test specification is the aspect of institutional required standards. Table 3 depicts the result of the analysis for this aspect.

| Table 3 Result of Initial considerations of STAcEP test specification in regards to required standards of the test |
|---|---|---|
| Aspects | Components | Document-based observation | Discussion of justification |
| Required standards of the test | Level of performances | Six levels of competencies (A1, A2, B1, B2, C1, C2) It depends on the objective of the test and expected outcomes | Basic level or pre-intermediate level may be appropriate to be applied in the institution as it considers its objectives and applicable policy |
| Characteristics of rating scale | Relative of absolute scales as it is adopted from CEFR levels and scales | CEFR descriptors for proficiency level are provided under particular terms along with the description for each term. |

Table 3 shows the analysis result of initial considerations in constructing STAcEP test specification in term required standards of the test. The first component is regarding the level of performances expected to be achieved by the students. CEFR is a framework to construct language assessment that provides six levels of language competencies along with the descriptors. According to this framework, constructing level of competencies should be based on these levels by taking into consideration the objective of the test and expected outcomes. Consulting the policy and the requirement of the university, STAcEP is aimed to provide
students with the basic language competency so that the students may have basic level of proficiency. Simply, this test is in the scope of understanding level. In the CEFR descriptor, basic level of understanding is placed in A2-B1 descriptors. By considering the descriptor is this level, level of competencies for STAcEP is constructed.

The second as well as the last component is defining the characteristics of rating scale. Rating scale here refers to the approach to compose the descriptor for the levels. As what is shown in table 3, relative of absolute scales is the rating scales that is used in constructing test specification for STAcEP. Relative or absolute scales are appropriate in this case since this scale is CEFR-adapted scale that is described in words to define performances in definite terms [16]. It also has been discussed in previous part that CEFR levels are provided with its descriptors. Such scales and descriptors are illustrative and adaptable to be used in different context and setting. Moreover, it is not definitive so the levels of language competency may be ranging based on the result of the test. Therefore, in order to make STAcEP test be a standardized test, the intended outcomes of the text derived from the institutional policy and characteristic is described by adopting CEFR descriptors in the same level.

4 CONCLUSION

Decision of constructing language test is initiated by the consideration of the test specification as the first basis in developing the test. By employing CEFR for language as the basis framework, then test specification for STAcEP is constructed. There are three aspects taken from the framework covering the general form of test specification. The result showed that there are about 14 components revealed from the documentation and experts’ justification that compose STAcEP test specification. However, there is a limitation of this study regarding the content validity and reliability. Thus, further research focusing on piloting and analyzing this concern should be conducted in order to address the validity of the test as well.

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An Ecocritical Reading: Demonizing the Nature Found In Batang’s Folktale

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Abstract. In Indonesia, Folklore has been part of life, especially folktale which relates to the history of naming places. The issues of the environment become the new trend for literature but not Indonesian folktale and legend. The objective of the study aims to analyze an ecocritical reading of demonizing the nature found in Batang’s Folktale. This study uses the descriptive qualitative method and ecocriticism theory. It reveals the hostility between nature and culture, humans and demons. Surprisingly the image of nature symbolizes as demons.

Keywords: Ecocriticism, Folktale, Nature

1 INTRODUCTION

There is a close relationship between literature and life. The social function of literature is how it involves in the midst of people's lives. The relationship between literature and society cannot be separated. Literature affects society and conversely, society also influences the creation of literary works.

The link between literature and society makes the influence of certain mindsets in society. Literature forms the values that will be considered by the community as the right and canon. So that literature is actually a tool for forming character, morals, and general truths of society.

The literary has influence in society. Literature is considered to be a tool in inserting an ideology. In the long history, literature is considered and used by several rulers to instill its power hegemony. For example in the case of Boris Pasternak, at first Pasternak's work entitled “Doctor Zhivago” could be freely read but later banned because he criticized the Soviet Union’s government sharply through literature.

In Indonesia, a literary battle also occurs. In the Indonesian New Order era, literary works by authors who were considered communist sympathizers were forbidden to be read, although the content of the stories did not related to communism. The Indonesian government at that time assumed that literary works carried communist ideological messages brought by certain authors.

This example assures us that literature is not just a dead text. Literature lives and brings great change because the contents of certain values and ideologies are deliberately put into literary works. Even though most people think that literature is only a fictional item that cannot be justified. But from the explanation, above we know that fictional literature gives rise to imagination whose has enormous effects. The fiction and fictional literary debate has been explained by Eagleton in a comprehensive manner. Ranging from literary works as
imaginative writing, the difference between facts and fiction, the understanding of literature in the 17th century in England to the totality of the text system brought by Formalism Russia[1].

Then what about the folktale which is part of folklore? Folklore in the form of oral tradition is very vulnerable to extinction. Not well documented is one factor of the loss of oral folklore [2]. At present, there are many assumptions that folklore is part of local wisdom. Local wisdom is considered a noble value from the ancestors. But are these values not intentional in inserting a particular ideology?

Folk stories are oral literary works delivered from generation to generation. Indonesia has much folklore. One of them is the story behind the realization of a place name or toponymy. Unfortunately, the study of literature on the environment in Indonesia is still limited because it relates to the limited ecological perspective of literature [3].

This article will reveal whether there are deviations and power relations that take refuge behind local wisdom such as folktale and legend. In addition, this article will also discuss how the legend of the Batang is criticized in terms of ecocriticism.

2 METHODOLOGY

This study uses descriptive qualitative research. The material object of this study is the Legend of Batang. It is taken from the compilation of Legenda, Mitos & Sejarah, 35 Kota di Jawa Tengah, Hadi Priyatno[4]. This formal object that is used in this study is ecocriticism. Ecocriticism observes the interconnection between nature and culture, especially the cultural artifacts of literature and language [5]. Ecocriticism is the study of the relationship between literature and environment conducted in a spirit of commitment to environmentalist praxis [6].

3 DISCUSSION

a. The Legend of Batang

Batang is one of regency in Central Java Province in Indonesia. Based on the story, the name of “Batang” comes from when Adipati Dipokusuma got a mandate from the King of Mataram to do clearing land in Alas Roban. Alas Roban was a sacred forest. No one has the bravery to go there. But Adipati Dipokusumo was not brave enough to deny the king’s mandate. Actually, the king asked him to clear the land because Alas Roban was the right place for logistic of Mataram army. Adipati Dipokusumo then tried to find a way by meditation. From his meditation, he got guidance from God. From his meditation, he must go to Ki Ageng Cempaluk. After meeting with Ki Ageng Cempaluk, Ki Ageng Cempaluk asked his son Joko Bahu or Bahurekso to help Adipati Dipokusumo. Bahurekso waited for Kliwon Thursday night. Kliwon Thursday night is the sacred night for Javanese. Bahurekso waited for that time because Alas Roban was a place which many demons lived there. When Bahurekso and his team wanted to work clearing land, there was an incident. Many of his team members were sick in the morning and died later on. Then, Bahurekso found out that the causes of his team members dead were the attack of demons. The demons were angry because they did not want Bahurekso and his teams cut all the trees in the Alas Roban forest. Bahurekso fought with the demons king of Alas Roban demon named Dadung Awuk. Finally, the Dadung Awuk was defeated. Dadung Awuk asked Bahurekso should give him the produce of farming and estate. After Bahurekso finished his job, he asked his team to convert the forest to farming. It would help the logistic of Mataram for attacking to Batavia. Then Bahurekso made the dam for watering the farm. But he got trouble from White Eel demon. White Eel demon disturbed the irrigation by putting the very big log to the drainage.
Finally, the Waite Eel demon can be defeated. Then Batang the name of this regency became prosperous regency because of benefit from the farming and estate. The name of Batang comes from the word "ngembat watang" which means lifting the log. The log was from White Eel demon.

b. Nature versus Culture

In the Batang folklore, Alas Roban was converted into a food barn for Mataram troops when they were going against Batavia, from forests to agriculture and plantations. From here we see a change in the function of the land. It seems like nothing had happened. But when we look deeper into the ecocriticism approach, we will see a natural imbalance. Forests that were previously described as sacred or haunted forests turned into agricultural land.

The change in the function of this land is a battle between nature and culture. Forests are forced to change functions for human needs without a preservation process. Humans only think of human needs without regard to the forest. Forests are considered as inanimate and passive objects. The dichotomous mindset produces binarism which is meticulously modeled by Claude Levi-Strauss [7].

Nature
(non-human)  Binarism  Culture
(human)

Although in the ecocriticism view there have been changes in the paradigms of nature, nurture and culture, in this story no nurture was found. What happened was to give compensation to the landowner, the Demon. In the story of the king of the demon was given compensation from the benefit of processing agricultural land. So this cannot be said that there is nurture. If there was nurture in the story, the demons would not be disturbed from their place of residence. It indicates that there is no natural harmony.

c. Demonizing the Nature

If it is analyzed deeper there are several representations that are covered by the story. For example, the nature of the story is represented by demons why? We will see the demon role in the story of the Batang legend. When Bahurekso cleared the land, the demons always fought Bahurekso. It starts from demon troops, Demon King and White Eel Demon. This means that there is resistance in transforming forests into agricultural land. Forest and nature refuse through the demon-representation that confronts Bahurekso. So that nature and forest are considered as demons. Everyone understands that demons are the negative things. So that unconsciously the stories told for generations have a negative impact on nature. It is implied that we may do destruction against nature. Nature that we should guard is represented as a demon. "Sacred forest" is no longer sacred because of human needs. Human needs are everything. Human need oriented is formed. It will neglect all the impact.

In the story, Bahurekso got a disturbance from the White Eel demon. At that time he made irrigation for agriculture. But the waterways are disturbed because there are large tree log covering the river. Again, what is blamed is a demon. This seems to be a scapegoat. Demon and nature are blamed when human need is disturbed.

If an ideology like this includes in a legend that is part of local wisdom then what happens is environmental damage. Our assumption if this story has been followed in generations, we can feel the impact now. As quoted by radarsemarang.com, writing the news entitled "Forests
in Central Java Threatened to Damage” can we make the experience that local wisdom must be well taught [8].

d. Native Life Blending with Nature (Nurture vs Culture)

From ecological criticism, the representation of the demon is native that lives in the midst of nature. We can interpret the native people representation if we see the other side of the demon attitude towards Bahurekso. The demon is always opposed to Bahurekso’s actions. Bahurekso who cleared Alas Roban made demon’s life disturbed. This means that the demon lives in harmony with nature. They have become one with nature. Like inland tribes. Even from this story demon representation is a representation of the inner tribes that have lived in harmony with nature. Just imagine when a resident who has lived a long time in nature then there is a group of foreigners who suddenly damage their occupancy. It must be their basic instinct to fight destroyer.

The colonization of newcomers or foreigners into a new world creates clashes between natives and foreigners. We do not call the native as the xenophobia but it is strong resistance among native people. The rest of this legend contains a description of the colonization of foreigners against native residents represented by Bahurekso and the Demon.

4 CONCLUSION

Local wisdom must indeed be maintained and conserved for generations because local wisdom is an ancestral heritage. Local wisdom must also be understood and criticized. The literary criticism can be implemented toward folklore, folktale, legend and myth. This effort to criticize folktales as local wisdom is intended to prevent wrong understanding in society. Educating the environmental issues in our folklore must always be considered. This concerns ecological education for the next generation.

References

Cohesion Markers in Children's Story Books

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Abstract. Cohesion is a lexical or grammatical link between the lexicographic elements in the text. The purpose of this study to explain and analyze the application of cohesion to children's story books that have simple and effective word and sentence structures. Applying the right cohesion will make it easier for readers to understand the contents of the story. The method used qualitative with embedded case study; researchers determine in advance before taking data so that everything has been prepared from the beginning. The design is flexible and open because the research can develop continuously during data collection. The finding of this research of grammatical cohesion (reference pronoun 20%, reference demonstrative 5%, reference definite article 2%, substitution 2%, ellipsis 2%, conjunction 18%). For lexical cohesion (repetition 20%, synonym 10%, contrast opposition antonyms 7%, contrast series scales 1%, 5% contrast series cycles, class-member1%, co-class 1%, whole-part 5% and co-part1 %.

Keyword: Cohesion markers, children's story book, linguistics study

1 INTRODUCTION

Cohesion markers are very important in children's story books because they function to connect between parts of the text to be cohesive, connecting between several different texts. The goal is to arrange so that there is a connection between words and sentences in a paragraph [12], [1], [7], [2], [11]. Cohesion markers are divided into two parts, namely lexical and grammatical. The markers of lexical cohesion consist of repetition, synonyms, contrast opposition antonyms, contrast opposition conversaes, contrast series scales, contrast series cycles, class-member, class-co class, part whole-part, part co-part. Then proceed with a marker of grammatical cohesion namely reference (pronominals, demonstratives, definite articles, comparatives), substitutions, ellipsis, conjunction. As one of the features of the text, the position of the cohesion marker is very important because the marker can distinguish between text and not text. Its formation in the text requires the help of cohesive devices (cohesive device) instead of the text does not require the marker.

Children's stories are the most dominant aspect in improving children's development abilities. By providing children's story books, it is hoped that they can improve aspects of language, cognitive, emotional, social and creativity. The importance of children's story books in the development process is because in the book the shape is unique and able to provide pleasure, so that children easily learn and imitate the positive things contained in the content of the story. Furthermore, it is also explained that books can develop children's imagination and help them manage nature and connect with humans can also affect children in their lives later.
Children's story books are activities between parents and children [15] that provide a source of vocabulary that is richer than everyday conversation [13]. Some studies show that illustration styles influence how well children learn from books [5], [6]. However, little is known about how the number of illustrations affects learning. The experiment is currently investigating how quickly children learn new words from story books when they see one or two pictorial scenes at a time.

Children who have not been able to read, they try to understand the contents of the story through illustrations [18]. In a study by [8] found that pre-school aged 4-year-olds looked longer on illustrations than writing with complicated texts, it showed that before children read their storybooks, they first saw a picture illustration. [4] The found that even with various illustrative styles, preschoolers spend most of their time looking at illustrations and only 6% of the time they see texts [16]. Children aged 4-6 years have an interest in story books even though they have not been able to read fluently like adults. Children at the age of 4-6 years have begun to show their reading skills even though they are not fluent and they are still in spelling stage, while children 5-6 years have started to be able to read more smoothly even though sometimes, they still spell a little, especially the words they just know. When faced with illustrated story books, children at 4 years old mostly look at pictures then turn pages to the next page to see the next picture and tend to ignore the writing that accompanies the story while children aged 5-6 years with better reading skills besides seeing the picture also reads the writing but when they find letters that they don't recognize or are difficult to spell, they tend to jump over the part and if it happens too often they will get bored, stop reading the writing and finally look at the picture [19].

Reading habits for children are important because reading is one of the most important cognitive activities of humans. The interest in reading starts from childhood and develops with encouragement from adults who are close to children [9]. In general, picture books contain artistic images and topics related to life, education, emotions, imagination, creativity, and culture [9]. A picture book is characterized by narrative stories through the use of visual descriptions and words in the same proportion [10]. Children's literature is an educational tool [14]. Children's Books support the development of children's literacy skills and help them develop an understanding of the world and social norms. Children's books have a didactic structure, either explicit or implicit, the aim is to benefit children and help them build reading skills and also help them understand what they have read [14]. The purpose of this study is to find out the application markers of grammatical and lexical cohesion in children's story books, so conclusion can be drawn to be used as a reference in future studies.

2 METHODOLOGY

3 FINDINGS AND DISCUSSION

The finding of this research of grammatical cohesion (reference pronoun 20%, reference demonstrative 5%, reference definite article 2%, comparatives 0, substitution 2%, ellipsis 2%, conjunction 18%). For lexical cohesion (repetition 20%, synonym 10%, contrast opposition antonyms 7%, contrast opposition converses 0, contrast series scales 1%, 5% contrast series cycles, class-member1%, co-class 1%, whole-part 5% and co-part1%).

a. Sample data of grammatical cohesion in reference pronouns

Reference pronouns are categories of grammatical cohesion and the function to replace nouns. It can occupy a position which is generally occupied by nouns, such as subjects, objects, and in certain sentences it can also predicates. Another feature possessed by the pronouns is that the reference can vary depending on who is the speaker or writer, listener or speaker, and who or what is discussed. One type of pronoun is the personal pronoun. “Once upon a time there were four little Rabbits, and their names were—Flopsy, Mopsy, Cotton-tail And Peter” (story 1, page 2, data number 1). Their replace to four little Rabbits to avoid repetition of words so that the sentence used is more effective. “An old mouse was running in and out over the stone doorstep, carrying peas and beans to her family in the wood. Peter asked her way to the gate, but she had such a large pea in her mouth that she could not answer. She only shook her head at him. Peter began to cry” (story 1, page 20-b, data number 50). She refers to an old mouse replacing the subject so that the sentences are used more smoothly. “Mr. McGregor hung up the little jacket and the shoes for a scare-crow to frighten the blackbirds. Peter never stopped running or looked behind him till he got home to the big fir-tree” (story 1, page 24, data number 75). Him Pronominal refers to Peter as a sentence object.

b. Sample data of grammatical cohesion in reference demonstratives

Reference demonstratives are used to designate small or large numbers of objects or people, this, these, that, those. Sentence example is “First she scrubbed their faces (this one is Moppet). Then she brushed their fur, (this one is Mittens). Then she combed their tails and whiskers (this in Tom Kitten). Tom was very naughty, and he scratched” (story 2, page 3-5) data number 10). “In the middle of the lake there is an island covered with trees and nut bushes; and amongst those trees stands a hollow oak-tree, which is the house of an owl who is called Old Brown” (story 4, page 2, data number 6). In linguistics the use of this and those like the data function as clues. Determiners themselves are words that start a noun, so that a noun becomes general or specific. General in the sense that all objects or people enter into it, and specifically means only certain objects or people intended by the speaker. This is used for single nouns that are close to the speaker. Thos are used for many objects that are far from the speaker.

c. Sample data of grammatical cohesion in definite articles

Definite Article is a specific article that is used on a specific or previously mentioned thing, or to specify a noun in particular generally including objects, people, ideas, or thoughts. “The gentlemen raised his eyes above his newspaper and looked curiously at Jemima. "Madam, have you lost your way?" Said he. He had a long bushy tail which he was sitting upon, as the stump was somewhat damp” (story 3, page 9, data number 36). The word "the" is used when a noun mentioned in the previous sentence and what is meant is "fox”. “In the middle of the lake there
is an island covered with trees and nut bushes; and among those trees stands a hollow oak-tree, which is the house of an owl who is called Old Brown" (story 4, page 2, data number 5). The word "the" is used when specified by a situation where something in question is clear.

d. Sample data of grammatical cohesion in Substitution and Ellipsis

Substitution is a grammatical relationship; it is not in the sentence. The core clause element is subject and verb. Based on the filler word category verb, the clause can be distinguished by noun clause, verb clause, adjective clause, adverb clause, proposition clause and numeral clause. “There were three creepy crawling people hiding in the plate-rack. Two of them got away; but the littlest one he caught” (story 11, page 10-a, data number 103). "Now my dears,' said old Mrs. Rabbit one morning, 'you may go into the field or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor. 'Now run along, and get into mischief. I am going out" (story 1, page 3-4, data number 88). "I have not the patience to sit on a nest for twenty eight days; and no more have you Jemima. You would let them go cold; you know you would!" (story 3, page 2, data number 144). In the example data one explains the purpose of one of them, while there is a substitution of Mr. McGregor's garden and no more have you been the substitution of to sit on a nest.

Ellipsis is a type of grammatical cohesion which is in the form of a certain lingual unit disappearance or omission mentioned earlier. The elements that are applied are in the form of words, phrases, clauses and sentences consisting of nominal ellipsis, verbal ellipsis, clause ellipsis. “Then old Mrs. Rabbit took a basketball and her umbrella, and went through the wood to the baker's. She buys a loaf of brown bread and five currants buns" (story 1, page 5, data number 89). In this example the word "bought" disappears after the "and" conjunction, but the meaning is the same: buying fresh bread and buying raisin bread. "Old lady Rabbit was a window; she earned her living by knitting rabbit-wool mittens and muffineers. She also sold herbs, and rosemary tea, and rabbit-tobacco (which is what we call lavender)." (Story 5, page 3, data number 79). The context is She also sold herbs, and sold rosemary tea, and sold rabbit-tobacco (which is what we call lavender)

e. Sample data of grammatical cohesion in Conjunction

Conjunction is divided into two, namely external and internal conjunction where the functions and rules of use can be seen in table 1 below.

<table>
<thead>
<tr>
<th>External conjunction</th>
<th>Internal conjunction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Addition</strong></td>
<td><strong>Adding activities (and, beside, both, and, or, either,...or, if not, then)</strong></td>
</tr>
<tr>
<td><strong>Comparison</strong></td>
<td><strong>Comparing and contrasting events, things and qualities (like, as if, even, whereas, while, instead of, in place of, rather than, except than, other than, apart of)</strong></td>
</tr>
</tbody>
</table>
Examples of data in the story of “Moppet and Mittens walking down the garden path unsteadily. Presently they are happy with their hearts and fell on their noses. When they stood up there were several green smears!” (Story 2, page 9, data number 82). And is external conjunction adding additives. “Mittens laughed so that she felt off the wall. Moppet and Tom descended after her; the pinafores and all the rest of Tom’s clothes came off on the way down” "Come! Mr. Drake Puddle-Duck: said Moppet - "Come and help us to dress him! Come and button up Tom (Story 2, page 16, data number 93) So that is external conjunction purpose desire expectant. "What a funny sight it is to see a brood of ducklings with a hen! Listen to the story of Jemima Puddle Duck, who was annoyed because the farmer’s wife would not let her hatch her own eggs “(Story 3, page 1, data number 145) because is the internal conjunction cause expectant. The squirrels are filled with their little sacks with nuts. But Nutkin sat upon a big flat rock, and played ninepins with a crab apple and green cones (Story 4, page 18, data number 81) But is internal conjunctive means concessive.

**Lexical Cohesion**

<table>
<thead>
<tr>
<th>Repetition</th>
<th>Synonyms</th>
<th>Contrast</th>
<th>Taxonomic Relation</th>
<th>Class</th>
<th>Part</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeats</td>
<td></td>
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<tr>
<td>Opposities</td>
<td></td>
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<tr>
<td>e.g.: Marry Married Marriages</td>
<td>e.g.: Marriage Weddings</td>
<td>e.g.: Marriage Divorce</td>
<td>e.g.: Wife Husband</td>
<td>e.g.: Hot Warm Tepid Cold</td>
<td>e.g.: Sunday Monday Tuesday</td>
</tr>
</tbody>
</table>

Repetition of data in the children's story book 'Now my dears,' said old Mrs. Rabbit one morning, 'you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor.' Now run along, and get into mischief. I am going out (Story 1, page 3-4, data number 3). Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down to the lane to gather blackberries; (Story
In story 1 there is a repetition of the word the lane and the meaning in the sentence is the same. Then proceed to data synonyms "Once upon a time there were three little kittens, and their names were Mitthens, Tom Kitten, and Moppet. They have dear little fur coats of their own; and they tumbled about the doorstep and played in the dust" (story 2, page 1, data number 24). "Moppet and Mittens walked down the garden path unsteadily. Presently they are happy with their hearts and fell on their noses. When they stand up there are several green smears!" (Story 2, page 9, data number 24) tumbled and fell are synonyms. Followed by contrast data opposition antonyms "Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him (story 1, page 15, data number 31). 'Now my dears,' said old Mrs. Rabbit one morning, 'you may go into the field or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor. ' Now run along, and get into mischief. I am going out (story 1, page 3-4, data number 31) On this data came up is contrast opposition antonyms with going out.

In the lexical cohesion contrast series cycles, the function is to explain something contrary to the meaning of 'Now my dears,' said old Mrs. Rabbit one morning, 'you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor. ' Now run along, and get into mischief. I am going out (story 1, page 3-4, data number 34). Then old Mrs. Rabbit took a basketball and her umbrella, and went through the wood to the baker's. She buys a loaf of brown bread and five currents buns (story 1, page 5, data number 34). Now explained the instructions at that time, Then explained the next activity that would be carried out by the rabbit mother. Then the data on the contrast series scales serves to explain the sequence, which is "First she scrubbed their faces (this one is Moppet). Then she brushed their fur, (this one is Mittens). Then she combed their tails and whiskers (this in Tom Kitten). Tom is very naughty, and he scratched "(story 2, page 3-5, data number 27). Then Tabitha came to the garden and found her kittens on the wall with no clothes" (story 2, page 201, data number 27). First, then is contrast series scales and the context is to explain the sequence of events. Another example is found in data story 4, page 4, data number 43 "by the next morning" story 4, page 12, data number 43 "on the third day" story 4, page 14, data number 43 "on the forth day" story 4, page 16, data number 43 "on the fifth day" story 4, page 19, data number 43 "on the sixth day ".

Class consists of class and co-class found in story 1 data, page 22, data number 28 "saw" functions as general class whereas those that function as co-class are "staring" in story 1, page 21, data number 28 In the word "fell" which functions as general class, story 2, page 9, while data number 26, "fell down" story 2, page 10, data number 26, "fell off" story 2, page 12, data number 28 both function as co-classes. Then the story 3 data, page 6, data number 58 "ran" is the general class. While the co-class is in story 3, page 19, data number 58 is "trotted down". There are also examples of data classes that function as co-classes in the sentence "A moment afterward there were most awful noises barking, baying, growls and howls, squealing and groans." (Story 3, page 23, data number 58). The context is when the Sound occurs when there is a commotion in the warehouse house when the colie dog frees Jemima from the fox.

Part consists of whole-part and co-part, for example in story 1, page 14, data number 27 "Tears" is a whole-part, while that which functions as a co-part is "sobs" story 1, page 14, data number 27 and "cry" story 1, page 20-b, data number 27. Story 3, page 11, data number 63, "He led the way to a very retired, dismal looking house amongst the fox-gloves" is a whole-part, while story 3, page 11, data number 63 "It was built of fagots and turf, and there were two broken pails, one on top of another, by way of a chimney" functioned as a co-part.
4 CONCLUSION

Grammatical and lexical cohesion markers have their own characteristics in their uses and functions in sentences. If they are applied correctly, the order of words in the sentence becomes more easily understood and effective. Markers of cohesion play an important role in writing children's story books because linguistically there are inseparable elements in them. These markers are divided into very detailed sub-categories so that the application is able to accommodate the needs of the sentence in the story. In accordance with the results of the research, grammatical cohesion markers that are often used are references, whereas in the marker of lexical cohesion that often appears is repetition.

References

A Need Analysis for ESP-content Materials for Accountancy Programme at Vocational High School

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Abstract. The objective of the study is to explore the need of English teachers for ESP-content materials for Accountancy Programme for Vocational High School /SMK. To collect the data, a questionnaire was constructed and distributed to the English teachers who taught English at Accountancy Programme at SMK in Purworejo and Wonosobo. There were eight teachers participated in this study. The result of the study shows that most SMK used Bahasa Inggris SMA/MA/SMK/MAK textbook which was published by Pusat Kurikulum dan Balitbang Kemendikbud which contained General English and its quality was only quite good as there were some weaknesses. All teachers in the study badly need ESP-content English materials in their English textbook as it is related to the lack of several aspects in the textbook which they use at present.

Keywords: Accountancy, ESP, need analysis , SMK

1 INTRODUCTION

Indonesia has the biggest workforce among ASEAN country members. These workforce have to compete with people in other countries. To be able to win the job competition the potential workers must have good skills both hard and soft skills and good communication skills. The need for effective and meaningful communication in a workplace is completely needed for the Indonesian workforce.

The vocational school graduates often lose in job competition, or even they have no courage to apply for a job vacancy because they were not good in English skills. Some companies like Garuda Airlines offer job vacancy by requiring applicants to have TOEIC score more than 400 and even some companies set with TOEIC 450 and fluent in English both oral and written. To be able to obtain fluent English skills, students must be taught with appropriate materials and instructions. Suitable and relevant materials needed in a potential workplace context make students interested in learning English and might raise their motivation to acquire the skills. An assumption underlying this approach was that the clear relevance of the English materials to their needs would improve the learners’ motivation and thereby learning becomes better and faster [1]

However, the fact shows that the textbooks of vocational school have no different from textbooks for senior high school which only contained General English. There have no supplement materials to enrich vocational school students which are more related to the prospective profession like being accountant, secretary, etc.

The materials contained in the textbook for vocational schools only general English. As the materials are not relevant and match with the students’ interest, the students often uninterested
and lack of motivation to learn English. This often make the English teachers confuse about seeking out for other materials which are more relevant to the students. However, not all teachers are willing to find other materials, they only taught the students the materials contained in the textbook.

As the teachers only taught General English (GE), the students’ English skills are not satisfying, they only learned written texts, understanding them without paying attention to the spoken skills. Vocational High School graduates were often lack of confidence to speak English in front of the public, particularly if the job seekers required interview in English. These problems need a solution. One of the solution is by designing ESP-based syllabus which contained materials which are relevant to their study major and which more related to the prospective jobs contexts.

To develop an ESP-based materials, need analysis is needed. Need analysis refers to techniques and procedures for collecting information to be used in syllabus design [2]. Information need to be collected, not only on why learners want to learn the specific target language, but also about such things as societal expectations and constraints and the resources available for implementing the syllabus. Further Basturkmen (2010) explains that need analysis is the identification of language and skills which are used in determining and refining the content for the ESP course. It can also be used to assess learners and learning at the end of the course. Another description was need analysis should be concern with the establishment of communicative needs and their realization, resulting from an analysis of the communication in the target situation (Chamber as cited in [4]).

According to Nunan (1990) there are type of needs analysis used by language syllabus designers, i.e. learner analysis and task analysis. First, learner analysis get information about the learner. The main question is about the purpose or purposes the learner is learning the language. The information can be used as a guide to selection of content. It can also be used by teacher to modify the syllabus and methodology so they will be more acceptable and suitable to the learners.

Second, task analysis is applied to specify and categorize the language skills required to carry out real-world communicative tasks, and often follows learner analysis which establishes the communicative purposes for which the learner wishes to learn the language. The central question might: ‘What are the subordinate skill and knowledge needed by learner in order to carry out real world communicative tasks’.

Similar to Nunan (1990), Hutchinson and Waters as cited by [5]Nation & Macalister (2010) divide needs into target needs (what the learner needs to do in the target situation) and learning (i.e. what the learner need to do?). The analysis of target needs can look at necessities (what is necessary in the learners’ use of language); lack (what do the learners lack?) and wants (what do the learners wish to learn?).

Basturkmen (2013) summarizes these analyses aimed to determine priorities, such as, which skills (reading, writing, listening, speaking), and which situations or tasks, such as speaking on the telephone or writing minutes from meetings, were more or less important in the target situation. Later the concept of needs analysis was expanded to include ‘deficiency analysis’ (lacks or the gap between what the learner needs to know to operate in the target situation and the learner’s present language proficiency). This analysis represented the point of departure for the language-learning journey. In time ‘strategy analysis’ (the preferred approaches and methods in teaching and learning) p.18.

According to Richards (2001) there are some purposes of needs analysis, i.e.

1) to find out what language skills a learner needs in order to perform particular role, such as sales manager, tour guide, or university student
to help determine if an existing course adequately addresses the need of potential students
(3) to determine which students from a group are most in need of training in particular language
skills
(4) to identify a change of direction that people in a reference group feel is important.
(5) to identify a gap between what students are able to do and what they need to be able to do.
(6) to collect information about a particular problem learners are experiencing.

Further Richard (2001) mentions the users of need analysis among them are curriculum
officers in the ministry of education, who wish to use the information to evaluate the adequacy
of existing syllabus, curriculum, and materials; teachers who will teach from the new
curriculum; learners, who will be taught from the curriculum; writers who are preparing new
textbooks; testing personnel, who are involved in developing assessment; staff of tertiary
institutions, who are interested in knowing what the expected level will be and what problem thy
face.

English for Specific Purpose (ESP) is needed in addition to general English for students at
vocational schools. ESP is based on designing courses to meet the learners’ needs (Huthison
& Waters, 1991). Further, they explained that ESP had focused on language at sentence level,
the second phase of development shifted attention to the level above sentence, as ESP became
closely involved with the emerging field of discourse or rhetorical analysis.

ESP has function to help language learners to develop the competencies needed to function
in a discipline, profession or workplace (Basturkmen, 2006, p. 6). Day and Krzanowski (2011)
assert that in ‘P’ in ESP, always a professional purpose— a set of skills that learners currently
need in their work or need in their professional career. In line with Day and Krzanowski (2011),
Goldsmith, Riggle, Schiffrin, Tannen, & Hamilton, (2013) present that the key feature of an
ESP course is that the content and aims are oriented to the specific needs of the learners. And
the key issue for teaching ESP are how to identify learner needs, the nature of genres that
learners need to be able to produce as well as participate in, and how we can know that our
learners have been able to do this successfully, if not, what we can do to help them to do this.

People often mix between curriculum and syllabus. Curriculum has wider scope than
syllabus. Candl as cited by Nunan (1990) states that curriculum is concerned with making
general statement about language learning, learning purpose, learning experience, evaluation,
and the role relationships of teachers and learners. Whereas, syllabus are more localized and the
based on accounts and records of what actually happens at the classroom level as teachers and
learners apply a given curriculum

Syllabus design is seen as being concerned essentially with the selection and grading of
content, while methodology is concerned with the selection of learning tasks and activities.
Various syllabus components which need to be considered in developing language courses is
Threshold Level English (van Ek 1975). Van Ek as cited in Nunan (1990) describes components
of a language syllabus includes the situations in which the foreign language will be used; the
language activities in which the learner will engage; the language functions which the learner
will fulfill; what the learner will be able to do with respect to each topic; the general notions
which the learner will be able to handle; the specific (topic-related) notions which the learner
will be able to handle; the language forms which the learner will be able to use; and the degree
of skill with which the learner will be able to perform.

Reviewing on related previous study, first which was done by Kusni, Syamwil and
Refnaldi (2014) aimed at describing a research finding on critical thoughts of English for
vocational students in 2013 curriculum viewed from the theories the theories of the ESP.
Sixty students of two vocational school namely Engineering and Accounting. The finding
showed that English subject for the vocational schools presently was General English not
ESP. This finding implied that English vocational schools should be carefully redesigned and reconsidered before it is widely used throughout the nation. Second study was done by [11]Suyadi (2015) with aimed at improving teaching English material for accounting program which is needed by students at university level. Target needs and learning needs questionnaire was used to get the data. The finding revealed that the students needs a specific material which has tight relationship with their study program. English skills are need to be combined with the knowledge target of accounting especially reading for enriching their vocabularies in accountancy. The third study was conducted by [12] Kardijan, Emzir and Rafli (2016) which aimed to reveal the gap between English language communicative competence required by students of the hospitality department and English learning program provided at Vocational High School 1 Tasikmalaya. The finding showed inconsistency between learning need and teaching-learning process. This prompts a re-instructional design of English for hospitality specific purposes program. It recommended both the instructional design and the professional development of ESP teachers to address understanding the gap identified, to enable students to communicate more effectively with the English at the workplace.

Based on the three studies they showed the importance of ESP- the English materials which related to the graduates’ future jobs. And they also showed the urgency of developing ESP-based materials to support the General English to provide more learning experience. Based on the background of the study and the review of related research, the objectives of the study include (1) what textbooks are used by English teachers at SMK of Accountancy Programme at present and their quality; (2) to what extent the teachers need an ESP-based textbook for Accountancy Programme.

2 METHODOLOGY

The research belongs to qualitative research. It also belongs to exploratory research as the researcher explored the information about needs, lacks and wants as it called by need analysis. The result is used to develop a new syllabus and finally a new textbook.

This study was conducted at the chosen SMK in Purworejo and Wonosobo Regencies of Central Java. The participants were eight English teachers who taught English at Accountancy Programme with the working experience about 15 – 20 years.

Questionnaire was used to collect the data about the need analysis viewed from teachers. The questions in the questionnaire covers both closed-ended and open-ended questions. An open-ended question requires participants in any way that they please and provide primarily qualitative data. On the other hand, closed-ended question requires participants to choose limited number of responses which are predetermined by the researcher and it primarily provides quantitative data Johnson and Christensen, 2012, p. 169). There were 12 Likert-scale items to obtain the data on lack and 1 item on need and three items open-ended questions. A four-point Likert scale includes Strongly Agree, Agree, Disagree, and Strongly Disagree.

Thematic data analysis was used to analyze the qualitative data about the teachers’ needs for ESP-content based teaching materials. Descriptive quantitative data was used to analyze the quantitative data by using descriptive statistics in a form of simple percentage calculation for the item analysis.
3 FINDING AND DISCUSSION

a. The present textbooks used by English teachers in Accountancy Programme at SMK and their quality

Based on the data analysis from the questionnaire which were given to the English teachers who taught Accountancy programme at SMK, the text books which are used at present namely Bahasa Inggris SMA/MA/SMK/MAK written by Kementrian Pendidikan dan Kebudayaan; Forward an English Course for Vocational School Students written by Shyla K Laude & Eka Mulya Astuti; Bahasa Inggris written by Mahrukh Bashir, M.Ed. Only one book which is written specifically for SMK students, while other books are still general. Although Forward an English Course for Vocational School Students contains ESP for SMK, there is no specific program whether for office administration, accountancy or marketing programme.

Based on the question about textbook quality, only one book is considered good (Bahasa Inggris). However, the other two books, one is considered quite good and the other is a bit good. For more detail analysis about the quality of the textbook is presented in the table below. The table consists of questions and four-type response in initial letter CA for Completely Agree, A for Agree, D for Disagree and CD for Completely Disagree.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Teacher Response (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>1</td>
<td>English Textbooks for SMK in general relevant to the students’ need of English</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>The Exposure in textbook very relevant.</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>The content of vocabulary in textbook is relevant to the students’ skill</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>The content of grammar related to the students’ skill</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Communicative expressions in textbook is related to the students’ skill</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Reading text in textbook is related to the students’ skill</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Context for speaking practice in textbook is related to the students’ skill</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>Textbooks contain various learning activities.</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>Learning activities provided make students participate actively.</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>Textbooks contain various evaluation types including authentic assessment.</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>Textbooks stimulate students to learn English according to their skill.</td>
<td>0</td>
</tr>
</tbody>
</table>

Based on table 1, there are two response categories: the first 100 percent „Disagree“ and the second majority „Disagree“. The first, there are six aspects of textbook quality which are completely not in favor with the teacher wishes, name questions 1, 2, 3, 4, 7 and 9. English textbooks for SMK generally are not relevant to the students’ need of English; the exposure in textbook are not very relevant; the content of vocabulary in textbook are not very relevant to the students’ skill; content of grammar are not related to the students’ skill; all teachers believed that context for speaking practice in textbook is unrelated to the students’ skill and learning activities provided in the textbooks do not make students participate...
actively. The second, majority teachers Disagree with question 5, 6, 8 and 10. Communicative expressions in textbook are not related to the students’ skill; texts in the textbooks are not related to the students’ skill; majority teachers believed that textbooks do not contain various learning activities; and textbooks do not contain various evaluation types including authentic assessment. In other words, the traditional evaluation types dominate the textbooks.

From the textbook analysis as become the lack in need analysis shows that the quality of the published textbooks in the market which are used at present are not good. As there are some weaknesses like irrelevant with the students’ skills in terms of vocabulary, context, grammar, functional expression, reading texts; lack of relevant exposure, less various evaluation types, less learning activities, unstimulated learning activities. This finding support the earlier studies which were conducted by Kusni, Syamwil and Refnaldi (2014) that the government needs to reconsider about the content of English syllabus and textbook for Vocational High School.

b. Teachers’ need of ESP-content based English materials in their English textbook

There are two questions to get the data of the research problem. First, close-ended question and open-ended question. The close-ended question is question 12 in the questionnaire. Question 12: In your opinion, it needs to publish textbook which contained English for Specific Purpose/ESP for Accountancy Programme for Vocational High School Students. Seventy five percent teachers’ response was “Completely Agree” 25 percent was “Agree”. To make it clearer, the response is presented in the chart below.

Figure 1 shows that all teachers badly need ESP-content based English materials in their English textbook. It is related to the lack of several aspects in the textbook which they use at present. They concern about giving the relevant material which are needed by the students in the prospective workplace. The English teachers think and worried if the students only get general English the graduates’ skill might not match with the required language skills needed in the potential workplace. It means that to publish English for Specific Purpose/ESP for Accountancy Programme for Vocational High School students become the solution for the weakness of the published textbooks.
The second is open-ended question: “According to you, is it necessary to publish textbooks contained ESP: English for Accountancy Programme for Vocational High School Students? Please give the reasons”!

The responses from the eight English teachers is presented below.

Teacher 1: Yes, so that the students are familiar with the vocabulary which is relevant with the accountancy skill competence.

Teacher 2: Yes, so that the students are familiar with the vocabulary which will be used in the job field based on skill competence.

Teacher 3: It really necessary, because it can support the students’ competence and relevant with the skill which the student learn.

Teacher 4: Yes. To provide students English skills based on their competence.

Teacher 5: Yes, so that the students are accustomed with using vocabulary which are used workplace based on their accountancy skill competence.

Teacher 6: Yes. A book which is suitable with Vocational High School (VHS) and students’ skill competence.

Teacher 7: Yes, I absolutely agree with publishing the new textbook which is suitable with and students’ skill competence.

Teacher 8: No, it is unnecessary because the materials in national examination or English tests often general.

Based on the most teachers’ response to the question above publishing textbooks contained ESP: English for Accountancy Programme for Vocational High School students is really necessary. The English teachers have good expectation from the new English textbook which is developed from ESP-based syllabus. It is expected that the graduates will have better English skills which are more related and matched with the skills required in the potential workplace.

Only one teacher opposed against the opinion of the most teachers about publishing an ESP-content textbook. This finding supports the previous study done by Suyadi (2015) that ESP content textbook for Accountancy programme is needed for students as well as the teacher to provide the graduates to be familiar with vocabulary, situation and context in more closely to their future work.

4 CONCLUSION

Based on the finding and discussion, the conclusion is made as follows. After analyzing the response in open-ended questions, teachers demand of publishing textbooks contain ESP: English for Accountancy Programme for Vocational High School students is really necessary. The English teachers have good expectation from the new English textbook which is developed from ESP-based syllabus. It is expected that the graduates will have better English skills which are more related and matched with the skills required in the potential workplace.

Based on the need analysis the lack in textbook analysis shows that the quality of the published textbooks in the market which are used at present by SMK are not good. As there are some weaknesses like irrelevant with the students’ skills in terms of vocabulary, context, grammar, functional expression, reading texts; lack of relevant exposure, less various evaluation types, less learning activities, and unstimulated learning activities.

Related to the need in the need analysis it shows that all teachers badly-need ESP-content based English materials in their English textbook. They were concerned about the lack of several aspects in the textbook which they use at present. They are eager to give the relevant materials which are needed by the students in the prospective workplace.
Based on the response analysis in open-ended questions, teachers demand of publishing textbooks contained ESP: English for Accountancy Programme for Vocational High School students. The English teachers have good expectation from the new English textbook which is developed from ESP-based syllabus. It is expected that the graduates will have better English skills for communication which are more related and matched with the skills required in the potential workplace.

The result of the study implied that the governments or private institution should develop the ESP-based textbooks in advance which is based on a more detail need analysis to overcome the lack of the English textbook used at present and to fulfill the students’ need of English skills which are necessary in their future job.

References
Violating Politeness Principle Of Cucuk Lampah
For Creating Humor In Wedding Ceremonial
In Magetan Regency

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Sebelas Maret University, Surakarta

Abstract. Cucuk Lampah is leader of procession called kirab pengantin that moves towards stage (pelaminan) in wedding ceremonial Javanese tradition. Cucuk Lampah in Magetan has an ability to do humor by developing certain topics and uses pragmatic aspect which can not be separated from violating politeness principle. This study is purposed to identify interpersonal meaning in creating humor Cucuk Lampah in wedding ceremonial in Magetan. The researcher uses pragmatic approach. The data of this research is oral data delivered by Cucuk Lampah. The collected data uses simak method. It uses pragmatic method based on utterances by heuristic technique to analyze data. The result shows that in creating humor, Cucuk Lampah uses violating politeness principle to build up setup and punch. Based on 44 data of Cucuk Lampah utterances, the percentages are: Tact maxim 37%, Generosity maxim 9%, Approbation maxim 23%, Modesty maxim 2%, Agreement maxim 27%, and Sympathy maxim 2%.

Keywords: Humor, Politeness principle, Cucuk lampah

1 INTRODUCTION

The using of language play in communication can reveal laughter and impression of being relaxed with the participants of the speech events. This indicates that speaker has ability to work definitions of humor for making comfortable in speech events. According to Soedjatmika (1992: 69) Humor is one of means communication such as giving information, expressing happiness, anger, annoying, and sympathy. In life, humor is closely related to social behavior community. Wijana (2004: xx) mentioned that humor is one form of play, and verbal and visual stimulation that is spontaneously intended to provoke smile and laugh from hearer or person who see it.

Furthermore Widjaja (1993:98) concluded that joke or humor occurred for normal humans, to entertain because of entertainment is absolute necessity for humans to endure themselves in defense process their life. Concept of humor divided into three main theories named Incongruity theory, Conflict theory, and Relief theory (Wijana, 2004: 21). Incongruity theory explained that humor in a manner incongruity integrats two different meaning or interpretation
which different in a complex object. Parts of that incongruity is perceived suddenly by its hearer. Humor stands on the theory which is based on the concept about conflict and incongruity with violating of pragmatic rules in using language.

Leech (in Sumarlam, 2017: 181-187) divided politeness principle such as (1) Tact maxim, (2) Generosity maxim, (3) Approval maxim, (4) Modesty maxim, (5) Agreement maxim, (6) Sympathy maxim. Humor has formed in several of discourse, both oral and written discourse. One of humor in oral discourse is Cucuk Lampah humor in wedding ceremonial in Magetan regency. Humor of Cucuk Lampah is dialogue form that is done with Pambiwara, singers, guests, manggala or domas etc. Cucuk Lampah humor takes place during the Ksatrian procession after coming down from stage (pelaminan)

Cucuk Lampah procession of javanese tradition wedding ceremony as an opening way has intented the repellent procession to chase away all of interference in any kinds of forms, especially spirit evil that can disturb the way of wedding ceremony. There is a procession called kirab pengantin, namely kirab Kanarendran and kirab Kesatriyan in this procession. In kirab Kanarendran, Cucuk Lampah acts as the leader of the procession and moves towards the stage (pelaminan) and leave the room for changing their clothes for the next kirab namely kirab Ksatrian.

Cucuk Lampah as a guide to convoy kirab procession which has followed by dancing movements. However, in Magetan regency, Cucuk Lampah has delivered humor about local people in life. One of them is moral value that is packaged in humor and also ridiculus to achieve certain goals.

Related with explanation above, there are some previous studies which examine the subject about humor or wedding ceremony. It can be used as literature review such as: The first, research of Cucuk Lampah by Dwiyasmono (2009) entitled “Subamanggala in Wedding Ceremonial Rites from Surakarta: a Reflection on Leadership from a Cultural Perspective”. In his research, Dwiyasmono described the meaning and role of Cucuk Lampah in cultural perspective through dance movements, symbols, behavior movements which represents the value in people live. Furthermore, in this research, it was not yet in language domain of Cucuk Lampah which was studied.

The second, the research about Coherence that was done by Mulyana (2001) entitled: “Structures, Esthetics, and Changes of Contexts in Discourse Speech Wedding Ceremonies Conducted by Javanese people”. The researcher described the forms of lingual markers which had a role to help the types of coherence relationship between cohere parts and coherence patterns in Sesorah marriage. However, the research has different data sources and the utterances is monologue.

To achieve humor utterances, Cucuk Lampah reveals violating in language usage. Wijana and Rohmadi (2009: 139) argued that humor discourse is often done by violating politeness principle, that discourse clearly does not heed politeness rules or just pretend to be polite. But, actually impoliteness is one of manifestations of reciprocal interference as the main way in creating humor. Speech act of language play in violating politeness principle in creating humor is an interesting phenomenon to be investigated. Doing violation of politeness principle does not make effective communication. Based on problem, the research question as follows: How are the implementation of violating politeness principle Cucuk Lampah for Creating Humor in Wedding Ceremonial in Magetan Regency?
2 METHODOLOGY

This research uses descriptive qualitative method. The place was chosen as well as target research namely in Magetan regency. This research was begun with the data collection extracted from oral that delivered by Cucuk Lampah in dialogue with Pambiwara, guests, singer, manggala or domas etc in wedding ceremony. According to linguistic perspective, solving the problem in research is required into three stages, such as (1) collecting the data, (2) analyzing data, (3) data presentation. To do all the stages, methods and techniques are needed for each stage (Sudaryanto, 2015: 5-8)

The method of collecting data conducted by simak method with basic technique used sadap technique, then (1) SBLC technique through listening that was used by Cucuk Lampah in wedding ceremony. (2) Note technique, and video recording technique. In data analysis, after reading all the script data that were transcribed to understand the context of situation, then made classification. This analysis data used pragmatig method based on Cucuk Lampah utterances with heuristic analysis technique. The analysis was focused based on utterances that contained politeness theory by Leech. Finally, data were presented with informal and formal method.

3 FINDING AND DISCUSSION

Based on data that were gained, collecting data was based on utterances which contained violating politeness principle, as follow:

a. Violating of Tact Maxim

Datum 18 (00:04:04-00:04:24)
Context : Domas wear hijab during wedding ceremony as request from a host to the make-up. Then, Cucuk Lampah asks to Domas for dancing.
Cucuk Lampah : Semuanya bergoyang
(Everybody’s rocking)
Pambiwara : Oke
Cucuk Lampah : Oke
Pambiwara : Oke
(Ready ready ready ready. Here, it does not hurt. Dancing does not hurt. Tell to them Wik, just saying. Dancing does not hurt Wik)
Dewi (Singer) : Oh ya, he pasukan joget siap grak
(Oh yes, dancing troops attention)
Cucuk Lampah : Oke
Dewi (Singer) : Gak usah dipegangin sayang. Ora-ora
(It does not hold sayang. It’s okay)
Cucuk Lampah : Joget joget
(Dancing dancing)
Dewi : Ora-ora, iki ki ora nggragas
(It’s okay, he is not greedy)

In utterance datum 18, Cucuk Lampah maximizes the loss for Domas who are asked to dance with song accompaniment from Sri Huning Mustiko Tuban. Wearing closed clothes, Domas fell shy when starting to move slowly because they dance in front of the guest
invitation. That matter is shown through the utterances “everybody’s rocking” which is directed to Domas. Cucuk Lampah convinces back by asking the help to Dewi “Ready ready ready ready. Here, it does not hurt. Dancing does not hurt. Tell to them Wik, just saying. Dancing does not hurt” to force all the Domas of about four. He repeats again for the invitation to dance up to three times utterances.

Datum 33 (00:11:06-00:11:16)
Context : Cucuk Lampah takes the Kenong player’s ice without permission. Then, it is given to Domas as a sign of appreciation for dancing.
Cucuk Lampah : Patut dikasih hadiah
(It is served gift)
Pambiwara : Sek, hadiahe opo?
(Wait, what’s a gift?)
Cucuk Lampah : Nah iki digowo sek. Hee mrono
(Well, this is taken first. Hey over there)
Pambiwara : Mriko mriko. Sek iki jatahe kene kok mbok gowo mrono
(Overthere, overthere. Wait, this is for us how come you bring it overthere)

The utterance “Well, this is taken first. Hey overthere” shows that Cucuk Lampah does violating of tact maxim towards Kenong player. Without permission, Cucuk Lampah immediately takes the ice. Then, it is given to Domas as a gift for dancing. The word “this” refers to ice. Pambiwara immediately replies the statement “This is for us how come you bring it”, but Cucuk Lampah ignores him.

b. Violating of Generosity maxim

Datum 3 (00:00:51-00:01:01)
Context : The host gives a packet of Surya cigarette, so that Cucuk Lampah shows the performance that makes the guest invitation feeling happy toward his performance.
Cucuk Lampah : Halah de, halah repot’e. ndadak ngaggo surya barang. Aku malah watuk
(Halah de, halah just bother. Suddenly uses Surya. I am even cough)
Pambiwara : Halah, padhimu nek ora diwehi ngrasani. Modelmu
(Halah, you would like if it is not given. Talk about other people’s ugliness)

That conversation is informal when humor is presented by Cucuk Lampah. It has become commonly for local society, cigarettes are an item that is always served in celebrating like wedding ceremonial as a treat. “Surya” in his utterance means cigarettes which is brand “Surya”. The utterance of Cucuk Lampah “Halah de, halah just bother. Suddenly uses Surya. I am even cough” shows his benefit after getting one pack of cigarette. Cucuk Lampah speaks small talk or reluctant for the giving, but actually he expects the item by accepting it. That utterance is contradiction that Cucuk Lampah has a smoking habit.
Datum 6 (00:01:09-00:01:25)
Context: Cucuk Lampah greet Pak Lurah Prancang Kulon village who comes in wedding ceremony to intend for asking job
Cucuk Lampah: Mbah Lurah selamat siang. Sehat selalu ta nggih?
(Mbah Lurah: Good morning. Always healthy)
Pambiwara: Sehat
(Healthy)
Cucuk Lampah: Suran (Sasi Sura) wayangan neh.
(Suran is a wayang performance again)
Pambiwara: Halah-halah padimu ben katut. Ra sah mb ok takoni, engko lak diwehi mbah Lurah
(Halah halah you would be participant. Do not ask. Later, is given by mbah Lurah)

That utterances takes after Cucuk Lampah knows that pak Lurah comes in wedding ceremony. Cucuk Lampah requests that he could be participant in a wayang performance in Prancang Kulon village during Sura. The utterance “Suran is a wayang performance again” indirectly means for asking or offering which aims to benefit himself as well as getting job.

C. Violating in Approbation maxim
Datum 1 (00:00:05-00:00:18)
Context: Cucuk Lampah mocks to the artists of campur sari Sekti Laras Irama group which consists of elderly fathers and mothers. Cucuk Lampah has known them as campur sari artists.
Cucuk Lampah: Sekti Laras Irama
Pambiwara: Ho’o
Cucuk Lampah: Alhamdulillah
Pambiwara: Senimane sek mudo sedoyo
(The artist are still young)
Cucuk Lampah: Omongo mudo piye?. Wis poel kabeh
(What do you say young?. They all are old)

Cucuk Lampah introduces the group of campur sari Sekti Laras Irama to the guest invitation. However, Cucuk Lampah also ridicules by unrespecting other people who are older. Namely, the artists of campur sari are from that group. The ridicule is shown in the utterance “They all are old” which is stated directly. It is indicates the existence of violatong in approbation maxim.

Datum 14 (00:02:19-00:02:40)
Context: Cucuk Lampah asks about the song which is sung by Dewi when kirab Kanarendran is led by Cucuk Lampah.
Cucuk Lampah: Dewi yoh. Lagune mau opo?. Sambel Kemangi
(Yes Dewi. What is song?. Sambel Kemangi)
Pambiwara: Panggah
(Just keeping)
Cucuk Lampah: Layaehe uombo
(The mortar is wide)
Pambiwara: Opo we eruh?
(Do you know?)

Cucuk Lampah: Eruh aku
(I know)

Pambiwara: Kemeruh we ki
(You know-it-all)

Cucuk Lampah: Layah Dewi ombo ireng
(Dewi’s mortar is black wide)

Pambiwara: Cangkemu
(Keep your mouth shut)

Cucuk Lampah talks about a song in kirab Kanarendra time which act as the leader when the brides move towards the stage (pelaminan) in front of the guest invitation. At the time, Cucuk Lampah sings a song title “Sambal Kemangi” which is related to Dewi. In that utterance “The mortar is black wide” refers to a ridicule to Dewi and maximizes unrespect for women who has to be mother. “black wide” contains female genital to bring up humor. Cucuk Lampah and Dewi are known as fellow artist.

d. Violating of Modesty Maxim

Datum 8 (00:01:26-00:01:36)

Context: Cucuk Lampah offers to join a wayang performance that holds in Sura month to the chief in Pragak village, and states in his prayer that the artist singer from Pragak village has many offers because of this.

Pambiwara: Halah-halah padimu ben katut. Rasah mbo takoni, engko lek diwehi mbah Lurah
(Halah halah you would be participant. Do not ask. Later, is given by the chief)

Cucuk Lampah: Nyatane bareng wayangan dirok prawan Pragak payu terus ta?
(In fact at the same time the wayangan performance is surrounded by girls who are from Pragak. Keep selling right?)

Pambiwara: Ora kok amarga wayangan payune kok yo
(It is not because of a wayangan performance for the best-selling)

Cucuk Lampah: Dungoku ki kinabulan
(My prayer is always granted)

The utterance of datum 8 shows that Cucuk Lampah does his own respect and expresses overconfidence feeling that his prayer is answered. However, in contradiction Pambiwara speculates that it is not only the wayang performance but also at the other events the singer could perform. So, the utterance in datum 8 shows violating of modesty maxim for respect towards Cucuk Lampah itself.

e. Violating in Agreement Maxim

Datum 25 (00:07:01-00:07:26)

Context: Cucuk Lampah judges one of Domas who has slim body, but she dances more active than the others. Cucuk Lampah does not know that the Domas is junior high school.

Dewi (Singer): Iki loh sing iki lo

(157)
Cucuk Lampah: Kecil-kecil cabe rawit
(Ths is this one)

Dewi (Singer): Nerti aku kok yo
(I know it)

Cucuk Lampah: He piye mas?, bocahe nek cilik malah briyel besuk anak’e
(He how mas?. A person who has slim body, tomorrow has a lots of children)

Guests Invitation: loro loro
(Two two)

Cucuk Lampah: Loro yo. Cocok AI (Angka Ikut) engko yo loro tok
Kene jek usum ta? Hayo rasah tuku toge
(Two. Matches AI (numbers join) later only two. Here is still available. Come on, do not buy lottery)

In datum 25, there is violating in agreement maxim because Cucuk Lampah does not maximize agreement between the intentions of audience’s utterances with himself. The utterances are spoken by audience “two two” refers to amount children who are said earlier by Cucuk Lampah as follow: “A person who has slim body, tomorrow has a lots of children”. However, Cucuk Lampah replies with “Two. Matches AI (numbers join) later only two” that means the number prediction will come out in lottery games.

f. Violating of Sympaty Maxim

Cucuk Datum 44 (00:18:33-00:18:51)
Context: Cucuk Lampah mocks the kenong player namely the old man who does not have teeth

Cucuk Lampah: Dan juga Sekti Laras Irama tanggapan e luaris
(And also Sekti Laras Irama performance is in demand)

Pambiwara: Iki tanggepane adoh adoh
(The show is far away)

Cucuk Lampah: He’e

Pambiwara: Adoh adoh
(Far away)

Cucuk Lampah: Berarti neng Nganjuk
(It means in Nganjuk)

Pambiwara: Ora ngozo
(That is not)

Cucuk Lampah: Kertosono

Pambiwara: Adoh let te, adoh let te
(it’s far distance, it’s far distance)

Cucuk Lampah: Bar tanggal 1 tanggal 30. Andengmu ki lo
(After the 1st is the 30th. Next to you)

Pambiwara: He’e

Lampah: Tanggalan telung dino ditukokne untu ora pas, la kleru untu neko rondo dipesen.
(Buying teeth because of the three-day show is not appropriate, instead one of the widow’s teeth are ordered)
The datum above shows that Cucuk Lampah does violating in sympathy maxim. It can be unmaximize sympathy to the old man who plays kenong and has not teeth yet. In wedding season, group campur sari Sekti Laras Irama has increased many responses and incomes. Cucuk Lampah teases Kenong player with maximize no sympathy for his teeth. And he does not install the new teeth.

4 CONCLUSION

Based on analysis result of the data above. It can be concluded that violating politeness principle are found in Cucuk Lampah’s utterances for creating humor in wedding ceremonial in Magetan regency. Cucuk Lampah does politeness principle consciously even unconsciously as means of establishment setup and punch. 44 data are found in Cucuk Lampah’s utterances, the number of percentages as follow: Tact maxim 37%, Generosity maxim 9%, Approbation maxim 23%, Modesty maxim 2%, Agreement maxim 27%, and Sympathy maxim 2%. The violating of conversational maxims in carrying out interpersonal rhetoric or violating politeness principle become one of arising conversation as humor discussion. This form of violating causes a funny effect to listener.

References

Realia as the source of first language acquisition
that can make cultures specific
(a study of fisherman socio-cultural expressions in Pantura, Indonesia)

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Abstract. Realia is a milieu including self which can help language acquisition occur. It can be a source for constructing meaning of language through transfer knowledge using language. This paper is to figure out how realia can be the source of children learning socio-cultural expressions specific to fishermen in Pantura, Central Java, Indonesia. Interview and elicitation were techniques used for collecting data. The fishermen’s children in north coastal regions of Central Java were the samples chosen purposively due to their experiences about fishing. The analysis was conducted using referential and inferential methods. The result shows that acquiring socio-cultural expressions are gained from knowledge transfer given by fathers through fishing instructions. Fishing experience as the realia can be a source of teaching socio-cultural expressions that become mental lexicon stored in the mind.

Keywords: realia, language, acquisition, culture, specific.

1 INTRODUCTION

Studying realia in second language acquisition or learning has been done by many other writers since very long time ago among other things [1], [2], Comenius very long time ago in 1631 in the Great Didactics in [3], and still many others. However, what they studied is realia used for second language teaching or foreign language learning, while this study deals with realia for culture specific. The perspective is different in seeing realia. In the second language teaching realia is used for making real the teaching language, but this study is to make the culture specific that can characterize one culture from the others.

In connection with culture specific, there are many studies relevant to this current one. For example, [4] using culture specific approach studied realia for group treatment to refugees as an approach to cure psychosocial or psychological problems due to political or religious conflict in their country. Realia can help the victims construct meanings such as of their new group memberships, togetherness adaptation of new environment. What happens in the new environment was used to heal group traumatic experience in their home country. Other studies studying culture specific in different perspectives like [5] studying culture specific from multinational analysis to see humor dimensions in advertisement in four different countries namely Korea, Germany, Thailand, and the United States). Another researcher such as[6] studied universal and culture-specific of greetings in order to see common types of greetings from linguistic anthropological point of view. More current research done by [7] related to virtual realia. This study is concerned with the use of computer in teaching assembled skills. Computer seems to portray realia in terms of spatial knowledge of different places brought to
children’s mind. In the much more current publication, [8] studied the use of realia representing the culture specific that is national and historical overtones through the expressions maintained in translating the source language to the target language. To maintain the concept representing the realia in mass media, the translator translates literally, since it cannot be transfered perfectly to the target language. Regarding to strategies in translating culture-specific items, [9] studied their translation from Persian into English.

From the studies mentioned, the writer has not found any research studying realia in first language to construct culture-specific. This current study will present how realia can build fishermen’s culture-specific items in Pantura, Indonesia and what makes it specific and how it is specific. Using embodiment theory, this study will elaborate the sociocultural expressions as the culture-specific of fishermen. This study is to support the reference related to that cultures have their specific items which can characterize them from others. Besides, it implies that among cultures in the world, beside there is universality there is uniqueness.

To discuss this, cognitive linguistics [10] including embodiment theory proposed by [11] dealing with how body experience can affect human thought and language is used to analyze data. In studying first language acquisition, the writer used [12] proposing that there are two processes in acquiring language namely comprehension and production. They can be the bases of constructing meaning. Like what proposed by [13] meaning is constructed through conceptualization. In this case, meaning is constructed based on human experiences, for example, what human sees or watches, feels, and thinks. Meaning is constructed not only based on human convention but human creativity in human experiences.

Meaning is constructed based on the experiences humans have. It can be constructed due to human creativity, for instance, in using old concept blended with new concept representing new words [14]. Furthermore, [15] proposed that meaning may be constructed due to prominent experiences triggering the concept represented in the words used. Regarding cultural conceptualization, [16] stated that cultural conceptualization happens due to the use of concepts in the social group interaction.

2 METHODOLOGY

This research is descriptive qualitative. To describe the facts or phenomena, observation was used to give more attention to the realia and lexical items used by fisherman children using note-taking and documentation techniques. Interview was used to deepen information related to toys made or used by the children. From the toys made by the children, the research can investigate how they can reach such creativity. This can be the indicators how realia supports culture specific due to transfer knowledge from the senior citizen to the juniors or children. Questionnaires were used to gather the data in order to get information related to the lexical items the children know. The children were asked to make a list of words related to fishing.

The subjects of the study were fisherman children living in Jepara and Demak. To get them, the researcher used availability random sampling technique. Visiting the fisherman housing areas, the research met the children playing in the sites where they were fishing small fish, playing with their friends using boat toys made of wood created by them. Besides, the mothers were also the subject of the study. They were asked about how the children learn fishing or activities related to making a living as fishermen like catching fish, fixing fishing nets, maintaining fishing boats.

To analyze the data, the researcher used referential identity method and inferential method. Referential identity method was used to show the meaning and the referent of the sociocultural expressions the fisherman children learn, while the inferential method was used to
show how meaning is embodied in the socio-cultural expressions acquired by the fisherman children. The analysis was based on the embodiment theory that explains how meaning is constructed in the mind based on the embodied experiences. In addition, the method can be used to show how the socio-cultural expressions of the fishermen in Pantura, Indonesia can be the culture-specific. Culture-specific here means the expressions that are used only by the society, in this case, the fishermen of Pantura, Indonesia. The culture-specific expressions of fishermen are those used by people whose profession is fisherman.

3 FINDINGS AND DISCUSSION

Based on the analysis, it can be presented that realia of the fishermen in Jepara and Demak, Indonesia can be the source of acquiring socio-cultural expressions that are culture-specific only used by among fishermen in the housing area. In this section, I will present several subtopics namely realia as the source of the acquisition of socio-cultural expressions of the fishermen, the socio-cultural expressions of the fishermen as culture-specific, the process of constructing culture specific.

3.1 Realia as the source of the acquisition of fisherman socio-cultural expressions

Realia is defined as the objects or entities found in the surrounding. In other words, realia is the universe or the world. The realia which is considered as the source of acquisition is the surrounding where fisherman children live including all activities done by fishermen in making a living. In this case, the surrounding is the sea, the beach, the boats in different sizes, the kinds of fish or catch, the activities in catching fish, the instrument used, the logistics for going fishing, the nature dealing with the climate or time when fishermen can go fishing or not. When the climate is not good for fishing, for example, it is stormy, fishermen with traditional boats called sopek cannot go fishing. Besides, they can go fishing only certain hours in a day, not all day long. The realia discussed here is the universe of the traditional fishermen.

Traditional fishermen are different from modern fishermen in terms of the way to catch fish, the means for transportation, the quantity of the catch. The traditional ones can catch fish manually using their own hands to throw the net or tawur, while the modern ones use machine for throwing and dragging the net to catch fish. The modern ones do not experience how to take out fish from the net, but the traditional ones do. If traditional fishermen use sopek or small boats, while the modern ones use very big ship with purse seine called porsen. The traditional ones manage their catch by themselves while the modern ones work for juragan, the owner of the ship. They certainly have different quantity and quality of the catch. The traditional ones get fish in a small quantity, while the modern ones get very much big quantity, even thousands of tons.

The realia as the source of language acquisition in this study refers to the entities and activities the traditional fishermen have. They experience themselves how catching fish using their own boat. They leave home in a proper time for catching fish, bring their necessities during on the sea, like food or raw food for cooking, fuel, and other necessities. What they learn from their fathers is transferred directly to their children using their own experience for example, rowing boats, throwing nets or hooks or other means of catching fish. As traditional fishermen, they manage all the activities by themselves to make a living. They usually have the boats for getting fish. They can decide whether they go fishing or not. If they work for juragan, they must follow the instructions. They work on big ship depending on their role. If they work as mechanic, they do not catch fish.
The knowledge and experiences as fishermen are exposed to their children from early stage of life. They are learnt by their children day by day and gradually they are transferred directly when their children are teenagers. They are learnt through direct experiences, witnessing and executing the instructions given by the fathers about what to do and how to do. The experiences are embodied. They are represented in their expressions which are socio-culturally specific. The socio-cultural expressions become specific due to their specific experiences embodied by them and their young generations.

3.2 the socio-cultural expressions of the fishermen as culture-specific

Fisherman or fisher as profession has different socio-cultural expressions from other professions like teacher, doctor, engineer. They have different registers from which people can identify what professions they belong to. Like the word miyang [miyan] meaning ‘go’ is used among fishermen when asking others where they are going. This word is not used by people from different profession. Miyang may imply going fishing, catching fish in order to get income for their family. It is done to catch fish. Some other specific expressions of fishermen are along (getting much catch), angkul-angkul = bolongan (a hole for holding), diseluk = ditaleni (tightened), mbaris = gawe jarring (fish net making), mosong = golek urang (shrimp searching), ngeteki = njupuki iwak saka jarring (an activity of taking out the fish from the net), nyampoh = nguras banyu ning prau (taking out of the water from the boat), nyanggap = ngunggahke prau setengah ning darat (partial anchor), payang = jaring (fishing net). In conversation, the word along can indicate two meanings name indicating big quantity and asking whether someone gets much catch.

The examples are Javanese expressions that are merely used by fishermen. The register can be seen from the equivalences in general Javanese. In Javanese, the word bolongan meaning ‘hole’ can be applied to any situation. All holes are bolongan in Javanese. However, a hole for holding is only applied by fishermen. Another example, diseluk mean being tightened. In general Javanese, it is ditaleni.

The socio-cultural expressions of fisherman are only those expressions used among them when they are interacting each other. For example, the word along used in rising intonation indicating questioning may imply that two people are confirming each other whether they get much fish. When the one who is asked gets much fish, then the one who asks goes fishing after him. The question implies encouragement for getting much income. Another expression used in TPI (Tempat Pelelangan Ikan = Fish Bidding Place) is numbering. When a fish bidder mentions numbers, the bidder indicates the price of the fish offered. When the buyers agree with the price, they win the bidding and get the fish. There is a special transaction in getting fish. In the ordinary market, selling goods is done between buyers and sellers. However, in fish bidding place, the transaction is done by a bidder and fish buyer that sells the fish out of the bidding place for selling it to the public. The socio-cultural expressions of fisherman are limited to fishing, managing the catch, selling the catch. Out of the fisherman context, the expressions are general expressions which can be used in any situation.

Another fisherman socio-cultural expression is the expression used among fathers and sons during fishing process, when the fathers lead or instruct their sons in fishing, for example, when asking to spread the fishing net by saying “Tawur!” or spread the fishing net. The expression is used during the process of catching fish when they are on the sea sailing a boat called sopok. The expression used for fixing the net is called mbaris. This is used when a fisherman asks other people to fix the net. The expression is only used among them or the
one who belongs to fisherman society. They have got knowledge about entities and activities or experiences done by fishermen in their life.

3.3 the process of constructing culture specific

The process of constructing culture specific can be identified from the embodied experiences obtained from family transgenerational process that is from fathers to sons. Based on embodiment theory proposed by [11], the categories we make are based on our experiences embodied in the mind. Regarding the data that the writer is concerned, the categories the children of the fishermen have are formed from their experiences they have in the surrounding they live.

The processes comprise some steps. The preliminary step involves children who are invited by the fathers to accompany them fishing. The children just follow the fathers’ instructions. The preliminary step is like the first step in language acquisition namely comprehension process [12] that children are just accompanying and watching fathers doing some errands dealing with preparation, ongoing fishing, and after fishing. In preparation, preparing needs and logistics for catching fish is the basic tasks to do. This is done when they catch fish. The experiences are repeated and then stored in the mind, then they become mental lexicon. This is in accordance with the theory proposed by [17] stating that the experiences in the mind are stored to become mental lexicon. They are produced when they interact each other. They use socio-cultural expression to those who know fishing background knowledge, otherwise they cannot understand their utterances.

To figure out the process of constructing culture to be specific can be done by constructing mental lexicon which is based on the experiences obtained before, during, and after fishing. The experiences are very specific that are applied in the fisherman housing area and used among fishermen since they have the same background knowledge. This can be proven, even we are Javanese, when we visit fisherman housing area listening to their conversations, if we do not belong to fisherman society we cannot understand them well since there are some vocabulary items which cannot be understood well due to lack background knowledge.

Background knowledge can be the context of the conversation. When we communicate with other people, if we do not have the background knowledge, we cannot easily understand what the persons are talking. This can support the idea that background knowledge can help how culture specific can be obtained through interaction with other members of society.

The interaction can build agreement among them to have the same code of language, dialect, or other language variations. The code can identify groups of society that may be different from the other societies. Therefore, language can identify from which group you belong to. In this case, the identification can be from sociocultural expressions you find. From the example, it can be seen that only those who belong to a certain group can understand. These make the sociocultural expressions used in fisherman society are learnt by children, then they are used among the fisherman families. Studying realia that may affect comprehension process in the first language acquisition can be enriched by several ways.
4 CONCLUSIONS

In conclusion, realia in fisherman socio-cultural life can be gained from the experiences directly are obtained before, during, and after fishing. Realia is the source of constructing meaning by the children who are invited by their parents to get along with them to catch fish. Through direct experiences, people can categorize them based on their embodiment. The categories are based on what they see, feel, think, and do in their life in this case as fisherman children. They can categorize the catch, the means of transportation, the activity of catching, the instrument used, the best time for catching, the danger faced, the strategy of catching fish, and the logistics they need when going fishing. They get experiences intensively during their life. Those can make their expressions representing their experiences unique. This study can enrich the research projects which can support the studies dealing with realia and specific cultural items that can make culture unique.

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Winnie’s Diasporic Experiences: A Journey for Searching a Better Life

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Abstract. Diaspora has been a cultural issue for decades discussed in literary works. It is caused by many reasons including political, economic, and cultural factors. This study aims at analyzing the diaspora experienced by Winnie, the main character in The Kitchen’s God Wife Novel. This study belongs to a qualitative study involving four steps: (a) reading the novel, (b) identifying the data in the form of dialogues and monologues, (c) classifying the data, and (d) analyzing the data. Based on the findings, Winnie’s diaspora is caused by various conflicts in the homeland in which the war happened in China due to the Japan’s invasion to China. She and other Chinese people have to move from one city to another city because the war has affected many areas in China. Their lives are obstructed because there are many chaotic situations in many fields including economic, transportation, and social welfare. She is lucky as she leaves China right before the borders are sealed from other countries. Moreover, another issue is also highlighted in the story; her father is accused for being a traitor because he has a business connection with Japan. These facts become the reasons she does diaspora. In conclusion, Winnie’s journey in leaving China is not easy but she believes that leaving China and living in the United States of America (USA) will make her life better.

Keywords: diaspora, reasons for doing diaspora, Kitchen’s God Wife

1 INTRODUCTION

Diaspora has been a cultural issue starting by the migration of Jewish in the past when Jewish people moved from their homeland to Babylon. Diaspora itself is defined as “a metaphor designation to describe different categories of people expatriates, expellees, political refugees, alien residents, immigrants and ethnic, and racial minorities tout court [5].” Thus, based on the assertion of Loktongbam [5]) diaspora is not simply done by an individual with personal reasons, but it is done by many people correlating with public reasons in economics, political, or socio-cultural aspects. In other words, it can be stated that they move because of an urgent or emergency issue in their country.

Furthermore, Simona [7] also asserts that there are many reasons people do diaspora including economic, political, and cultural factors. This notion highlights that security and prosperity become an important goal to achieve when people do diaspora. They think they can escape from the conflict they face in their homeland by moving to other country or called diaspora.
This is also aligned with what Brah [1] conveys that “The journey of people as a result of expulsion, persecution, forced to flee in the wake of political strife, conflict, and war, or a population movement.” Brah also gives more attention to diaspora happens not as comfortable journey, but as a journey due to external factors such as politics, war, and other conflicts. People doing diaspora choose to move from their homeland to the hostland than living with anxiety in their homeland because there are a lot of conflicts they have to face. Thus, the movement of migration is needed by the people in facing the conflicts in their homeland.

The issue of diaspora has been illustrated in literary works; one of them is *The Kitchen God’s Wife* by Amy Tan. In the novel, it is narrated the struggles of the main character, Winnie, who moved from her homeland to the host land with other Chinese people. She and other Chinese people moved to the United States of America after the communist came to their homeland and post war happened in China. The situation was very chaotic at that time that made the people felt insecure in the homeland. Before all the transportations were banned by the communists, she and other Chinese people left China and moved to the host land which is the United States of America (USA). They together did diaspora with hoping for more comfortable life in the hostland.

The issue of diaspora as done by Winnie and other Chinese immigrants still exists until nowadays because war still happens in some areas in this world that forces them being refugees in other countries so that discussing diaspora is still relevant nowadays. In brief, this study aimed at analyzing the reasons for doing diaspora of Winnie as depicted in *The Kitchen God’s Wife*.

### 1.1 THEORETICAL REVIEW

#### a. Diaspora

Diaspora is sometimes understood as migration in the a broad sense as these two words is explained as a movement from the homeland to the host land. However, there is a specific different between diaspora and migration. Migration is “the crossing of a spatial boundary by one or more persons involved in a change of residence [4]”, whereas diaspora is used to illustrate “types of people expatriate, expel-lees, political refugees, alien residents, immigrant and ethnic, and racial minorities tout court [5].” From these two definitions, it is clear that diaspora is not as simple as migration in which someone moves from one place to another place. However, diaspora is correlated with more complicated situations involving many issues including political, economic, and socio-cultural conflicts that make people who do diaspora is regarded as refugees or other terms used by Loktongbam [5]. By understanding the distinction between the word migration and diaspora, it will be clearer in discussing further about diaspora.

In addition, diaspora is also explained as “a movement, a journey, or travel from a homeland to the host land to live and re-live, to produce and re-produce, and to transform and re-transform [1].” This definition uses the word to live and re-live meaning that they move to another place for having a new life and new hopes. Immigrants may have different ways of live as well as ways of thinking in the host land and in the homeland. Living in the host land brings immigrants a new experience in their life. The words produce and re-produce as well as transform and re-transform also indicate they deal with new environment so they will contact with new cultures so that they will re-produce and re-transform based on their contacts with the new cultures further related to acculturation process. It makes diaspora cannot be separated from cultural issues but it directly belongs to cultural issue itself.
Moreover, Simona [7] explains there are several reasons causing people do diaspora such as “a desire of prosperity, political issues, family re-unification, escaping conflict or natural disaster, or simply the wish to change one’s surrounding.” First reason conveyed by Simona is a desire of prosperity that is closely related to economic factors. In the homeland, they face difficulties in economics that makes them live in poverty. Second factor is political issues such as war, etc.

The assertion of Simona [7] is supported by Brah [1] in which he states that people do diaspora “as a result of expulsion, persecution, forced to flee in the wake of political strife, conflict and war, or a population movement.” Brah in his statement highlight the political situations become the reasons of people doing diaspora. The wake of political strife in the country can rise problematic and chaotic situation within the country. This makes people living in the country do not find comfortable life and are forced to leave their homeland. In addition, Brubaker [2] also explains that people who have been construed diaspora also sometimes involve in the support of terrorist or ultra-nationalist movements. Their involvements in homeland politics becomes also a major reason for leaving the country.

As we know, one of the ethnics doing diaspora is Chinese. Chinese diaspora is begun with the conflict between Republican and Communist Party in China. Wong [9] assert that, in 1972 to 1949, China faced civil war between Republican and Communist; Communist won and China was under controlled the Communist Party and isolated from other countries for about twenty years as the borders are sealed. During this condition, the socio-economic condition is far from being called as good for the people. They live in a struggling life so that many of them move to another country. This war also led to unstable economic conditions and many social conflicts inside the country. For example, transportation system was banned from in and out the country. This conditions further motivate them for escaping from the conflicts happened in their country and change their surroundings. That is why Chinese people at that time did diaspora together to other countries such as the United States of America (USA) as stated by Schwartz et.al. [6] that USA experienced a huge number of immigrants in 19th and early 20th century.

2 METHODOLOGY

This study belongs to a qualitative study as stated by Crescentini and Mainardi [3] that a study can be defined as a qualitatitative study based on the epistemological and ontological assumptions meaning that the research is based on the work itself through the text in finding the deep meaning of the text. The qualitative study is appropriate in answering the problem formulation that is Winnie’s reasons in doing diaspora in The Kitchen God’s Wife Novel. There are three steps in gathering the data from the novel including reading the novel repeatedly, identifying the data in the form of dialogues and monologues, and classifying the data in the table consisting of page where the data found, and the references supporting the data. After the data gathered, the data were analyzed using the theory of diaspora to answer the problem formulation.

3 FINDINGS AND DISCUSSIONS

In the novel, it is narrated that Winnie lived in a war era in China, she even did not know when the war began; she just knew that everything was unstable and chaotic as quoted “And then the war began, and I did not know this either, [8].” Winnie and other Chinese people face
a civil war between China and Japan. There was a chaotic condition when communist party tried to take over China. She even does not know how the war begins but she knows that chaos has started in her country. As stated by Wong [9] that at that time, China suffers from civil war between Republican and Communist Party that make its people should face problems in their daily live. It is aligned with what stated by Brah [1] that the diaspora happens because of the war.

The war created various conflicts in the homeland. The war was spread around China made Chinese people started to move to look for a safe place as what conveyed by Brah [1] that people doing diaspora need to re-live, re-transform, and re-produce to be better. The journey in moving from one area to another area is indicated by the following quotations. Winnie says, “So we left for Yangchow at the end of Summer, only a few weeks after the war began. And we went by boat, because by then many roads and railways were already blocked [8].” This quotation indicates that how massive the effects of the war were in the country. Even though it was only few weeks after the war began, the social life of Chinese people was affected in which the land transportation systems were blocked so they went to Yangchow by boat. This situation is also aligned with the situation narrated by Wong [9] explaining that China is sealed from other countries during the war era.

Further, the journey for searching better place to live is not easy for Winnie and other Chinese people. It is because war have affected many areas in China. “We would leave Nanking soon, maybe in two weeks, maybe less. ‘We have not been here even one week,’ I started to say. Wen Fu was not smiling, and I knew his meaning: The Japanese were coming [8].” Winnie’s husband is a soldier so he knows when Japan comes to an area in China. The words “The Japanese were coming” sounds like a bell ringing as a sign that war is about to begin in that area. They have to move from one city to another city for seeking a safe place. This quotation show that they even rarely stayed more than a week in a city.

In addition, Winnie says,

> I remember when we finally arrived in a bigger city, Kweiyang. Wen Fu knew a saying about Kweiyang, something like this: ‘The sky doesn’t last three good days, the land isn’t level for even three inches.’ That was because it rained all the time. And the city was very bumpy. The buildings and streets went up and down like the back of a dragon. And behind the city stood sharp rocky hills, looking like ancient men, too stiff to move, [8]

In Kweiyang, Winnie and other Chinese see how chaotic the situation is in the city. The tragic look of the city indicates that there is no place in the country that have not been affected by the war. Winnie and other Chinese have to leave the country as refugees of the war as stated by Brah [1].

Another issue in the novel is, Winnie’s father is accused for being a traitor because he has a business connection with Japanese. In the following quotation,

> Kuomintang soldiers marched to the houses and business of those who had collaborated with the Japanese. Our factories were immediately shut down, until it could be determined what should be done with this traitor to China. Soon after that the Kuomintang came to our house. Your father could say nothing, of course. So I explained what had happened. I told that your father hated the Japanese with all his heart..., ‘The Kuomintang said it was still not good excuse, because the public would always believe he had been a traitor’ [8]

In the story, it is narrated that Winnie’s father has a factory and cooperation with Japanese before the war begins. Those who have collaborations with Japanese are attacked by the nationalist as they are regarded as a traitor. This case does not only happen to Winnie’s
father, but also happens to other Chinese people who have collaborations with Japanese. The involvement of her father in political issue influence her decision for doing diaspora. This situation supports what Brubaker [2] says that some people do diaspora because of their political involvement, terrorist, or ultra-nationalist movement.

After dealing with many complicated and chaotic situation in her homeland, Winnie decides to move to America with other Chinese people. “Lucky for me, six days later I was in America with your father. 5 days after that, the Communist flags went up in Shanghai, no more planes or boats could leave [8].” Winnie is finally in America when the communist takes over China. She builds a new hope in the host land and rearrange her life. She retransforms her dreams and hopes in the host land.

4 CONCLUSION

In conclusion, Winnie’s journey in doing diaspora is influenced by the chaotic situations because of the war and her father political involvement. Her journey for searching safe place to live is not easy as she has to move from one city to another city and finally arrives in USA with a new hope that her life will be better by living in USA instead of in China.

Reference List
The Teaching Technique of Grammar in Kampung Inggris Pare

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Abstract. This study aimed to describe: 1) concept, 2) characteristic and 3) advantages and weaknesses of the grammar teaching technique in Kampung Inggris Pare. The study held in two courses namely: KRESNA Institute and SMART Collage where this technique used for the first time. This study used a phenomenological research design. Research subjects consisted, courses founders, teachers, and students. Data were collected by participant observation, in depth interview and documentation. Thence, data was analyzed by IPA (Interpretative Phenomenological Analysis). The results of the study expressed that the teaching technique of grammar was a teacher skill in writing and noting grammar materials in whiteboard by colored markers. The technique was supported by the theories of color psychology and behavioristic learning. This technique helped students to remember the important points in the learning and boost teacher’s confidence in teaching, but not influencing to color-blind students and consuming much time in the implementation.

Keywords: The Teaching Technique, Grammar, Colored Markers, and Kampung Inggris Pare.

1 INTRODUCTION

Survey result from EF EPI (English First of English Proficiency Index for Schools) about Indonesian’s English proficiency places Indonesia in 51st position from 88 countries with the low category. Indonesia is far away from Malaysia in 22nd grade and Singapura in 3rd grade. In the middle of the decline of Indonesian people English proficiency’s rate, Kampung Inggris Pare bodies to be “new hope”, where one be able to feel speaking English’s sensation like in the native country. Kampung Inggris is located in Pelem and Tulungrejo Villages, Pare Sub-District, Kediri Regency, and East Java Province. The term, Kampung Inggris Pare, was first introduced to the public by a local journalist who gave the special privilege to the villages. The naming of Kampung Inggris is used to represent the existence of English Language Training Institutions (LTI), whose numbers reach 160 LTI and also to bring traffic to students from within and outside the country. Kampung Inggris Pare was established in 1977, marked by the
establishment of the LTI of Basic English Course (BEC) by Mr. Kalend Osen who later became known as the father of Kampung Inggris Pare.

The grammar program is the most popular program in Kampung Inggris Pare. Grammar is a set of rules that make language easier to understand and meaningful [1]. Grammar is a language for learning languages through a set of rules that describe how words, phrases, clauses and sentences produce meaning [2]. According to the researcher survey to the alumni and students of Kampung Inggris Pare, 97 of the 100 students in Kampung Inggris Pare had attended grammar programs. These facts are influenced by several reasons including, grammar is a material that is difficult to learn when sitting in school, grammar is a basic science in communicating both in spoken and written form, grammar material is tested in English language competency, and tutors in Kampung Inggris Pare has a unique and interesting teaching technique of grammar.

Grammar teaching technique in Kampung Inggris Pare is interesting and rarely found in various places. This teaching technique is in the form of writing or drawing technique using colored markers on a white board medium. Teaching technique is identical to the ability of a teacher to streamline the application of the learning method [3]. Color markers are colors that contrast with white boards such as black, blue, red, green, and purple. The color of the marker is intended to create gradations and give meaning to the writing. This technique is able to produce a chart or creative template grammar illustrated clearly legible, neat, urgent and meaningful. The technique is used to complete the methods of lecture, question and answer and discussion. This technique derives from the teacher’s reasoning and creativity to facilitate the way of explaining and also understanding the complex and patterned grammar material.

Kumar in their research proves that the use of colored text on the design of learning materials can effect on the emotional state that finally improves student performance [4]. Colors represent symbolic and cognitive strengths that can facilitate the process of remembering and identifying concepts, and color has an influence on the information processing [5]. Smilek, et al. [6] conducted an investigation to see the color effect in memory performance. They use a number of digits in four color conditions, namely black, white, congruent colors (colors that match the condition of the object) and colors incongruent (colors that do not match the condition of the object) which are then tested on a number of students. The results of the study prove that the memory performance of students in remembering a number of digits that are in congruent color conditions is better than other conditions.

Therefore, the researchers reviewed the phenomena that occur in Kampung Inggris Pare related to the concepts, characteristics and advantages and disadvantages of grammar teaching techniques in the hope that this technique can be learned, imitated and modified by teachers who have difficulty in teaching grammar to students in class.

2 METHODOLOGY

This study uses a phenomenological research design to interpret descriptions of concepts, characteristics, and advantages and disadvantages of the technique. The study was conducted in two courses namely KRESNA Institute and SMART ILC, where the grammar teaching technique was first used and preserved as the teaching standard in both places. The research subjects consisted, courses founders, grammar teachers, and students. Data is collected by conducting participatory observation, in-depth interviews, and documentation. And the data is then analyzed using IPA (Interpretative Phenomenological Analysis) which consists of stages: 1) Reading and re-reading; 2) Initial noting; 3) Developing Emergent themes; 4) Searching for connections across emergent themes; 5) Moving the next cases; and 6) Looking for patterns across cases [7].
3 FINDINGS AND DISCUSSION

3.1 The Concept of Grammar Teaching Technique in Kampung Inggris Pare

This teaching technique developed in the early 2000s with being marked the establishment of three courses which were serious about English Grammar, namely ELFAST, SMART ILC, and KRESNA Institute. That is where grammar teaching techniques using colored markers begin to develop and serve as the standard for grammar teaching. Before it finally spread to several courses in Kampung Inggris Pare and is now considered a teaching technique that is commonly used. This technique stems from the habit of a teacher who writes grammar material on colored paper sheets to distinguish the subject matter of the material discussion. After used whiteboards and markers in class, it appears an initiative to change the colors of the paper with the colors of the markers for writing on the board.

This teaching technique is related to the teacher's skills in using colored markers to explain grammar materials in the form of concept maps, charts, patterns, tables, drawings, and examples. The results of using this technique are a learning record that is systematic, directed, concise, clear, legible and meaningful. With the use of this technique in the learning process, students indirectly learn and follow it, so their notes are written using the same color ink as the one used by the teacher on the board. This means that this technique is not only able to shape the cognitive aspects of students but also the psychomotor aspects. The technique is supported by the theory of color psychology which states that color has a psychological impact on perceptions, emotions, memory, and behavior so that the use of color in a situation will be able to stimulate changes in a person's psychological state both positive and negative. Another support comes from behavioristic learning theory, behavioral behavior learning theory states that learning is a change in behavior caused by interactions between stimulus and response. In other words, someone is said to learn when there is a change in behavior shown. This theory relies on input (stimulus) to be able to change a person's behavior while still considering reinforcement factors (reinforcement).

Conceptually, the grammar teaching technique using colored markers is the teacher's skill in writing and recording grammar materials on the board obtained through the process of training and self-habituation. The use of these techniques is intended to create gradations and give meaning or symbols to the writing so that it makes it easier for students to remember and learn the material. The raised colors are used as a stimulus to arouse students' emotions and memory so that learning performance is expected to increase. Based on the development, there are two types of grammar teaching techniques in the Kampung Inggris Pare, when viewed from the consistency of used colors namely:

3.1.1 The Teaching Technique Using Color Consistently

The consistency referred to functions that are attached to the color so that used colors can be sure or guessed. Based on its use, this type is divided into two types. Type A uses colors to distinguish between discussion items, and type B uses colors to distinguish items from discussion with sub-items of discussion. In type A, the used colors consist of two colors besides black, blue and red. Black is the basic color used to make the framework, charts, and definitions. Blue is used to write grammar patterns or formulas and examples of translations from Indonesian to English, while red is used to write the results of analysis based on patterns or formulas. In type B, the colors used consist of four colors other than black, namely blue, red, green and purple. The colors in type B are used sequentially based on the arrangement of the
discussion (subject matter, sub subject matter, sub subject matter 1 etc.). The black function is almost the same as type A, used to create, framework, chart, and definition.

3.1.2 The Teaching Technique using Colors Inconsistently

This type of grammar teaching technique can be found in the book *Top Grammar: A Guide to Write English* written by Mr. Suherman, an education practitioner in the English village of Pare. In his book, the use of color is used inconsistently, which means that the colors used in writing have no function of meaning. Color is only used to create gradations or differences between discussion and one another. So that there is no certainty of color used example: in chapter I the red color is used to write the results of the analysis of the discussion, while in chapter II the red color is used to write important notes and example sentences. According to the initiator, inconsistent-used color is intended to create a balance between the right brain and the left brain. Grammar materials that are static or semi-dynamic, patterned and structurally are more processed by the left brain, by which he adds elements of color and images in his book to turn on the activity of the right brain which tends to be more creative, imaginative and artistic.

a. The Characteristics of Grammar Teaching Technique in Kampung Inggris Pare

The technique of teaching grammar using colored markers has become a characteristic of grammar teaching in English Village Pare. This technique is considered effectively to help beginner students in understanding grammar material fundamentally. Based on the conceptual description of the grammar teaching technique, some characteristics of the technique were obtained those are: 1) The teaching technique tends to be *teacher centered*, 2) It was supported by behavioristic learning theory, 3) A teacher's skills are obtained through a process of training and habituation, 4) The colors of markers are used to stimulate emotions and memory retention in order to increase learning performance, 5) Psychomotor aspect is also considered, 6) It completes methods of lecture, question and answer, and discussion, 7) Mastery of material by a teacher is greatly emphasized. Teachers who do not master the material well will find it difficult to use this technique, 8) The writing produced from this technique requires the criteria for readability, neatness and material integrity, 9) It is supported by the theory of color psychology which states that color has an influence on emotions, memory, and behavior of a person, and 10) It comes from the problems faced by students in learning grammar, such as the difficulty of remembering formulas or patterns and example problems on.

Those are some characteristics that can be revealed, based on the concept building of grammar teaching techniques in *Kampung Inggris Pare*. It is possible that there are some more characteristics that can be raised from the elaboration and deepening of other types or versions of this teaching technique.

3.3 The Advantages and Weaknesses of Grammar Teaching Techniques in Kampung Inggris Pare

Although it has become a very popular and commonly used technique in *Kampung Inggris Pare*, it does not mean that this technique is perfectly used to teach grammar materials. There are some notes that can be considered by a teacher before applying this technique in the learning process, by which the author invites to see its advantages namely: 1) Facilitating students in understanding the material explained by the teacher, 2) Helping students remember important points of discussion, 3) Increasing the confidence of a teacher in teaching, 4) Encouraging students to be skilled in making notes about grammar material, 5) Being easy to adapt and learn by anyone, whether it's a teacher or student, and 6) Probably boosting the attractiveness of the reader because it has a variety of color variants. And its weaknesses are namely: 1) Greatly
relying on what the teacher understands and teaches, 2) Not affecting students who experience color blindness, 3) Consuming a lot of time in writing so that the time for discussion is minimal, 4) If not usual, the teacher’s hand and clothing will get dirty quickly with ink markers, 5) If it is not handled properly, the whiteboard will look dirty because it has ink from various types of colors. By that, before the board is used, it is ensured that it is clean of scribbled posts, and 6) Learning becomes less challenging for students who already understand the material.

3.4 Discussion

There are three main problems making Indonesian students experience difficulties in learning English [8]. Firstly, the formation of words, phrases and sentences in Indonesian is different from English. Secondly, words in English are spoken differently. Thirdly, the meaning in English words is determined by context. To make it easier for Indonesian students to learn English grammar, tutors at English Village Pare initiated a grammar teaching technique that utilizes colored markers. In the world of EFL teaching, this technique is known as “boardwork”. Boardwork techniques refer to the learning process that maximizes the function of the whiteboard to present and explain the material [9]. The board is an integral part of English as a Foreign Language classroom, because your board is a record of the lesson and your students are likely to write down whatever is on the board [10]. Boardwork is the skill of a teacher to explain EFL material through the board clearly and effectively. Using colors, circles and lines makes it easier for students to understand material [11]. The basic colors used are contrasting colors with blackboards such as black and blue, while complementary colors can use red and green for highlighting, underline, circling, identifying specific features, stress patterns, phonetic symbols, interaction patterns, and syllable boundaries [12].

Grammar teaching techniques in Kampung Inggris Pare also have similarities with the model of grammar teaching known as PPP (Presentation, Practice and Production). The model consists of three stages. In the first stage, presentation, teacher teaches structure or rules in grammar. In the second stage, practice, students practice these rules in making examples and completing assignments and exercises. And the third stage, production, students develop their grammar understanding in productive skills (spoken and written form) [13]. The PPP model has drawn criticism from experts such as Scrivener and Lewis because it is considered not to reflect the nature of language and learning [14].

This criticism arises because the technique tends to be deductive approach in its application, so the learning process seems to be dominated by a teacher. Widodo [15] states that the deductive approach is termed rule-driven learning, where the teacher teaches grammar by presenting grammar rules and giving examples of sentences. This approach has several disadvantages including: 1) the likelihood of students feeling frustrated and confined because they are bound by grammatical rules that have been explained in the beginning, causing excessive caution, 2) grammar explanation of a teacher-fronted, classroom transmission style, 3) an approach to the belief that learning is a case of knowing the rules [5]. Responding to this criticism, Johnson and Byrne in Hamer [14] offer a more flexible alternative strategy, in which a teacher and student can decide to start learning from which stage, practice, production or presentation.

Parenting grammar teaching techniques both on the deductive approach and inductive approach must have advantages and disadvantages [5]. Clandfield, et al. [11] proposed several considerations from aspects of students, language and context to determine the most appropriate approach to use. From the aspects of students that need to be considered are the level of material understanding, age, learning style and interests, and expectations. From aspects of language that needs to be considered is the level of complexity or difficulty of the material, new material or
material that has been studied by students, the similarity of concepts or structural student’s language. In terms of the context that should be considered is the time and resources available.

The teaching technique of grammar in Kampung Inggris Pare is not appropriate if it is said not to reflect the nature of language and learning because in its development, the technique departs from manifestations of teaching experience that are long enough to form teaching techniques that are unique in English Pare Village using colored markers. This technique will continue to be maintained and developed with reference to the principles of good presentation, namely memorable, clear, effective and appropriate.

4 CONCLUSION

Conceptually, the grammar teaching technique using colored markers is the teacher's skill in writing and recording grammar materials on the board obtained through the process of training and self-habituation. The use of these techniques is intended to create gradations and give meaning or symbols to the writing so that it makes it easier for students to remember and learn the material. This grammar teaching technique is characterized by teacher centered approach, behavioristic learning theory, complement for the lecture, answer-question, and discussion methods, the mastery of lesson, colored markers, the criteria of readability, tidiness, and material integrity, and the solution of learning problem. Although it has become a very popular and commonly used technique in Kampung Inggris Pare, it does not mean that this technique is perfectly used to teach grammar materials because it has advantage and disadvantage in use. Though recently learning tends to student-centered learning and integrates instructional technology. Course founders and teachers in Kampung Inggris Pare have greatly believed that the technique stills relevant, affordable, economical, and learnable to teach grammar so that it stills sustainable in Kampung Inggris Pare.

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References

Delving into Students' Attitude towards Teaching and Learning Process: An Appraisal Analysis of Course Review

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Abstract. Teaching and learning process reviews can be used to obtain information about lecturers' teaching performance. They may become a useful input for the lecturers and their students. For lecturers specifically, the reviews may increase the teaching and learning process quality. This study investigates the students' reviews of their previous semester's grammar courses through the Appraisal framework (Martin and White, 2005). It focuses on the students' Attitude, including Affect, Judgment, and Appreciation. The result reveals that Affect deals with the students' emotional reactions and personal hopes towards the grammar classes, Judgment with the students' assessment of the lecturer's teaching skills, while Appreciation with the students' valuation on the lecturers and the importance of the grammar courses. This research also suggests that the course review not only presents the students' inputs for the teaching and learning process in the grammar class but also depicts their skills in applying grammatical rules in writing.

Keywords: appraisal, attitude, EFL, review

1 INTRODUCTION

Lecturers sometimes face a challenge in finding out and understanding students’ difficulties in grasping course materials. On the other hand, one of the goals of teaching is to promote learning. Increasing the students’ learning quality will inevitably involve improving the quality of the lecturers. There are many ways to achieve this. Not only do trainings and workshops on teaching are useful for lecturers, but inputs from students may also provide valuable resource for lecturers. Sometimes students’ inputs may not be considered since traditionally teaching and learning process focuses mainly on the teachers or lecturers instead of the students. One of the ways to generate inputs from students is by giving questionnaires. In Universitas Dian Nuswantoro, students are required to fill in a questionnaire by the end of semester in their academic information system. However, since the questionnaire consists of multiple choice questions (closed questionnaire), the students’ inputs in the form of reviews of the course cannot be obtained. Pertaining to this problem, having students write a review of their previous courses in the first meeting of the following semester may help the lecturers to get an insight of the students’ problems in understanding the materials and their attitude towards the teaching and learning process.
This research examines the reviews written by the students of the English Department in two grammar courses taught in the first and second year respectively. The reviews are in the form of commentaries of the students’ previous semester's grammar courses. It is widely known that grammar is a challenging subject for Indonesian students in the English as a foreign language (EFL) classes. Therefore, a review of the previous class is considered useful for the lecturer to help her understand the students’ difficulties and expectation in the teaching and learning process. To reveal the students’ attitude, the reviews were analyzed by using Appraisal framework (Martin and White, 2005).

1.1 Appraisal, the Language of Evaluation

The appraisal framework, which provides the tool to analyze meanings conveyed in text, was first developed in the 1990s and 2000s particularly by Martin and White. It is based on the Halliday’s systemic functional linguistics theory which suggests that meaning-making can be divided into three “metafunctions”, namely (1) “ideational” meaning, (2) “interpersonal” meaning, and (3) “textual” meaning. (1) “Ideational” meaning deals with how language defines the world of experience; (2) “interpersonal” meaning deals with how speakers/writers define social roles, personas, and relationships, and (3) “textual” meaning deals with how ideational and interpersonal meanings are combined to build coherent texts for appropriate communicative setting (Halliday, 1994). In relation to Halliday’s metafunctions, “interpersonal” meaning can be realized through appraisal as they both concern with expressing one’s feelings. Appraisal framework enables the researcher to analyze positive or negative assessments in a text, as well as how the intensity or directness of such attitude is strengthened or weakened. These aspects are also known as the “language of evaluation” as they show the speaker’s or writer’s personal evaluative involvement toward some phenomena or metaphenomena (White, 2015). Appraisal can be categorized into three domains, namely “attitude”, “engagement” and “graduation”. Attitude concerns with one’s feelings, such as emotional reactions, judgments of behaviors and evaluation of things. Engagement deals with “positioning the speaker’s or author’s voice in relation to the various proposition and proposals conveyed by text”. Graduation deals with grading the phenomena which related to one’s feelings. (Martin and White, 2005).

Appraisal has been widely used to analyze different types of discourse. Li (2016) analyzed the Attitude of English songs. Her study reveals that Attitude in the songs reflect the Western Humanities thought. Appraisal has also been used in political discourse analysis, such as one conducted by Ding (2017). The author, who analyzed Barack Obama’s victory speech, found that several appraisal resources were used in the speech which eventually resulted in his success. As this research focuses on students’ evaluation on their grammar teaching and learning process, attitude is the most relevant domain to discuss here.

1.2 Attitude: Expressing Feelings

The system of meanings which deals with the outlining of feelings as they are represented in English texts is referred to as attitude. Attitude itself is divided into three subcategories, namely ‘affect’, ‘judgment’, and ‘appreciation’.

Affect refers to the emotive dimension of meaning. It concerns with the positive and negative feelings, such as happiness or sadness, confidence or anxiousness, interest or boredom. Judgment deals with evaluating behavior which one may admire or criticize, praise
or condemn, while appreciation involves the assessment of artifacts, entities, happenings, and state of affairs (Martin and White, 2005).

2 METHODOLOGY

This research is a descriptive qualitative, i.e., it generates findings not arrived at by statistical procedures or other means of quantification (Strauss and Corbin, in Snape and Spencer, 2003: 3). Furthermore, it studies things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them (Denzin and Lincoln, in Snape and Spencer, 2003: 3). It is intended to analyze the students’ attitudes towards teaching and learning process in the grammar class. It describes how interpersonal meanings are realized in the reviews by using Appraisal framework. The data of the research were collected from students’ reviews gathered by the lecturer in the first meeting of the course. There were 50 reviews randomly taken from a total of 180 reviews. The unit of analysis consists of clauses, phrases, or words containing appraisal devices. The Attitude system which includes affect, judgement, and appreciation was therefore identified from those elements.

3 FINDINGS AND DISCUSSION

Table 1 demonstrates the findings of the research. Affect is mostly used in the students’ reviews, followed by Appreciation and Judgment. Affect relates to the students’ emotional reaction towards the grammar classes. The highest occurrence of Affect belongs to Inclination, as the students expressed their hopes and wishes regarding the grammar teaching and learning process and the outcome of the process. Judgment is concerned with the students’ assessment of the lecturer’s teaching skills. The highest percentage of Judgment type belongs to Capacity. It deals with the lecturer’s capability of delivering the materials. Meanwhile, Appreciation is related with the students’ evaluation towards the lecturers and the grammar courses. The type of Appreciation that has the highest percentage is Composition, which is related to students’ perception of the grammar courses, specifically, the complexity of the subjects or topics and the way the lecturer delivered the materials.

<table>
<thead>
<tr>
<th>Attitude Subsystems</th>
<th>Types</th>
<th>Amount</th>
<th>Subtotal</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect</td>
<td>Inclination</td>
<td>29</td>
<td>54</td>
<td>46.96%</td>
</tr>
<tr>
<td></td>
<td>Happiness</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In/security</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judgment</td>
<td>Capacity</td>
<td>13</td>
<td>23</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Normality</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Veracity</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Propriety</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tenacity</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciation</td>
<td>Composition</td>
<td>29</td>
<td>38</td>
<td>33.04%</td>
</tr>
<tr>
<td></td>
<td>Reaction</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Valuation</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>115</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

The following section discusses the description of the findings. It is worth noting that the data excerpts are intentionally so typed based on what the students wrote in their reviews,
thus any grammatical errors were not considered in the analysis. Furthermore, the names of the lecturers are simply written as Lecturer here for the sake of confidentiality.

2.1 The Realization of Affect

Affect concerns with emotional states and responses. In the students' reviews, three types of Affect are found, namely In/security, Happiness, and Inclination. Happiness exhibits the students’ emotional feelings towards the previous grammar courses, Insecurity with the students' feelings of anxiety and inconfidence in grammar, and Inclination with the students' expression of their personal desire towards grammar. In general, the students basically liked to study grammar and hoped that they could improve their skill and understanding in English grammar. Furthermore, they felt happy when they understood the topic being discussed. They also liked the way the lecturer taught them, especially because the lecturer was quite flexible and not too strict with class rules. The lecturer also often made some jokes in the classroom so they could enjoy the class.

Affect : Inclination

Inclination is related with the students' personal hope and wish in the teaching and learning process of the grammar courses. The students hoped that they could understand the materials easily and better than before and that they could get and improve their score. They also hoped that the lecturers taught them more slowly and clearly since in the previous grammar classes, some lecturers taught them (and possibly spoke) so fast that they felt difficult to grasp the materials. They also hoped that the lecturers gave them more examples to help them get better understanding. The excerpts are presented below.

[Review 4] **I hope that in this semester I can understand all the materials/lessons.** Looking forward to this semester.

[Review 46] **I hope in this semester, I can understand English Grammar better than before. And I hope [Lecturer] can explain clearly.**

Affect : Happiness

This Affect type involves emotions that is concerned with the students’s positive feelings, and in this case, they felt happy when they studied grammar. They liked the materials that they could understand well. They also liked the way the lecturer taught them. The following excerpts demonstrates the realization of Affect : Happiness.

[Review 20] **I like when learning to distinguish gerund or gerund phrases and I have difficulties when distinguishing verbs or nouns.**

[Review 44] **In last semester I liked the way [Lecturer] teach us. So I enjoyed the class.**

Affect : Insecurity

Insecurity includes emotions concerned with anxiety, fear, or confidence. The students felt insecure when they found material or topic they thought difficult, when they didn’t know how grammatical rules work, or when they didn’t feel confident with their answer, especially at times they were working on exercises or exam. It can be seen in the following excerpts:

[Review 2] **And I felt not confidence with my answer.** Just like “Is this the right answer or another one is the right answer”.

[Review 36] I like grammar but **I am still feel difficult to understanding how grammar use.**
2.2 The Realization of Judgment

Judgment deals with the students’ attitude to the lecturers and their characters. The data also show that Judgment not only relates to their evaluation about their lecturers, but also deals with the students’ attitude towards their own behavior while studying grammar.

Judgment : Normality

This type of Judgment evaluates how unusual someone is. In this context, the students evaluate the behavior of their lecturers in the classroom. Lecturers are normally expected to give clear explanation about the course they teach, to give relevant materials for the course, and to attend the class as scheduled. However, it is found in the data that most of the students gave negative evaluation (criticize) the lecturers’ manner of teaching for being too fast and unclear. It is also mentioned that some lecturer rarely attended the class and gave too many materials. It can be seen in the following excerpts:

[Review 15] the lecture never entered the class.
[Review 16] lecturer often dont attend class last semester.
[Review 45] First grammar 1, maybe probably in noun phrase and changed noun to verb, noun to adverb because the lecture doesn’t explain clearly.
[Review 46] [Lecturer] wrote in the blackboard and explained it. But I don’t really understand, because he was too fast when explained the material and his hand writing was so bad.

Judgment : Capacity

Capacity reflects the evaluation about one’s capability and it answers question such as “how capable are they?”. In this research, the capacity being reviewed is not only that of the lecturers’ but also the students’. As for the capacity evaluation directed to the students, most of them gave negative evaluation on their own capability of understanding the course. They admitted that they were incapable of understanding the materials and easily forgot them. It is also mentioned that they could not write in a correct grammar. Hence, they admitted their incompetence (negative capacity) as shown in the following excerpts:

[Review 6] In another words I can easily forget about the material.
[Review 21] I dont understand about gerund and how to distinguish between gerund and present participle and I cant writing with grammatically.

Regarding the capacity evaluation directed to the lecturers, the results of the students’ reviews show that the lecturers taught the subject too fast and unclearly. Hence, they give negative evaluation for their capability in teaching the subject as seen in the following excerpts:

[Review 10] I started difficult during second semester. Often forget about the materials and teach it too fast.
[Review 47] And I didn’t really understand all the lesson. Because the lecturer didn’t teach in detail. So I didn’t understand on it.

Judgment : Tenacity

In some courses such as grammar, students rely on examples given by the lecturers. The more examples of grammatically correct sentences they get, the easier they produce such sentences. However, students feel that some of the lecturers rarely gave them such examples.
Thus, it makes them give negative evaluation on the lecturers’ tenacity as they feel that they are undependable. It is shown in the following excerpt:

[Review 17] I understand about the courses but *I think there’s something missing like less for giving example* or something like that.

Judgment : Veracity
Veracity deals with how honest or truthful someone is. In this context, the students stated that their opinion about grammar (that it was a very hard course) is true and that their opinion about this course is honest. The following excerpts show the example of veracity evaluation:

[Review 45] I thought grammar was very hardcourse and *it was true*.
[Review 9] *In my honest opinion*, grammar is difficult lesson.

Judgment : Propriety
Propriety relates with ethic and answer questions such as ‘how far beyond reproach?’ In this context, students expected that the lecturers explained the course clearly before giving them any questions to answer. However, one of the lecturers gave them so many questions, whereas they did not understand the lesson yet. For them it is evaluated as unfair. Thus, it makes them give negative evaluation for propriety as seen in the following excerpt:

[Review 44] *[Lecturer] always give us a lot of questions when we are don’t understand it yet*

2.3 The Realization of Appreciation
Appreciation is concerned with meanings construing the students’ evaluations of the grammar courses. In this research, three types of Appreciation are found, namely Composition, Valuation, and Reaction. Composition is related to the students’ perceptions of the grammar courses, especially concerning the complexity of grammatical items. Valuation deals with the students’ considered opinions towards the importance of the course and the role of the lecturers. Reaction relates with the students’ interpersonal significance of the grammar courses.

Appreciation : Composition
Composition refers to the complexity of the matters dealing with the grammar course and the way the lecturer taught. It also refers to whether or not the teaching and learning process is hard to follow. The reviews present negative appreciation of Composition, in that that most of the students consider grammar as a difficult course. However, some students also found grammar easy, especially when they could understand the material.

[Review 7] I have passed 3 semester and *grammar is one of the most difficult course*.
[Review 9] *In my honest opinion*, grammar is *difficult lesson*. In my first semester, *learning about basic of grammar, is not too difficult*. But in *the second till third semester it so difficult lesson* and difficult for me to understand.

As previously mentioned, negative evaluation of Composition does not only relate with the complexity of grammar. The students gave negative evaluation to the way the lecturer
explained the materials. They also had trouble in reading the lecturer’s handwriting on the
whiteboard, hence adding their difficulty in the grammar course.

[Review 50] Me, studying grammar for the last semester is a little bit difficult to understanding. 
Because the lecture’s writing is hard to read, and the way he explain it is a little bit hard
to understanding.

Appreciation : Valuation
Valuation is related to the students’ opinion about grammar and the teaching and
learning process. In the data, the students pointed out the role of the lecturer in the class. They
also considered grammar hard but important. Hence, when they faced difficulties, they viewed
that the lecturer also played an important role in making them understand the materials.
Besides understanding of the material and being able to write and speak grammatically, the
students also expected that they could get a good score in the subject.

[Review 12] But I think, the lecturer role is important to make students understand.
[Review 18] I want to more understand about english grammar than before because I think thats really
important.

Appreciation : Reaction
Reaction describes the emotional effect of the grammar teaching and learning process
on the students. In this context, positive reactions are found in the evaluation concerning the
grammar course, while negative reactions deal with students’ evaluation of their achievement
and ability. It is shown in the following excerpts:

[Review 6] I really bad in remembering something.
[Review 34] Impression of learning grammar for 3 semesters I can add to the understanding of
conditional sentences, and my favorite materials in grammar are adverb, adj and noun
clause.

4 CONCLUSION

Various types of Attitudes have been used by the students in the review. Affect is related
to the students' positive and negative emotional reactions and personal hopes towards the
grammar classes. Judgment deals with the students' positive and negative evaluations of their
own abilities in understanding grammar materials and the lecturer's teaching skills.
Appreciation is concerned with the students’ valuation on the lecturers' role and the
importance of the grammar courses. These findings indicate that both hard skill and soft skill
are essential in the teaching and learning process of grammar in EFL classes since grammar
still becomes a challenging subject for many students. Moreover, this research also suggests
that course review can be a useful tool to delve into students' needs and wants in the
grammar teaching and learning process. It does not only portray students' inputs for lecturers
but also depicts their skills in applying accurate grammatical rules in writing. Lecturers may
consider this as an overview of their students’ entry behaviors to decide what teaching
strategies are most suitable for the students.

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Empowering Students’ Vocabulary through Cuisenaire Rods

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Abstract. This paper is an attempt to present Cuisenaire Rods in empowering students’ vocabulary at SMPN 1 Kauman as one of interactive media in teaching and learning process. In creating an interactive and innovative media in teaching vocabulary, teacher is charged to add more knowledge and know kinds of media and methods for teaching learning. Cuisenaire rod is an instructional media in the silent way method by Caleb Gattegno, in teaching English as the foreign language. It is helpful not only in teaching grammar and pronunciation but also in teaching vocabulary. Classroom action research was applied in this research. The result of this research showed that Cuisenaire Rods can improve students’ vocabulary, 75% students succeed in using Cuisenaire rod, empowered their vocabulary and almost 72% of the students improved their activeness in teaching learning process.

Keywords: vocabulary, teaching English, Cuisenaire Rods

1 INTRODUCTION

Vocabulary is a medium for communication that is needed for using words to form sentences. Vocabulary plays a vital role in teaching languages and is a crucial part of four basic language skills: listening, speaking, reading, and writing. Wilkins wrote that, “…while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”[1]

According to Konferensi Pers UN 2017 jenjang SMP from Kementerian Pendidikan dan Kebudayan, in the 2017, the English trend score for national exam from UNBK is 49.08 and for UNKP are 50.71. 11,407 schools with 1,339,469 participants took part in the UNBK final exam, while 43,724 schools with 2,817,566 participants took part in the UNKP.[2] However, many students in Indonesia and particularly in East Java, are far below this standard. English scores were lower than other subjects. Students’ low vocabulary levels contributed to these results, as did a failure to implement the aims of the national curriculum. According to Kementerian Pendidikan dan Kebudayan, the curriculum demand for English is ability in functional language, and use of the language based on context.[3] The difficulties that many students have with vocabulary show that this has not been achieved. It is reasonable to assume that the average vocabulary size of a high school student in Ponorogo is less than elsewhere. Teaching and learning EFL vocabulary involves more struggles and difficulty. Teachers must work harder to help their students, and students must put more effort into learning in order to increase their achievements.

Teachers and learners alike face many difficulties, especially when it comes to teaching vocabulary, which is crucial in order to help students become effective users of English.
line, Fahime Narjami and Nader Assad A argued that language learners look for effective ways to increase opportunities for retaining new words in long-term memory, but forgetting is a common problem. Language learners often complain that they forget new words soon. The importance of vocabulary learning also poses some challenges for teachers. They like to know in what ways instructional programs might foster the acquisition of so many words. Students face some barriers when they try to assign the vocabularies to their long term memories. The same problem is faced by the language learners in Ponorogo, and especially by high school students.

Through short interviews with some English teachers and junior high school students in Ponorogo, the researcher found that they face many of the same difficulties. Through discussions and interviews with English teachers and students at SMPN 1 Kauman Ponorogo during both the 2016/2017 and 2017/2018 academic years, the researcher learned that the students at this school do not feel confident enough to speak or write in English. They are anxious and afraid of making mistakes. The students do not have high enough levels of vocabulary and struggle with grammatical rules. Increasing their vocabulary is difficult because the students have not found methods which work for them in the classroom and when studying at home.

Some students feel that they have problems memorizing, pronouncing, and using new English vocabulary. The interviewed teacher had already tried different approaches to teach English and increase their English vocabulary, including games to introduce fun ways to learn words. The teacher believed that the students had insufficient vocabularies because they did not practice often enough with new words. The students learn words, write them, and never use them again. The students do not use the new words in conversation, so they often do not know how to use them in context. If students forget how a word was used or pronounced, they are often too afraid of being wrong to try and use it themselves.

In line with these facts, the researcher believes that students can benefit from engaging vocabulary activities that can help them overcome their passiveness in the classroom. These activities should help them memorize, maintain, and understand the vocabulary that they have learned. To solve the problem, the teacher should use good methods and techniques to increase students’ achievements, especially in learning vocabulary. There are many methods that can be used for teaching vocabulary related to various subjects.

The Silent Way is a language teaching method created by Caleb Gattegno that makes extensive use of silence as a teaching method. The Silent Way is a methodology of teaching language based in the idea that teachers should be as silent as possible during a class, but learners should be encouraged to practice or be active as much as possible.

In the Silent Way Method, the media supports students in learning English by using sound-color charts, teacher’s silence, peer correction, word charts, and Cuisenaire rods. One of the hallmarks of the Silent Way is the use of Cuisenaire rods, which can be used for anything from introducing simple commands to representing objects. These rods are a form of language learning media that have meaningful advantages. The advantage is Cuisenaire rods encourage learners to use their visual senses to interact with them. Rods of different colors and lengths appeal to these visual senses and obtain learners’ interest almost automatically, because they required them to learn by doing. In addition to appeal students’ visual senses, the rods can make the students become quieter and more focused because they required them to concentrate and focus their attention.

This has been applied to resolve the problem of learning language or teaching vocabulary. It is used, for example, to teach American Peace Corps volunteers being trained to teach in Thailand. Syifa’ Khuriyatuz Zahro conducted research on improving the speaking abilities of
Indonesian high school students by retelling stories using Cuisenaire rods. Research on Cuisenaire rods has also been conducted by Akarcay. He concludes that Cuisenaire rods are potential learning tools that may help students to develop their skills through activities such as “Playing with Time” and “Thirty-Four Linking Phrases.”[11]

In this case, the researchers implement the Silent Way Method to teach English, focus particularly on vocabulary mastery. This method serves as an effective and engage activity that cultivate and enhance students’ speaking proficiencies. Using the Silent Way Method with Cuisenaire rods can be the right stimulus to both increase student interest in vocabulary and improve speaking skill.

2 METHODOLOGY

a. Research Design

The research method in this study is classroom action research because using this method is able to find out a solution to the teaching problem. Classroom action research encourages the researchers to be reflective in the practice in order to develop the quality of the education for the teacher as well as for the pupils.

b. Subject

The subjects of this research were students in class 8A at SMPN 1 Kauman Ponorogo. The 8A students were chosen because they show interest in English but have had problems mastering vocabulary. The class consisted of 28 students, 8 of whom are male and 20 of whom are female.

c. Instrument

This research employed data of observation and documentation. In collecting data, classroom observation was conducted to know the learning process how the students mastering vocabulary by using Cuisenaire Rods in the English Teaching Learning. The observation focused on observing the learning process, the students’ activities, the class situation, the students’ activeness and the students’ achievement. The documentation was in terms of field notes, photos and videos during teaching and learning process in speaking class.

d. Data Analysis

The data was analyzed by using Vocabulary Knowledge Scale which based on the students’ vocabulary achievement.

3 FINDINGS AND DISCUSSION

a. Cycle 1

The first phase was conducted on April 20th, 2018. In this cycle the teacher did one day meeting done 2x40 minutes.

1) Planning

In this stage, the researcher planned the needed of the research. The researchers used Cuisenaire rods with theme Narrative text and the story of Golden Cucumber. The cycle hold on the classroom action research procedure that already planned, such as the following:
a) Curriculum Development.

The researcher made lesson plan based on K13. In the lesson plans included the goals of teaching, materials, the tasks, and the guide lines of the scoring.

b) Instructional strategies

The strategy in the teaching and learning process was using the Silent Way method and the Cuisenaire Rods as the media. The size and the color had different function in the teaching and learning process. The yellow rod showed adjective use, the green rod showed noun and the blue rod showed verb.

c) Assessment strategies

The vocabulary assessment was using technique Vocabulary Knowledge Scale which a self-report assessment that is consistent with Dale’s incremental stages of word learning. The VKS format and scoring guide fall into the following five categories[13]:

1.) I do not remember having seen this word before. (1 point)
2.) I have seen this word before, but I do not think I know what it means. (2 points)
3.) I have seen this word before, and I think it means ______. (Synonym or translation; 3 points)
4.) I know this word. It means ______. (Synonym or translation; 4 points)
5.) I can use this word in a sentence:_______. (if you do this section, please also category 4;5 points)

d) Classroom Management Strategies / Plans.

The teacher followed the lesson plan which is planned by the researcher. There were three steps in the teaching and learning process, those are pre activity, whilst activity, and post activity. All the steps and the plans were suitable with the daily activity of the students and the teacher.

2) Acting

The researcher and the teacher did the session on Friday, 20 April 2018. The usage of Cuisenaire rod in increasing vocabulary mastery stated the lesson plan. The steps of the lesson plan were:

a) Pre Activity

The teacher greeted to the students then checked the attendant list. The teacher gave motivation to the student with played a game and then gave them understanding about the benefit from learning the narrative text. The teacher asked the students’ readiness for learning the narrative text by gave them the questions related to the material on that day.

b) Whilst Activity

The teacher read the story about Golden Cucumber while using the different colors of the Cuisenaire rod when she read the noun, verb and adjective. The students paid attention while finding the meaning of the different colors of the rod those were showed the teacher. The students responded the usage of the Cuisenaire rods in the text and analyzed the generic structure of the text, after found the meaning from the colors of the rods, students applied the color in the text, they tried to signed the part of speech based on the categories, by guiding from the teacher the students checked the result of their work. The presented the text and used the rod for told their friends the kind of the part of speech.

c) Post activity

The teacher and students did reflection and discussed the benefits of the teaching learning process. The teacher and the student made feedback of the lesson.

3) Observing

In this phase the researcher observed all the aspect in the teaching learning process using observation sheet to observe students’ activeness by seeing their attitude while the teaching
and learning process happening. The students’ activeness measured from how they involved
the learning process and how they followed the instructions. Students’ achievement also
tested, especially in increasing vocabulary mastery. The teacher had already taught material
Golden Cucumber, the observer needed to know the result of their understanding the material
using Cuisenaire rods by completing VKS sheet and the result will be showed in the end of
this part.
4) Reflecting
From the observation above, it can be concluded that:
1) The students’ activeness have not spread widely yet.
2) A lot of student did not know the usage of the words in the sentences. The
Vocabulary Knowledge scale (VKS) results showed that a lot of students did not
know yet the meaning and the usage of the words in the sentences, but they had
known the words before.
3) A lot of student did not pass the standard of mastery minimum criteria score (KKM)
which was 75.
4) Because that was the first time the students studied with Cuisenaire Rods, they felt
difficult to comprehend the information of the instructions.

The researcher concluded that cycle 1 has not successful yet, the researcher decided to
continue the research to cycle 2 to improve the goals of this research.

b. Cycle 2
The cycle 2 was conducted on April 30th 2018. The steps of Classroom Action Research
in cycle 2 were:
1) Planning
The researcher used different text for the narrative text entitled The Lion and The Mouse
and used the same strategy of teaching from the previous cycle. The activities were as follows:
a) Curriculum Development.
   The researcher made lesson plan with the same procedure in cycle 1.
b) Instructional strategies
   The strategy in the teaching and learning process was still using the Silent Way method
   and the Cuisenaire rods as the tools.
c) Assessment strategies
   In this researcher the vocabulary assessment was still using technique Vocabulary
   Knowledge Scale.
d) Classroom Management/Strategies
   The teacher followed the lesson plan.
2) Acting
The researcher did the session on Friday, 30 April 2018.
3) Observing
The aspects those were observing still the same, the activeness and the achievement of the
students.
4) Reflecting
In this cycle, the students were more serious in doing the assignment and more active in
following the instructions. They enjoyed the strategy and had fun in using the media in the
learning vocabulary. Moreover the students could use the words by the context in the
sentence; it means the cycle 2 was successful. It was proven from 28 students; the 20 students
have fulfilled the comprehension standard already. There was significance improvement in
achievement of students’ vocabulary mastery by using Cuisenaire rods. It can be summed up that vocabulary mastery was increasing by using Cuisenaire Rods.

The results of this research showed that the students’ activeness using Cuisenaire rods in the process of learning vocabulary mastery led to improvements in student achievement. The researcher found a strategy that can solve the problem at SMPN 1 KaumanPonorogo, as the teacher expected. The comparison of the cycles can be analyzed in the tables below:

1) Students’ activeness

The table above shows the improvement in students’ activeness when empowering vocabulary through Cuisenaire rods. This result shows that there were specific differences between cycle 1 and cycle 2. The students’ activeness influenced the students’ understanding of the materials. The Silent Way method is designed to make students more active and involved in the learning process instead of only being listeners who listen to a teacher’s explanation. It was not easy to find a strategy that could increase students’ activeness in the teaching and learning process. Teachers should find interesting media to use in their classes. In addition to being tools, media are a kind of teaching supporter or learning motivator. As Murcia said, media can be an important motivator in the language teaching processes.[15] Cuisenaire rods are new tools in English learning and teaching and are the tools of the Silent Way approach.

In the second cycle, the students were more active, which influenced the results of the study. In the first cycle, the teaching and learning process had only 7.14% of students who are very active, 25% of students who were active, and 67.86% of students were less active. Even though there were improvements in the students’ activeness after using Cuisenaire rods, the researcher continued to the second cycle to see better improvement. The results showed that there was a decrease. The students who were less active and students who were less active were only 10.71%, while the percentage of active students was 71.45%, and the students who showed the highest level of activeness (very active) in the class were 17.86%.

The conclusion is the Silent Way is an effective method for improving both students’ achievements and students’ activeness and the media was Cuisenaire rods. The Cuisenaire rods are interesting for students, allowing them to learn while playing and become more active in the learning process.

2) Students’ Achievement

The classroom action research in the cycle 1 in increasing vocabulary mastery was not maximal because some students did not pay attention while teaching process. They did not pay attention to the teacher’s explanation, some of them got confusing in the media usage, some students played by themselves, some of them lazy to be active in teaching learning process.

The betterment in the cycle 2 was teacher in the classroom management when implemented the Cuisenaire rod as the media in teaching was good, so the goals of the teaching learning could be reached better and students had good understanding on the material. The appropriate method and media in teaching learning process and the material also the characteristic of the object in teaching could increase students’ activeness and achievement.

The post test was purposed for knowing the students’ abilities in mastering vocabulary. The test was related to the materials in the teaching learning. This classroom action research had written test in each cycle. The written test was using vocabulary knowledge scale (VKS) to know the students’ vocabulary mastery and the students’ worksheet
to know students’ achievement in English subject. Here is the diagram of result students; achievement from cycle 1 and cycle 2.

The result from the classroom action research had upgrading in every cycle. Therefore, can be concluded that increasing vocabulary by using Cuisenaire rod; students at SMPN 1 Kauman Ponorogo in academic year 2017/2018 has been successful. The whole results of the students’ improvement start from pretest, post test in cycle 1 and post test in the cycle 2 can be seen at the chart as follow:

![Chart 3.3](chart3.3.png)

**4 CONCLUSIONS**

Based on the research conducted in class 8A at SMPN 1 Kauman Ponorogo, using Cuisenaire Rods can increase students’ activeness in the English teaching and learning process, especially as it relates to increasing vocabulary mastery. This statement can be explained using the result data from each cycle.

In every cycle, this research followed the procedure of how to use Cuisenaire rods for learning a foreign language. In the first cycle, the teacher and students were confused about how to use the rods. In the first activity, the teacher followed the procedure in the lesson plan, but students got confused because they were experiencing something new. In the second activity, the students started enjoying the process. They played and learned the material using the media. Then, in the last activity, which was the test, the students passed well enough but didn’t meet the standard criteria (KKM). The research continued to cycle 2. The teacher and the students enjoyed the process and using the media very much. The students got the point, understood the purposes and saw how Cuisenaire rods could help increasing their vocabulary mastery.

The results of the test from each cycle will be shown. In cycle 1, of 28 students, 7.14% were very active, 25% were active, and 67.86% were less active. In the cycle 2, of the same 28 students, there was a decreasing percentage of students who were less active in the teaching and learning process of increasing vocabulary by using Cuisenaire rods. Only about 10.71% were less active, while the percentage of active students was 71.45% and the students who had highest level of activeness were 17.86%.

Cuisenaire rods can also improve students’ achievement in increasing vocabulary at SMPN 1 Kauman Ponorogo. This statement can be proven from the results of the research in every cycle. In cycle 1, of 28 students, only 7.14% passed the standard of Mastery Minimum Criteria Score for the English subject at SMPN 1 Kauman Ponorogo, which is 75. The rest of the students, about 92.85%, failed. In cycle 2, of the same 28 students, 75% passed the standard of Mastery Minimum Criteria Score for the English subject at SMPN 1 Kauman Ponorogo, and only 25% failed.
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[3] Ibid.
Promoting Speaking Proficiency in Broadcasting Through YouTube Project: Perceptions of Undergraduate Students

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Abstract. This article mainly investigated the perceptions of undergraduate students from the Department of Islamic Broadcasting Communication at State Islamic Institute of Kudus to the use of YouTube as project-based learning to foster speaking proficiency in broadcasting. The study was conducted as qualitative research and data were collected through the administration of a 15-item questionnaire to the students relating the perception of YouTube project in enhancing their speaking proficiency in broadcasting. The result revealed that majority of the students agreed that YouTube project can facilitate the use of English based on their positive attitudes towards its use and high percentages of the perceptions that it can foster speaking of the language. Furthermore, YouTube encourages them to be more confident when speaking English and also has the ability to support their appearance or performance when broadcasting. It is, therefore, important for lecturers to design English speaking skills integrated into course materials through the use of modern technology.

Keywords: Broadcasting, Speaking Proficiency, Undergraduate Students, YouTube Project

1 INTRODUCTION

The development of technology has led to the potentials in media particularly the broadcasting developments that are highly embedded in the social life. In conjunction with broadcasting area, English has become one of the meaningful elements in communication by which people are able to interact with others in the digital era. Further, it has a crucial role in defining the various forms of sound and visual news presented by some broadcasters. With regard to this, they are highly recommended to have a speaking proficiency in broadcasting. Along with broadcasting, the role of media cannot merely be neglected in delivering news and information. Regarding this, the media has functions as an instrument, a channel and a transitional agency which is used as a means of communication [1]. In accordance with the spoken language, speaking plays a crucial role in conveying messages and ideas which have certain and different features from the written language. In this matter, those differences could be clearly seen from the quality of voice, gestures, facial expressions, intonation, pronunciation, stress, rhythm and pausing. As a matter of fact, speaking English may be not easy for beginners particularly the undergraduate students from the Islamic Broadcasting Communication Department at State Islamic Institute of Kudus. Considering that speaking is
a productive skill that is more complex than pronouncing words, the undergraduate students may have problems in speaking English. It is in conjunction with Gan asserting that some problems that may be encountered by students in speaking English include inadequate vocabularies, the complicated grammar or structure, inappropriate intonation and pronunciation, lack opportunities of speaking English in class and society, lack of language curriculum development and input poor environment outside the classroom [2].

In addition, there are other aspects needed in speaking skills. They are social and cultural rules which deal with the strategies of doing turn-taking, participants’ roles, and circumstances. With regard to this, students are highly fostered to speak by creating an interactive linguistic environment. In an interactive linguistic environment, such as with the EFL classroom, the right amount and the right kind of verbal interaction must occur simultaneously for learning to take place [3]. Along with it, lecturers should consider the use of social media in teaching speaking in order to respond the development of technology and attract the interest of students in speaking English. The number of social media such as YouTube, Facebook, and YouTube has increasingly been used in teaching English. Further, online social media have played a crucial part for college students especially in language learning [4]. In other words, social media can be considered as effective tools in fostering social learning. [5]

A number of studies related to the use of social media particularly YouTube have been previously undertaken by some researchers. In fact, the interest of utilizing YouTube in the educational aspect has become crucial [6]. YouTube provides fun access to language and instruction from all over the world and offers students with the great chance to achieve the target language meaningfully [7]. In addition, YouTube offers visual imagery to explore the attention spent on a stimulus that leads to stronger keys for obtaining the stored information [8]. Furthermore, YouTube can be used as a valuable instructional resource and can enhance students’ digital learning style [9]. In other words, YouTube can be a free teaching resource and offer the opportunity to experience technology that will give students with marketable skills for better future careers. In accordance with the use of YouTube, lecturers and students can utilize YouTube to upload and share something by which they can publish the projects into YouTube which demonstrates a topic and create a social and digital community [10]. In higher education, the use of YouTube is not something new and it has prevalence as the educational tool to arouse students’ outcomes and best practices [11]. In the context of English as a second language, YouTube has been increasingly used by educators as an educational resource for everything including the “slice-of-life” you tubes which can be used to teach students [12]. Interestingly, YouTube can be used as a learning tool to encourage students in understanding materials and exploring the topics [13]. Different from the previous studies that utilize YouTube as a media in the classroom, this article mainly focuses on the perception of YouTube project to foster speaking proficiency among the undergraduate students of the Islamic Broadcasting Communication Department at the State Islamic Institute of Kudus considering their low speaking proficiency since they are not from the English Department.

2 METHODOLOGY

This study anchors in a qualitative research. Although the findings are in the form of frequencies (e.g., the number of perceptions among undergraduate students dealing with the YouTube project) and percentage, the final product is in the form of a descriptive analysis or interpretation. In conjunction with a qualitative research, it mainly seeks to probe deeply into
the research setting to obtain in depth understanding about the way things are, why they are that way, and how the participants in the context perceive them [14]. In gathering data, a 15-item self-assessment inventory is conducted to describe self-perceptions of undergraduate students dealing with the importance of the speaking proficiency and a project-based learning uploaded in YouTube in English. This study is conducted in the Islamic Broadcasting Communication Department, Faculty of Da’wah and Islamic communication at State Islamic Institute of Kudus, comprising of 20 students of the second semester.

3 FINDINGS AND DISCUSSION

This study explores the self-assessment inventory analysis by adopting the data analysis formula advocated by Nalliveettil and Alenazi in which they “added up the number of responses given for the scale Agree + the number of the responses given for the scale Strongly Agree = Total percentage” [15]. In addition, they adopt the same procedure for the statements – Disagree and Strongly Disagree except the third scale - undecided. However, the self-assessment inventory conducted in this study consists of five scales namely: Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree. The analysis of this study also adopts the procedure proposed by Nalliveettil and Alenazi where those students who mark Disagree and Strongly Disagree are grouped under one category since pointing out a different perception when compared to the students who mark Agree and Strongly Agree are categorized to be agreeing with the self-assessment statements. Furthermore, the data of students who mark Undecided are presented in percentages. The graphs below give an overview of the individual percentages of each of the scales. For the sake of clear elaborations, a set of 15 items are grouped together in a graphic form:

In order to give an overview of the undergraduate students’ perceptions particularly in Islamic Broadcasting Communication Department regarding the use of YouTube as a project-based learning in encouraging their speaking proficiency in broadcasting, the tables below are presented:

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Self-evaluation statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>By using YouTube, learning English becomes pleasurable and enjoyable</td>
</tr>
<tr>
<td>2</td>
<td>By using YouTube, I become more confident when speaking English</td>
</tr>
<tr>
<td>3</td>
<td>YouTube project can encourage me to speak English</td>
</tr>
<tr>
<td>4</td>
<td>By using YouTube, I can practice English communication in broadcasting easily</td>
</tr>
<tr>
<td>5</td>
<td>YouTube project can support me in broadcasting</td>
</tr>
<tr>
<td>6</td>
<td>YouTube project can enhance my appearance when broadcasting</td>
</tr>
<tr>
<td>7</td>
<td>I have positive attitude towards using YouTube</td>
</tr>
</tbody>
</table>
Table 2. List of Items 8 to 15

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Self-evaluation statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>YouTube project facilitates me in broadcasting using English</td>
</tr>
<tr>
<td>9</td>
<td>It is difficult to make a YouTube as a project-based learning</td>
</tr>
<tr>
<td>10</td>
<td>It takes time when making a project and uploading it in YouTube</td>
</tr>
<tr>
<td>11</td>
<td>Learning English with leads to an unsocial setting of learning</td>
</tr>
<tr>
<td>12</td>
<td>After some time, learning English with YouTube may turn out be boring</td>
</tr>
<tr>
<td>13</td>
<td>I feel more comfortable while broadcasting using YouTube</td>
</tr>
<tr>
<td>14</td>
<td>YouTube project provides a chance to redo</td>
</tr>
<tr>
<td>15</td>
<td>YouTube project facilitates me in learning vocabulary</td>
</tr>
</tbody>
</table>

The percentages of each of the items above are described in graphic forms below:

Graph 3. Analysis of Items 1 to 7

Graph 4. Analysis of Items 8 to 15

Based on Graph 3, it shows that the undergraduate students from the Islamic Broadcasting Communication Department of State Islamic Institute of Kudus mostly agree that YouTube could be an alternative way as a project-based learning to encourage their speaking proficiency and performance in broadcasting. They can merely enjoy learning English by making a project of English learning uploaded in YouTube. However, other students seem unsure that YouTube can foster a pleasurable learning which has been showed by their undecided or neutral responses. Then, the majority of undergraduate students are of the perceptions that YouTube project can make them more confident when they speak English. Indeed, they have to make well preparations before their project was uploaded in YouTube. Meanwhile, some students show their uncertain or neutral responses that YouTube can make them confident to speak English. Further, most students do agree that the YouTube project can encourage them to speak English while others show unsure responses, they do agree that they can easily practice broadcasting using English while others express their uncertain responses. Further, Graph 4 indicates that majority of undergraduate students from the Islamic Broadcasting Communication Department at State Islamic Institute of Kudus agree that YouTube facilitates them in broadcasting using English. As a matter of fact, before they are assigned to make a YouTube project of broadcasting using English, they seem nervous when speaking in English. Interestingly, after they are assigned to make a YouTube project of broadcasting using English, they become more confident to speak English in broadcasting.

In addition, some of them argue that making a YouTube project is easy while others show their uncertain or neutral responses and response of disagreement. In relation to making a YouTube project, most of the undergraduate students do agree that it takes time when
making a YouTube while others disagree and show their unsure response. Furthermore, a higher percentage of these students seem disagree that learning English with YouTube leads to an unsocial setting of learning. Meanwhile, others show their unsure or neutral response and the agreement. The above graphs also indicate that a higher percentage of students seem disagree that after some time, learning English with a YouTube project could turn out be boring. On the contrary, they feel more enthusiastic when making a YouTube project of broadcasting using English. In addition, they can produce an innovative YouTube project. The analysis also indicates that a higher percentage of students feel more comfortable while broadcasting using English in YouTube. However, only few students show their uncertain responses. Indeed, the above graphs also show that the students mostly agree that YouTube provides a chance to redo and facilitates them in learning vocabulary. It means that when making a YouTube project, students will have much time to redo and they are surely demanded to learn more vocabularies when broadcasting using English in a YouTube.

From the above elaborations, it can be clearly deduced that social media including YouTube has been considered to be effective for learning. In this matter, students are able to increase their higher level thinking skills including decision making and problem solving, communicating and collaborating using social media [16]. On the other hand, YouTube can be considered as one of the instructions in learning English [17]. Along with the Perception of undergraduate Students towards the use of YouTube as a project-based learning to foster their speaking proficiency in broadcasting, most of the students in Islamic Broadcasting Communication Department of State Islamic Institute of Kudus have both positive and high perceptions towards the use of YouTube as a project-based learning in encouraging their speaking proficiency of broadcasting using English. The findings of this study coincide with the findings of Riasati reporting that students with higher perceptions of English speaking proficiency will increase their self-confidence and decrease the level of anxiety [18]. In other words, students with a high perception of communication will be more confident and willing to speak English. However, the influence of their mother tongues, Javanese, and the national language, Indonesian, may become the major factor that remains challenging.

Surprisingly, before being assigned to make a YouTube project of broadcasting using English, the students of Islamic Broadcasting Communication Department do not have any motivation to speak English though they will be a broadcaster in the future. Indeed, the assignment of making a YouTube project of broadcasting in English really motivates them to learn English vocabularies, enhances them to feel more confident when speaking English, engages them to be more creative and innovative in making a YouTube project, enhances them to explore their chance to redo and create improvisations. Furthermore, improvisation activities are badly needed for students in classroom practice especially in teaching English [19]. Referring to it, students will engage themselves to use gestures, movements, voice, and tone in broadcasting activities. Thus, YouTube is really beneficial for them to speak English gradually. On the other hand, other students tend to have less motivation to create an innovative YouTube of broadcasting project since it takes time. It surely seems to be one of the barriers hindering them to learn English especially in speaking English. In other words, it can be deduced that students who lacked proficiency in speaking and writing English will have the big barriers to participation in the workforce [20].

4 CONCLUSION

To sum up, this paper mainly focuses on the perception of undergraduate students in Islamic Broadcasting Communication Department of the State Islamic Institute of Kudus
related to the use of YouTube as a project-based learning in enhancing the speaking proficiency in broadcasting. The findings show that majority of students have positive attitudes and high percentages of using YouTube in encouraging them to speak English. Moreover, they are merely aware of English as a crucial means for their career improvement in broadcasting. Indeed, the lecturers are kindly suggested to be aware of the proficiency levels of their students by giving important exposures for students to speak English. It should be noticed that this study has explored the perception of the undergraduate students in Islamic Broadcasting Department at State Islamic Institute of Kudus towards the use of YouTube as a project-based learning. It is kindly recommended that future researchers conduct such studies in other fields from various disciplines as well as from different countries. By conducting this study, we would mainly obtain wider insights on how social media particularly YouTube can contribute to English development.

Acknowledgments

We are grateful to the students of Islamic Broadcasting Communication Department at State Islamic Institute of Kudus with whom we have had the pleasure to do a research. They have provided us guidance and insights about the perceptions of using YouTube as a project-based learning in encouraging their speaking proficiency in broadcasting.

References


Kahoot! or Quizizz: the Students’ Perspectives

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Abstract. Kahoot! and Quizizz are e-learning web-apps commonly used in conducting online quizzes. This research was aimed at: (1) knowing the students' perceptions of Kahoot! and Quizizz's efficacy in a daily online quiz, (2) figuring out the students' choices and (3) finding out their reasons. The research design was qualitative research concerning phenomenological studies with a sample of 250 students of English Education Department of STKIP PGRI Trenggalek. It used a close-ended questionnaire to collect the data of the students' perceptions. Data analysis of the questionnaires was analyzed quantitatively by implementing the Likert scale. Research findings of the first questionnaire toward Kahoot! and Quizizz's efficacy gained supportive responses with a total score of 15.484. The second questionnaire toward the students' choices and their reasons resulted in the total score 15.002 (Quizizz) and 12.248 (Kahoot!). In conclusion, Quizizz was more effective to foster students' enthusiasm for learning and better than Kahoot! for some reasons.

Keywords: Kahoot!, Quizizz, perception.

1 INTRODUCTION

Nowadays, quiz is one of the classroom activities that cannot be abandoned. It is a competition through a game which the students answer questions given by the teachers [1]. In today digital era, the advancement of ICT (Information and Communication Technology) has shifted the teaching-learning paradigm rapidly [2] [3]. Thus, e-learning has emerged from traditional learning that Kahoot! and Quizizz are kind of e-learning web-apps commonly used in conducting online quizzes in daily teaching-learning practices in the classroom.

Kahoot! is a platform that can make students able to collaborate as well as compete through interactive quiz-games [4]. It is as a platform used as an ice-breaking session to carry online quizzes [5]. The recent study on Kahoot! purportedly offers a large number of advantages and enables teachers to be creative and students to be motivated, intrinsically and extrinsically [6]. Students were motivated to be attentive on the backdrop that they wanted to perform well in Kahoots. This, in turn, motivated students to engage with the lecturer, peers and lecture content. Kahoot! also motivated competition in the classroom, where students were driven to see their names at the top of the leaderboard, and thus, were more attentive during lectures and related discussions [7].
In affinity, Quizizz is one of many awesome tools for class quiz games [8]. Quizizz is as a fun multiplayer game platform or application classroom activity for quiz-games which students become a controller of their pace on game classroom activity [9]. Similar to Kahoot!, Quizizz also has some features that are very salient more than Kahoot!. Quizizz provides students’ answer pace to appear on each students’ screen, so they can answer questions at their own pace and review their answer at the end [10]. Research on online quizzes as a teaching and assessment tool strictly conclude that the combination of quizzes with instructional activities/teaching strategies is favorable [11]. It helps students appertain to quiz appreciation, learning effort, learning motivation, activities involvement and academic achievement.

Due to the inclusion of Information and Communication Technology (ICT) in education and in making students enthusiastic, the English Education Department STKIP PGRI Trenggalek has been attempting to implement Kahoot! and Quizizz in TLP especially in conducting quizzes. However, the implementation of those e-learning web-apps have not been figured out their efficacy and which one is better in making students’ motivated based on the students’ perspectives. Although, Kahoot! and Quizizz have slightly different features; the lecturers remain using them as e-learning web-app variations to quizzes in TLP.

With regards to some research reports on Kahoot! and Quizizz and in an attempt to prove out and compare the efficacy of Kahoot! and Quizizz, the present research tries to answer the following questions: (1) how are the students’ perceptions of the Kahoot! and Quizizz’s efficacy in their daily online quizzes?, (2) which one of the two e-learning web-apps (Kahoot! and Quizizz) do they think better?, and (3) Why do the students think so?

2 METHODOLOGY

The researchers utilized a qualitative research method concerning a phenomenological study to address the three research questions. A phenomenological study is designed to describe and interpret experience by determining the meaning of it as perceived by the people who have participated [12].

This research involved 250 students of English Education Department of STKIP PGRI Trenggalek, East Java, Indonesia by the end of the odd semester in the 2018/2019 AY. The students consisted of 182 females and 68 males taking lectures implemented Kahoot! and Quizizz in their daily online quizzes once a week of each platform, within one semester. Thus, the students had 14 Kahoot!s and 14 Quizizzs on average in one semester. Also, the web-app online quizzes (Kahoot! and Quizizz) were done in the multimedia laboratory, so there was not any issue concerning the internet connections.

The researchers collected the data of the students’ perceptions of the Kahoot! and Quizizz’s efficacy in their daily online quizzes, their choice between Kahoot! and Quizizz and the reasons for the choice from questionnaires. The questionnaires were divided into two; to have a depiction of the students’ perceptions of the Kahoot! and Quizizz’s efficacy in their daily online quizzes, and to figure out the students’ choice between Kahoot! and Quizizz, and find out the reasons for the students’ choice as well. Meanwhile, the perception in this research carries the meaning of the experience of the object, events, or the relationships obtained by inferring the information and interprets the message with the help of the senses [13] [14] [15].

Further, to assess the validity and reliability of the instruments, the researchers had piloted them before they were implemented to all of the students. By incorporating the Pearson Product Moment correlation at 5% level of significance (α), the researchers randomly took 60 students as the samples to test the validity of 45 items of the questionnaire. As a result, the coefficient of Pearson Product Moment correlation resulted from rC (count) 0.254 which was higher than the rT (table). Further, the reliability of the instruments was tested by incorporating Alpha Cronbach.
Formula. The result of the reliability test of 60 question items was 0.974. The questions (instruments), they are said reliable if their Alpha Cronbach’s score is higher than 0.7. Therefore, the research instruments were valid and reliable.

To analyze the collected data from the questionnaires, the researchers made use of Likert scale requiring the respondents’ perceptions and/or opinions in the form of five statements [16]; Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) of the 250 students toward Kahoot! and Quizizz’s efficacy (Q1), their choice between Kahoot! (K) and Quizizz (Q) and the reasons for the choice (K or Q).

Then, the researchers carried out the following procedures in analyzing data from the Likert Scale. First, scoring each item in the scale; 5 (SA), 4 (A), 3 (N), 2 (D) and 1 (SD). Second, calculating the score range for each set of questionnaire as follows; maximum score (Q1/K/Q) = 250 x 5 = 1250 x 15 = 18.750, Minimum score (Q1/K/Q) = 250 x 1 = 250 x 15 = 3.750 and Score range (R) (Q1/K/Q) = 18.750 – 3.750 = 15.000. Third, determining the criteria of score interpretation of each questionnaire set;

<table>
<thead>
<tr>
<th>Score Q1/K/Q</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.750 – 15.001</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>15.000 – 11.251</td>
<td>Agree</td>
</tr>
<tr>
<td>11.250 – 7.501</td>
<td>Neutral</td>
</tr>
<tr>
<td>7.500 – 3.751</td>
<td>Disagree</td>
</tr>
<tr>
<td>3.750</td>
<td>Strongly disagree</td>
</tr>
</tbody>
</table>

Fourth, drawing a continuum diagram for the score interpretation as the following:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>

| 18.750 | 15.000 | 11.250 | 7.500 | 3.750 |

Figure 1. Continuum Diagram

3 FINDINGS AND DISCUSSION

Table 2 and figure 2 below summarize the result the students’ perceptions of Kahoot! and Quizizz’s efficacy in their daily online quizzes.

Table 2. Students’ perceptions of Kahoot! and Quizizz's efficacy in their daily online quizzes (Q1)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>1 (SD)</th>
<th>2 (D)</th>
<th>3 (N)</th>
<th>4 (A)</th>
<th>5 (SA)</th>
<th>Item Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I find Kahoot! and Quizizz exciting, interesting, motivating &amp; fun.</td>
<td>2</td>
<td>6</td>
<td>32</td>
<td>113</td>
<td>97</td>
</tr>
<tr>
<td>2</td>
<td>I look forward to playing Kahoot! and Quizizz</td>
<td>7</td>
<td>7</td>
<td>87</td>
<td>134</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>I feel positive when playing Kahoot! and Quizizz</td>
<td>4</td>
<td>3</td>
<td>49</td>
<td>93</td>
<td>101</td>
</tr>
<tr>
<td>4</td>
<td>I focus on the questions in each Kahoot! and Quizizz session.</td>
<td>4</td>
<td>6</td>
<td>11</td>
<td>162</td>
<td>67</td>
</tr>
<tr>
<td>5</td>
<td>I respond to each question in each Kahoot! and Quizizz session.</td>
<td>4</td>
<td>11</td>
<td>84</td>
<td>80</td>
<td>71</td>
</tr>
<tr>
<td>6</td>
<td>I respond as quickly as possible to each question in each Kahoot! and Quizizz session.</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>21</td>
<td>212</td>
</tr>
</tbody>
</table>
7. I respond as accurately as possible to each question in each Kahoot! and Quizizz session.

8. I like the collaboration & competitiveness in Kahoot! and Quizizz sessions.

9. I am motivated to win all these Kahoot! and Quizizz sessions.

10. I pay more attention during lectures because I hope to win in the Kahoot! and Quizizz sessions.

11. I am eager to learn via Kahoot! and Quizizz.

12. I prepare better to win in the Kahoot! and Quizizz sessions.

13. Kahoot! and Quizizz create an energetic classroom atmosphere.

14. I don't want to miss any Kahoot! and Quizizz sessions.

15. Kahoot! and Quizizz must be used in daily online quizzes.

TOTAL SCORE = 111 128 404 1630 1477
TOTAL Score X Option Value (1,2,3,4,5) = 111 256 1.212 6.520 7.385
TOTAL SCORE Kahoot! and Quizizz = 15.484

Note: 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Neutral (N); 4 = Agree (A); 5 = Strongly Agree (SA)

Figure 2. Continuum Diagram of Kahoot! and Quizizz’s efficacy (Q1)

By referring to the table 2 and figure 2, it proved that the incorporating Kahoot! and Quizizz as web-apps in the students daily online quizzes was effective. Fortunately, the need for Kahoot! and Quizizz in the students' daily online quizzes was one point on which they do really agree. It resulted in a total score of 15.484 in the ‘strongly agree’ range of the score interpretation. From the given table, the questionnaire item number 6 got the most supportive response from the students (1175, strongly agree). It implied the students were challenged to compete by answering the questions as fast as possible to lead the leaderboard. It was also supported by the questionnaire item number 8 (1133, strongly agree) as the 2nd highest score which says “I like the collaboration & competitiveness in Kahoot! and Quizizz sessions”. Meanwhile, the lowest score was gained by the questionnaire item number 2 (893, Agree/nearly neutral) which says “I look forward to playing Kahoot! and Quizizz”. It implied that the students were eager to have other Kahoot's and Quizizzs in the next quizzes sessions, however, if it is seen in a different view as the lowest score and since the inclusion of Kahoot! and Quizizz in the next quizzes sessions, here, the item result number 2 strengthened the second research aim to be answered which was to figure the students’ choice between Kahoot! and Quizizz.

Regarding table 2 and figure 2 as a partial result of the present research, it is not hesitant to say that the implementation of Kahoot! and Quizizz as the daily online quizzes brings an overwhelming efficacy. This result has supported and strengthened other researches on the inclusion of ICT in TLP. However, the present research once proved that Kahoot! and Quizizz are engaging, addicting and motivating the students. Kahoot! and Quizizz make them pay more attention during lectures in the classroom as well as their autonomous learning at home. They
enhance the students’ classroom participation, collaboration & competitiveness. The students continuously pertained to their focus in Kahoot! and Quizizz thus they strongly agree that Kahoot! and Quizizz are the must-have web-apps in organizing online quizzes.

Meanwhile, the following table 3 and 4 and figure 3 display the summary of the Students’ perceptions of Kahoot! and Quizizz in their daily online quizzes (K and Q) and the comparison of the total score in the Continuum Diagram of Kahoot! (K) and Quizizz (Q).

### Table 3. Students’ perceptions of Kahoot! in their daily online quizzes (K)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>1 (SD)</th>
<th>2 (D)</th>
<th>3 (N)</th>
<th>4 (A)</th>
<th>5 (SA)</th>
<th>Item Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I find Kahoot! exciting, interesting, motivating &amp; fun</td>
<td>3</td>
<td>6</td>
<td>42</td>
<td>156</td>
<td>43</td>
<td>980</td>
</tr>
<tr>
<td>I look forward to playing Kahoot!</td>
<td>11</td>
<td>24</td>
<td>90</td>
<td>97</td>
<td>28</td>
<td>857</td>
</tr>
<tr>
<td>I feel positive when playing Kahoot!</td>
<td>9</td>
<td>11</td>
<td>84</td>
<td>116</td>
<td>30</td>
<td>897</td>
</tr>
<tr>
<td>I like the collaboration &amp; competitiveness in Kahoot! sessions</td>
<td>3</td>
<td>7</td>
<td>4</td>
<td>169</td>
<td>67</td>
<td>1040</td>
</tr>
<tr>
<td>I am eager to learn via Kahoot!</td>
<td>4</td>
<td>8</td>
<td>44</td>
<td>148</td>
<td>46</td>
<td>974</td>
</tr>
<tr>
<td>Kahoot! create an energetic classroom atmosphere</td>
<td>7</td>
<td>7</td>
<td>31</td>
<td>160</td>
<td>45</td>
<td>979</td>
</tr>
<tr>
<td>Kahoot! tends to be under students’ control (Students directed/paced)</td>
<td>67</td>
<td>76</td>
<td>81</td>
<td>20</td>
<td>6</td>
<td>572</td>
</tr>
<tr>
<td>Kahoot! is quite (concentration/focus disturbance)</td>
<td>39</td>
<td>57</td>
<td>77</td>
<td>48</td>
<td>29</td>
<td>721</td>
</tr>
<tr>
<td>Kahoot! doesn’t give any chance to cheat</td>
<td>47</td>
<td>67</td>
<td>67</td>
<td>39</td>
<td>30</td>
<td>688</td>
</tr>
<tr>
<td>Kahoot! final leaderboard satisfies you</td>
<td>13</td>
<td>26</td>
<td>121</td>
<td>42</td>
<td>48</td>
<td>836</td>
</tr>
<tr>
<td>Kahoot! has some special challenging features</td>
<td>20</td>
<td>29</td>
<td>83</td>
<td>69</td>
<td>49</td>
<td>848</td>
</tr>
<tr>
<td>I find Kahoot! reveal the real students’ competence</td>
<td>47</td>
<td>36</td>
<td>100</td>
<td>37</td>
<td>30</td>
<td>717</td>
</tr>
<tr>
<td>I feel Kahoot! familiar and simple to do</td>
<td>15</td>
<td>18</td>
<td>90</td>
<td>85</td>
<td>42</td>
<td>871</td>
</tr>
<tr>
<td>Kahoot! feedback for questions is engaging</td>
<td>38</td>
<td>78</td>
<td>66</td>
<td>49</td>
<td>19</td>
<td>683</td>
</tr>
<tr>
<td>Kahoot! is better than Quizizz</td>
<td>46</td>
<td>83</td>
<td>111</td>
<td>10</td>
<td>0</td>
<td>585</td>
</tr>
<tr>
<td>TOTAL SCORE</td>
<td>369</td>
<td>533</td>
<td>1091</td>
<td>1245</td>
<td>512</td>
<td>12248</td>
</tr>
</tbody>
</table>

| TOTAL Score X Option Value (1,2,3,4,5)                               | 369    | 1066  | 3273  | 4980  | 2560  | 2560       |

TOTAL SCORE Kahoot! 12248

Note: 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Neutral (N); 4 = Agree (A); 5 = Strongly Agree (SA)

### Table 4. Students’ perceptions of Quizizz in their daily online quizzes (Q)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>1 (SD)</th>
<th>2 (D)</th>
<th>3 (N)</th>
<th>4 (A)</th>
<th>5 (SA)</th>
<th>Item Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I find Quizizz exciting, interesting, motivating &amp; fun</td>
<td>3</td>
<td>6</td>
<td>18</td>
<td>80</td>
<td>143</td>
<td>1104</td>
</tr>
<tr>
<td>I look forward to playing Quizizz</td>
<td>6</td>
<td>12</td>
<td>24</td>
<td>63</td>
<td>145</td>
<td>1079</td>
</tr>
<tr>
<td>I feel positive when playing Quizizz</td>
<td>9</td>
<td>11</td>
<td>29</td>
<td>109</td>
<td>92</td>
<td>1014</td>
</tr>
<tr>
<td>I like the collaboration &amp; competitiveness in Quizizz sessions</td>
<td>27</td>
<td>57</td>
<td>79</td>
<td>71</td>
<td>16</td>
<td>742</td>
</tr>
<tr>
<td>I am eager to learn via Quizizz</td>
<td>5</td>
<td>7</td>
<td>18</td>
<td>78</td>
<td>142</td>
<td>1095</td>
</tr>
<tr>
<td>Quizizz create an energetic classroom atmosphere</td>
<td>5</td>
<td>21</td>
<td>44</td>
<td>94</td>
<td>86</td>
<td>985</td>
</tr>
<tr>
<td>Quizizz tends to be under students’ control (Students directed/paced)</td>
<td>4</td>
<td>13</td>
<td>22</td>
<td>88</td>
<td>123</td>
<td>1063</td>
</tr>
<tr>
<td>Quizizz is quite (concentration/focus disturbance)</td>
<td>7</td>
<td>27</td>
<td>33</td>
<td>92</td>
<td>91</td>
<td>983</td>
</tr>
<tr>
<td>Quizizz doesn’t give any chance to cheat</td>
<td>5</td>
<td>5</td>
<td>23</td>
<td>127</td>
<td>90</td>
<td>1042</td>
</tr>
</tbody>
</table>
According to table 3 and 4 and figure 3, Kahoot! resulted total score of 12.248 and Quizizz scored 15.002. There was a slight difference with 2.754 range between Kahoot! and Quizizz. However, the slight range between Kahoot! and Quizizz were able to reveal the students' preference for Quizizz over Kahoot!. Focusing on the last questionnaire item of each in which explicitly states "Kahoot! is better than Quizizz" and the contrary, the Kahoot! has gained a total score of 585 and the Quizizz 1014. Hence, the students believe that Quizizz is a better choice for the web-app online quizzes than Kahoot!.

To explain further, regarding to table 3 and 4; item comparison between Kahoot! (K) and Quizizz (Q), here some reasons reveal the students' preference for Quizizz over Kahoot!. First, Quizizz is more exciting, interesting, motivating & fun (Q1 = 1104, K1 = 980); second, Quizizz is more addictive (Q2 = 1079, K2 = 857); third, Quizizz make students more confident/positive (Q3 = 1014, K3 = 897); fourth, Quizizz is more eager (Q5 = 1095, K5 = 974); fifth, Quizizz creates more energetic classroom atmosphere (Q6 = 985, K6 = 979); sixth, Quizizz allows students to finish the quiz more independently (Q7 = 1063, K7 = 572); seventh, Quizizz makes students more focus in doing the quiz (Q8 = 983, K8 = 721); eighth, Quizizz results more fair and objective score (Q9/10/12 = 1018, K9/10/12 = 747); ninth, Quizizz is more familiar and simpler (no need more body movements) (Q13 = 943, K13 = 871); lastly, the tenth, Quizizz questions feedbacks (memes) are more engaging (Q14 = 1014, K14 = 683).

Despite all reasons why Quizizz is better than Kahoot!, the findings of the research had also proven a students' preference for Kahoot! over Quizizz and some students' nearly the same preferences. Kahoot! is more collaborative & competitive (Q = 742, K = 1040), then, Kahoot! is as energetic as Quizizz, Kahoot! has some same special challenging features with Quizizz, and Kahoot! is as familiar as Quizizz.

Given the results of the research, it is noteworthy to discuss with the related theories. As mentioned by a recent study on ICT, the functions of ICT in education especially for students are replacing the orthodox method of teaching-learning, to be an effective assisting tool to write assignments, collecting data and search engine for research, making students as an independent learner.
learner, providing the platform for online discussion and free consultation with subject experts, making the real classroom and source to run a global varsity by the global teacher to the global students [17]. Meanwhile, it has proven that the students made a positive perception of the effectiveness of online quizzes towards language skills and components [18]. They find the student positively appreciate the online quizzes' feedback; the students are motivated and encouraged.

Moreover, the presence of the quizzes was essential to help students to be in contact with the subject, and to feel more confident to take the quizzes. Similarly, the present research has proved that incorporating Kahoot! and Quizizz brings overwhelming efficacy. Fortunately, the need for Kahoot! and Quizizz in the students' daily online quizzes was one point on which they do really agree. However, the present research once also has proven that Kahoot! and Quizizz are engaging, addicting and motivating the students to learn and achieve more. In line with it, motivated learners tend to show a favorable attitude toward the subject, engage and interest to shows favorable attitude and will to exert the goal of learning [19].

To discuss further, is Quizizz better than Kahoot? Some reasons why Quizizz is better than Kahoot for the students [8] [9] [20]. First is the engagement; Quizizz is more engaging for it does not split the students' concentration during the quiz. It allows the students to see the questions and all possible answers on their own devices and it is likely students self-directed quiz which the students might complete the quiz at their own speed and therefore remain highly engaged during the quiz. Second, a more fair result; questions and answers are shuffled for each student. Therefore they have no chance to cheat each other. Third, since the questions and answers are shuffled for each student, they keep focusing on doing their own work. Fourth, more entertaining. Quizizz has memes, funny pictures shown after each question, as the questions’ feedbacks. In these lines, from the students’ view as the result of the present research, students’ preference for Quizizz over Kahoot! has some reasons. First, Quizizz is more interesting, motivating and fun. Second, Quizizz is more addictive. Third, Quizizz makes students more confident/positive. Fourth, Quizizz makes students more eager to grasp the lessons in the classroom or autonomous learning at home. Fifth, Quizizz creates a more energetic classroom atmosphere. Sixth, Quizizz allows students to finish the quiz more independently. Seventh, Quizizz makes students more focus on doing the quiz. Eight, Quizizz results from a more fair and objective score. Ninth, Quizizz is more familiar and simpler (no need more body movements). Lastly, the tenth, Quizizz questions’ feedbacks (memes) are entertaining.

4 CONCLUSIONS

Hence, the conclusion hold is incorporating Kahoot! and Quizizz as the inclusion of ICTs or web-apps in the students daily online quizzes brings an overwhelming efficacy, Quizizz is better than Kahoot and the students preference for Quizizz over Kahoot! has some reasons. The need for Kahoot! and Quizizz in the students' daily online quizzes was one point on which they do really agree. Kahoot! and Quizizz are engaging, addicting and motivating the students to learn and achieve better. However, from the students’ view, the absence of Kahoot!’s features make them not a better choice than Quizizz. The one and the principal point that makes Kahoot! is not a better choice than Quizizz is its application that also affects others. Kahoot! is designed to show multiple choice questions on a large screen, and the students respond by clicking buttons on their devices that correspond to the answers they want to choose all at the same time with the same questions and possible answers. Kahoot! can get a little nasty when everyone looking on the screen and celebrating at the same time. However, this design might unite the lesson and encourage players to look up. So, if the goal is active classroom engagement, then Kahoot is probably the better choice. Despite all reasons why Quizizz is better than Kahoot!, the findings
of the research proved the students’ preference for Kahoot! over Quizizz which Kahoot!’s feature (live game - team mode) allows the students to lively collaborate and compete among groups in an energetic classroom atmosphere as well.

References

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Directive Expressions of The Main Characters in Green Book Movie

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Abstract. This paper presents the study of speech act specifically directive expressions in the Green Book movie. This research used qualitative paradigm with embedded case study. The results of the study showed that there were 52 directive expressions founded in the orientation, complication, and resolution. In the orientation, there were ordering (11,6%), demanding (3,8%), suggesting (1,9%), and asking (1,9%). In the conflict phase, directive expressions were in the form of ordering (19,2%), demanding (7,7%), commanding (7,7%), suggesting (3,8%), asking (1,9%). In the resolution phase, directive expressions were found in the form of suggesting (13,6%), ordering (11,6%), commanding (5,8%), demanding (3,8%), asking (1,9%), and inviting (1,9%). Ordering expressions dominated the orientation and conflict phase because the relationship between two characters were interpersonal relations in the form of power relation and peerage. Meanwhile, resolution phase are dominated with suggesting expressions because the relationship between two characters were close and the power relation diminished.

Key words: Directive speech act, movie, green book, oscar

1 INTRODUCTION

Directive is one of speech act found commonly in everyday communication. Directive expression is used by speakers to convey their intention of communication which is understandable by the hearer [1]. It can be both interrogative and declarative expressions. Searle explained that the directive speech acts are an illocutionary act that aims to produce an effect in the form of the action taken by the addressees [2]. Yule also argued that the directive speech act is a speech act which is used by speaker to get someone else to do something [3]. Directive speech acts are studied in this research because of some reasons. First, directive speech act is a kind of speech act that is often used by speakers in daily communication. By using directive, the speakers attempt to make the world fit the word via the hearer. Second, directive shows a strong relationship between speaker and hearer. Third, directive speech acts are used to get great attention from listeners in communication [4].
In this research, directive speech acts are taken from Green Book movie. The movie talked about friendship between a white man and a black man in the 1960’s. The black man was jazz musician. He was looking for a driver to accompany him in the tour. He occupied Tony Lip, a white man who had “brutal” personality, as a driver. In their tour, they were equipped with The Negro Motorist Green Book, a guide book for African – American about safe place for the black men. The setting of the movie was the situation in the Deep South, North America in the 1960. Frank “Tony Lip” Vellalonga (Viggo Mortensen) was a security in the night club in New York City. He lost his job because the club where he had been working was closed because it was under renovation. One day, he was called by his friend to meet Dr. Shirley in the Concert Hall for job interview. Dr. Shirley needed a driver to accompany him in his concert tour for eight weeks in Deep South. Since that meeting, Tony was occupied by Dr. Shirley to be his driver. Their journey didn’t go well at the beginning. Tony with his “brutal” personality was in contrast to Don Shirley’s personality that looked calm and educated. However, as time goes by, they suppressed their egos and accepted their differences. In the tour, Don Shirley always got unpleasant treatment from the white people. Tony always protected Don Shirley from the danger in their tour journey. Besides, Don Shirley taught Tony about how to behave in good manner and how to communicate with his wife. Because of its’ unique, this film won the best comedy film in the Golden Globe Awards and some other awards. This film was nominated the five categories in the Oscar, including the best film, the best actor, the best supporting actor, the best film editing, and the best documentary feature [5].

Green Book film had not been researched by other researchers, because the film just won the Oscar in 2019. This film depicted unique story about power relation and racism. Some previous researchers have investigated directive speech acts. The directive speech acts were studied in the futuristic world film in which society was divided into five factions; Amity, Abnegation, Candor, Erudite, and Dauntless [4], non-fiction film [6], and the translation of directive speech act in novel [7],[8],[9]. Therefore, this research aims at examining directive speech acts uttered by the main characters in Green Book Movie.

2 METHODOLOGY

Qualitative approach with embedded case study was used in this research. In this research, the data from Green Book movie were in the form utterances of the main characters. The utterances were in the form of words, phrases, clauses, or sentences. The data source of this research is the script of Green Book movie. To collect the data, the researchers used the video of the film to determine directive speech acts. Then, the researchers make note of the directive speech acts in the movie. The data collected are classified by using Yule's speech act theory. To analyze the data, the researchers used ethnography theory proposed by Spradley that was modified by Santos [8]. The analysis consisted of domain analysis, taxonomy analysis, componential analysis, and finding cultural values.

3 FINDINGS AND DISCUSSION

Austin stated that when people speak or state something, they also do something or make an act, it is called speech acts [19]. Speech acts are the types of acts performed by a speaker in uttering a sentence [13] and has been developed by a British philosopher John Searle. He developed speech act theory from a basic belief that language is used to perform actions.
Then, John Searle classifies illocutionary act into five [2], directives, commisives, assertives, expressives, declaratives. In term of directive speech act, Allan classifies four classes of directives [20], they are: 1. Requestives. The speaker requests the hearer/addressee to do an act (something). Requestive performatives include: ask, beg, implore, insist, invite, petition, plead, pray, solicit, summon, tell, urge. 2. Questions. It means that the speaker questions the hearer/addressee as to proposition. Questioning performatives include: ask, inquire, query, question, quiz. 3. Requirements. It means that the speaker requires the hearer/addressee to do an act. Requiring performatives include: big, charge, command, demand, dictate, instruct, order, prescribe, require. 4. Prohibitives. The speaker prohibits the hearer/addressee from doing an act. Prohibitive performatives include: enjoin, forbid, prohibit, proscribe, restrict. 5. Permissive. It means that the speaker permits the hearer/addressee to do an act. Permissive performatives include: agree to, allow, authorize, bless, consent to, dismiss, excuse, exempt, forgive, grant leave or permission, license, pardon, permit, release, sanction. 6. Advisories. It means that the speaker advises the hearer/addressee to do an act. The speaker intends the utterance to be taken as sufficient reason for the hearer to do an act. Advisory performatives include: admonish, advise, caution, counsel, propose, recommend, suggest, urge, warn [22−23].

The results showed that directive speech acts based on the theory were 52 data. Generally, directive speech acts were in the form of ordering 22 utterances (42,3%), suggesting 10 utterances (19,2%), demanding 8 utterances (15,4%), commanding 7 utterances (13,5%), asking 3 utterances (5,8%), begging 1 utterance (1,9%), and inviting 1 utterance (1,9%). However, the directive speech acts were spread out of all structures of Green Book movie; orientation, complication, and resolution. There were dominant directive speech act in every phase of the film. The description of each phase are in the following section.

3.1 Orientation

Orientation in the film is also called introducing general description about the film in order to make the viewer understand the film storyline [21]. It consists of introduction of the characters in the film. In this film, general description introduced the two main characters Tony Lip and Dr. Shirley. Frank “Tony Lip” Vellalonga was night club security in New York City, who had to lose his job because the club he worked for was under renovation. One day, he met with Don Shirley (Mahershala Ali), a famous jazz pianist. Shirley needed a driver to accompany with in his concert tour for eight weeks at Deep South. That was the start of Tony works for him. In the orientation, directive speech acts of main characters consisted of ordering 6 (11,6%), demanding 2 (3,8%), suggesting 1 (1,9%). The directive speech acts were in the form of ordering, demanding, suggesting, and asking. The data are as follow:

Data 1
Context: Toni Lip told goods keeper girl in the Bar to give Loscudo’s hat. Tony gave her money and the girl gave the hat to him.

<table>
<thead>
<tr>
<th>Datum</th>
<th>Time</th>
<th>Conversation</th>
</tr>
</thead>
</table>
| 1     | 2:52 | T: **Hey, give me Loscudo’s hat.**  
G: But he said to guard it.  
T: I know. I heard. |
Ordering in the Thesaurus dictionary is an authoritative indication to be obeyed; a comment or direction [12]. Hence, ordering speech act is utterance that consists of ordering to the hearer to do something. Data (1) shows that the main character Tony ordered the girl to give Loscudo’s hat to him. The linguistic evidences were the use of word “give me”. The clause give me is addressed to girls which means ordering the girls to give Loscudo’s hat to him.

Data 2
Context: Tony was interviewed by Dr. Shirley.

<table>
<thead>
<tr>
<th>Datum</th>
<th>Time</th>
<th>Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>16:40</td>
<td>S: Do you foresee any issues working for a black man? T: no...'fact just yesterday me and the wife had a couple colored guys over the house. For drinks. S: Oh, I see. You’re married. S: I’m not sure if this is the proper job for a married man.</td>
</tr>
</tbody>
</table>

Data (2) showed suggestion speech act or the act of suggesting. This datum is found when Dr. Shirley asked Tony to be his driver. Dr. Shirley suggested that the job was not appropriate with married man.

Data 3-4
Context: Tony was about to start the tour with Dr. Shirley. He would leave his family for about eight weeks. He wanted to say good bye to his family and gave suggestions to his sons.

<table>
<thead>
<tr>
<th>Datum</th>
<th>Time</th>
<th>Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>24:58</td>
<td>T: will you be good boys?</td>
</tr>
<tr>
<td>4</td>
<td>25:02</td>
<td>T: You listen to your mother. T: give me a kiss.</td>
</tr>
</tbody>
</table>

Data (3-4) tell about directive speech acts in the form of asking and demanding. Asking was found in the phrase will you be, on the other hand demanding was found in the clause give me a kiss. The phrase will you be is used to ask his son to be a good boys and the phrase give me a kiss is demanding expression. Tony demanded to his sons to give him a kiss before the tour.

3.2 Complication

Complication is the moment when the problems are faced by the main characters in story or film [13]. The scenario writer have to make conflicts in order to make the film interesting. The existences of conflict in the story will make the film exist. However, film cannot attract viewers every single scene of the conflict. The conflict in Green Book film emerged after both main characters started the concert tour. In this phase, directive speech acts of the main
characters are in the form of ordering, demanding, commanding, suggesting, asking and begging. The total of directive speech acts were 22 utterances. There were 10 ordering speech acts. The context of the utterances were in the several places (4 utterances) and several events (6 utterances). Ordering was the dominant speech act in the complication phase. It could be foreseen because the main character, Dr. Shirley, as a boss ordered his worker to do something. The percentage of ordering speech acts was 19,2%. Demanding was 7,7% with one place and three events. Asking reached 1,9% with only one utterance. Suggesting reached 3,8% (2 utterances) and the context referred to the event. The utterance happened in one place. Commanding was 7,7% with one places and 3 events. Begging and inviting consisted of one utterance (1,9%). Speech act in the complication phase can be seen in the following examples.

Data 5
Context: Tony and Dr. Shirley was in the car heading to the first concert place.

<table>
<thead>
<tr>
<th>Tabel 4. Ordering Speech Acts in Complication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Datum</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Data 6
Context: on the road when they were going to the concert, Tony throw the tea glass from Kentucky friedchicken and Dr. Shirley commanded Tony to take it back.

<table>
<thead>
<tr>
<th>Tabel 5. Commanding Speech Acts in Complication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Datum</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

Data (5-6) are the sample of directive speech act in the complication. Data (5) is ordering speech act while data (6) is included in the commanding speech act. The linguistic evidence phrase *could you* in the data (5) shows ordering speech act. In this case, Tony is ordered to turn cigarette out by Dr. Shirley because he cannot breath because of the smoke. Data (6) is included in commanding because Shirley commanded Tony to take the glass that had just thrown on the road. The linguistic evidence is *pick it up* and followed by exclamation mark, *Tony!*. Besides, the tone of Shirley’s voice was getting high.

3.3 Resolution

Resolution is the story in which the main character get an idea to solve the problem in the complication [14], [15]. In the resolution, there were 20 directive utterances. The directive speech acts in resolution phase in the Green Book movie are in the form of ordering, demanding, asking, suggesting, commanding and inviting. Ordering speech acts were 6 or 11,6% and found in the three places and three different events. There were 2 (3,8%) utterances of demanding and found in the 2 different events. Asking speech act was 1 (1,9%) and found in 1 context of place. Suggesting speech act were 7 (13,6%) utterances and found in the 2 different context of place and 5 different context of event. Commanding speech act were 3 utterances or reached 5,8% and found in the 3 different contexts of place. Inviting speech act
in the film was only 1 data or 1.9%. In the resolution, suggesting speech acts were the dominant because the utterances were used to solve the problem in the complication.

Data 7
Context: Tony took a gem stone from the store but he did not pay the stone.

<table>
<thead>
<tr>
<th>Datum</th>
<th>Time</th>
<th>Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>45:55</td>
<td>T: I told you that Kraut was a sneak. Rats me out for something I didn’t even do. S: Pay for the stone, Tony, you’ll feel better. T: I feel fine, and I’m not paying for no regular rock I found in the dirt.</td>
</tr>
</tbody>
</table>

Data (7) showed that Shirley suggested Tony to put the gem stone back to the store. For Shirley, it was a crime and shameful. It can be inferred from his statement “before we pull out, Tony, we need to talk. I just heard something that disturbed me a great.” Hence, he suggested Tony to pay for the stone. Tony followed the suggestion to put the stone back but surreptitiously he put the stone in his pocket.

Directive speech acts in the Green Book film consisted of ordering, demanding, asking, suggesting, commanding, begging, and inviting. In componental analysis, there are two items that can be discussed. First, ordering is the dominant speech act in the orientation, complication, and resolution. There were 22 utterances that consist ordering, in which 6 in the orientation, 10 in the complication, and 6 in the resolution. Then, it can be assumed because this film tells about the friendship between the boss (black man) with his driver (white man). Second, suggesting speech act is the dominant utterances in the resolution because in this phase conflicts are resolved. One of the way to overcome the conflict is to give suggestions. In this research, the researchers found 10 suggestion utterances.

4 CONCLUSION

Power relations, the level of distance and public domain are three things that are very influential in interpersonal communication, especially between the rulers and those who are controlled. The further power relation is, the more formal and polite speech. The closer the power relations are, the more informal and impolite the speech conveyed. Formality and non-formality, politeness and impolite of the speech are also influenced by the level of distance. The more formal and polite a speech is, the less familiar the communicants are. On the contrary, the more familiar the communicant is, the more informal and impolite speech. However, the Green Book films show different things. Shirley’s main character as an educated boss conveyed speeches that tended to be calm and polite, while Toni, the driver, delivered harsh speeches even though his power relations were far and the level of distance was also far. In this film, directive speech acts are found in 52 utterances which were classified into three phases, namely the orientation, complication and resolution. In the orientation, the directive speech act was ordered speech acts (11.6%), demanding (3.8%), suggesting (1.9%), and asking (1.9%). In the complication, directive speech acts were ordered (19.2%), demanding (7.7%), commanding (7.7%), suggesting (3.8%), asking (1.9%), and begging (1.9%). In the
resolution phase, directive speech acts were suggesting (13.6%), ordering (11.6%), commanding (5.8%), demanding (3.8%), asking (1.9%), and inviting (1.9%). In the orientation and complication phase, ordering speech is very dominant while in the resolution phase, suggesting is dominant. This is due to the high power relations and the distance between the two main characters in the orientation and complication phases, while in the resolution phase, the interpersonal relations between the two figures are getting closer. This is evidenced by the absence of a power relation between the two figures and the close relationship of friendship at the end of the film. The aspect of discourse critique analysis of Green Book films is an interesting thing to do for further research, as well as the translation aspects of subtitling techniques and strategies because the elements of racism in this film are still very dominant.

References

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Electronic Literature and the Unmasking of Codes

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Abstract. The cultural materialist approach in literary studies, which treats literary texts as cultural products, has revealed the contribution of literature to social and political formations while at the same time is also produced by them. With the rise of the significance of digital technology, it becomes more apparent that texts, literary or otherwise, are produced and styled by systems of coding, making bare the ideological premises that operate texts. By looking at the technologies previously used to produce texts and particularly the current explorations in electronic literature, this presentation seeks to show codes used to produce texts are ideologically charged.

Keywords: code, electronic literature, ideology, cultural materialism, digital technology

1 INTRODUCTION

Scott Rettberg, an electronic literature scholar and poet, opens his comprehensive book on electronic literature and its problematics by saying: “Imagine a book. That’s easy enough, you’re holding one now” [1]. The statement is quite an ironic one for two interrelated reasons. First, it is after all a book about electronic literature, which is available for purchase on not only online sites such as Amazon but also on Google Play. Second, for the purposes of this paper, I am also referring to the electronic version of the book, which I read on my laptop computer. So, I was not holding the book nor will I probably ever. It is, however, clear that the seemingly simple statement, with which Rettberg introduces the topic of his book, instigates the questions that I would like to explore here about how electronic or digital technology has changed the how we may understand literature and to a certain extent also literary studies.

The development in digital technology by the beginning of the 1990s has changed what we mean by reading and writing both as mental and as physical activities. As, perhaps, with any new technology, popular resistance to new practices caused by the implementation of digital technology particularly in literary studies was and still is inevitable. Hayles, for example, remarks that the shift from print to digital technology will, of course, be less than smooth as the practice of literary production and discipline of literary studies have been for half a millennium so accustomed to the conventions of print that the whole field has been practiced with print as the underlying assumption [2]. Similarly, Stein asserts that “[t]he computer screen's emergence as site for making and distributing poetry tests the public's unquestioned, five-hundred-year-old acceptance of the materiality of the printed page, asking bookworms to rethink the very terms of the reading act” [3]. Because with the advent of digital technology reading, as Stein suggests, entails a
new set of activities, writing, as the inseparable pairing to reading, consequently, must also reconsider the kinds of activities and spheres in which it is involved. The introduction of digital technology in the humanities, especially literary studies, was initially served as a mere auxiliary, which for the most part, transfers texts previously produced to be hand-written or printed on paper (or other two-dimensional media) to digital format as either text or image. Such digitization of existing text involves either the scanning or transcription of those texts, the result of which are the digitized version of literary and academic texts, which now has become indispensable resources for both creative and academic endeavors, through such sites as JSTOR, Project Muse, Project Gutenberg, and the controversial Library Genesis. Similarly, the output of creative writing practices based on the production of texts to appear on the printed page were transferred onto digital platforms either in individual storage or published onto online platforms such as literary websites, electronic magazines, and social media.

This study, however, seeks to focus on those artistic textual endeavors which not only display works online but also explore the new possibilities opened up by digital technology. These explorations include self-reflexive textual manipulations which questions the very workings of texts and textuality. In this sense, these works are at the same time avant-garde experimentations in the creative process and also theoretical investigations in new aesthetics. These cutting-edge literary adventures, so to speak, have been comprehensively inventoried by the Electronic Literature Organization in their online collection, which serves as a both an archive and a hub of various electronic literature projects by various artists, individually and collaboratively [4].

As theoretical investigations, these works of electronic literature carry out the kind of enquiry which Eco employs in his effort to work out the semiotic operations of literary texts [5]. Eco models his analysis after the basic logical formulas commonly used in simple electronic systems. He, for example, attempts to encode and codify the signs put into play in the narrative in both the Book of Genesis and, suggestively, Milton’s *Paradise Lost* [6]. What is important to note for the purposes of this paper is the way Eco attempts to encode the semantic content and value of various linguistic levels, mainly the lexical and the clausal, and even moral value into Yes/No (i.e. 1/0) sequences. As such, Eco’s model provide an objective, and in a way secular, decoding method of interpreting signs and the system thereof, which demystifies meaning and its production. It also displays how such coding serve as the method by which the structure of meaning may be formulated. What Eco does with meaning, borrowing the language of applied mathematics in general and information science in particular, is similar to the way Genette takes the grammatical concepts and terminology in order to begin to formulate a model in which narrative structure may be analyzed objectively [7].

The method which Eco initiates demonstrates that such patterns and structures, which literary students and scholar conventionally use, as style and genre may also be understood as code. Davis, for example, in his effort to historicize the novel, places the emergence of the genre in a matrix of prestructures, that is a set of preexisting socio-cultural and aesthetic codes out of which the structure of the new genre was generated [8]. Moving beyond his scientific to formulate meaning and value (semantic, aesthetic, moral, and social) as codes, is Eco’s creative dismantling of the ideologies pervasively latent in texts in, for example, his *The Name of the Rose* (1983), Foucault’s *Pendulum* (1984), and *Misreadings* (1993), all of which are self-reflexive, metafictional works where texts struggle to their own internal workings. In this paper, I would like to show how particular projects in electronic literature unmasks the surfaces of texts to reveal the codes operating them.

2 METHODOLOGY

This study employs the cultural materialist methodological framework in the reading of literary text in which literary works are juxtaposed with other textual materials, known as co-texts, such as related and relevant magazine articles and advertisements or other non-literary texts which addresses similar issues as the work in question. In the case of this paper, the works in electronic literature is set side by side with the codes that generate them. Cultural materialism,
according to Brannigan [9], functions as the framework with which texts in general are seen as products and functional components in social and political formations. Brannigan further explains that the methodology which cultural materialism offers views the relationship between literature and history not as representational, which assumes history as established truth inscribing meaning on texts. Texts and their co-texts build a discourse as contexts, which forms the understanding of reality; and, therefore, there is a reciprocal relationship between literature and history.

This methodology suits the discussion of the experimentations in electronic literature, for as Hayles explains, digital technology reveals the materiality of texts [10]. The shift from print to digital technology, for Hayles, is more than a mere move from one media to another. Codes inscribed in print, like genetic codes in the human body, are permanent while codes in digital texts are open to modifications, erasures, and additions. As such, digital coding inscribed in electronic texts are “flickering signifiers.” It is that unstable condition of codes within electronic texts that provides space for enquiry for the way codes work also in texts laid out in the two-dimensional physical page.

3 FINDINGS AND DISCUSSION

The Electronic Literature Collection website displays three volumes of projects in electronic literature carried out by artists from all over the world. Volume 1 consists of works collected in 2006, Volume 2 compiles projects collected in 2011, and, the most recent, Volume 3 which includes projects collected in 2016. The Electronic Literature Organization website [11] gives notifications of additions and updates to the works in the three volumes. Based on the form and the media used, Stein identifies two general categories of electronic poetry, namely (1) Video Poetry and (2) New Media Poetry [3]. Video poetry includes works in the form of “docu-video poetry” and “filmic poetry/Cin(E)-poetry.” New media poetry consists of “fixed-text, computer-based poetry,” “alterable text electronic poetry,” and “collaborative/participatory media poetry.”

For the sake of the argument to be proposed in this paper, the projects in the Electronic Literature Collection is classified in terms of the kind of textual enquiry that the projects carry out. In that framework the works may be classified into three groups, in which one project may be viewed as belonging to more than one group. The first group focuses on stripping down textuality into its elemental coding operations. The second explores the possibility of incorporating different media into one project. The third seeks to open up new possibilities available in textual production by digital technology. Video poetry, in Stein’s classification, generally falls in my second category while the explorations of the first and third groups are mostly carried out by projects in New Media Poetry. However, the projects collected in the Electronic Literature website do not always fall under the genre of poetry. Some define themselves as stories while other resist being defined as a recognized genre at all. This is understandable, as these projects attempts to move beyond the limitations of print literature based on which our common understanding of literary genre is constructed.

The effort to strip down the textuality of literary works as codes not only resemble the kind of endeavor that Eco tries to do theoretically but also that which had been carried out under the auspices of literary modernism carried out by poets and fiction writers in the early twentieth century. Such attempts in Modernist literature were in general carried out in two ways, namely minimalist writing by focusing on a single image or symbol and the technique known either as automatic writing or as stream of consciousness. The example of the former is the poetic work of Ezra Pound and Archibald MacLeish. Later, this project is continued by such American Beat poets as William Carlos Williams, Jack Kerouac, and Allen Ginsberg. The latter is apparent in
the works of Gertrude Stein, William Faulkner, Virginia Woolf, and especially James Joyce. This project is later continued also by the poets of the Beat Generation.

The Modernist effort to strip language to its bare elements towards what may be understood as “pure language” is inevitably confronted by the physicality or materiality of language. Amiran comments that “[w]hen modernism seeks mere materialism…, it approaches nonsense, yet each attempt to make nonsense a pure experience, separate from referentiality, or the physical property of mind, or the generative ground for figural meaning—all aspects of the fantasy of matter—exposes the desire for it as a refuge for textuality” [12]. Thus, language is imagined and understood to be “physical and spatial.” This so-called “approach to nonsense” in the quest for “pure language” was already apparent in the nineteenth-century classic Alice in Wonderland by Lewis Carroll, which is the very reason the Electronic Literature Collection adds the mathematical-linguistic experimentations by Lewis Carroll as the precursor to electronic literature.

One project worthy of note in terms of delving into the materiality of language is Dan Waber’s “Strings,” in which “a scrawl that has a life of its own, embodying certain human activities (arguing, flirting, laughter) in the form of animated lines of handwriting that pull themselves into the shape of ideas” [13]. This project is not a mere gimmick utilizing Macromedia Flash to present animated handwriting out of scribbled lines. It is a series of logical enquiries which ultimately problematizes the basic logical operations we have taken for granted. It consists of a series of eight Flash animations, respectively entitled “argument,” “argument2,” “flirt,” “flirt (cntd),” “haha,” “youandme,” “arms,” and “poidog.” It begins with the scrawled string squirming and forming the words “yes” and “no” as the basic elements of argument and code, but soon produces “maybe” in the process, complicating simple logic. As the argument develops into the next parts of the series, “yes,” “no,” and “maybe” become indistinguishable as the essentials of logic and code evolves into the very human complex elements such as laughter and the concepts of self and other. Finally, the physicality of the lines that form the representation of those human concepts become starkly apparent, and ends with the conclusion that “words are like strings that pull out of my mouth.” Yet, the potential of the final statement of providing figurative meaning is undercut by the sheer physicality of the handwriting as an animated visual figure in the most literal sense.

Just as the Modernist legacy of decomposing language into its visual physicality later develops into the shedding the surfaces of language into its elemental sounds which characterizes the Beat movement, underlining not only the textuality but also the orality of poetry, a number of the projects collected in the Electronic Literature collection focus on the sonic quality of language. Jörg Piringer’s “Sound Poems,” for example, highlights the nature of poetic language as the interaction of linguistic sounds and images [14]. Piringer’s project consists of three parts, entitled “gravity and reflection,” “predator vs. prey,” and “food chain,” each representing a particular form of interaction. In “gravity and reflection” a random letter is produced at the point the cursor is pointed and clicked on a particular spot of the available field. The letter falls to the bottom of the field, and as soon as it touches the edge of the field, whether when it initially falls, or when it bounces up and hits the left or right edges, it makes a sound particular to the letter but does not correspond to the linguistic sound as it is commonly accepted. Thus, the poem establishes a one-to-one correspondence between image and sound as it is required in language but at the same time demonstrates the Saussurean notion of arbitrariness. The relationship between sound and image is maintained also in “predator vs. prey” but the nature of the relationship is different. The “reader” is given the option of seven letters, four are vowels: A, I, E, and U and three consonants M, R, and S. Following the reader’s clicking a letter box, a letter moves and maneuvers within the field. The vowels behave like predators pursuing
the consonants, and as soon as a vowel manage to reach a consonant both disappear. Unlike “gravity and reflection,” the sound produced with the appearance and movement of the letter corresponds with the generally accepted sound associated with the letter. For example, the letter E appears and moves accompanied by the continues production of the sound [e], and such is also the case with letter M’s being attended by the sound [m]. Finally, in “food chain,” preexisting letters and those whose appearance is prompted by the readers click move, collide and bounce off each other producing sounds.

The second category explores the possibilities of using various modes of representation in one work. For instance, Ingris Ankerson and Megan Sapnar’s “Cruising” combines the typographic and auditory elements of language (i.e. writing and speech) with the elements of other forms of art, namely still images, moving pictures, and music [15]. Each component seems to have a specific, autonomous aesthetic function in that none serves as a mere illustration of the other except, perhaps the music. This group of electronic literature is limited in the reader’s interaction and participation. However, this type of electronic literature reminds us of the unmanageability and fixedness of the conventional text (as well as other conventional art forms such as the painting, the sculpture, the photograph, the film, and, to a certain extent also, the dance and theater). Scott Rettberg’s “Frequency,” for example, intentionally makes a list of the most commonly used words in English and manually—without the help of machines—produces a series of poems using those words. The poems, syntactically and graphically arranged, appear in sequence, one after the other, automatically after several minutes without the interaction or participation of the reader [16].

The most reflexive of the three categories is the last where the operative code is revealed as the text is received by the reader. An example of this would be Bjørn Magnhildøen’s “ Plaintext Performance,” in which the plaintext coding is interspersed with conventional text with actual semantic content [17]. In this work the metadata of the text, the text proper, and the code all appear on the same single page on the screen. It begins with:

Plaintext Performance  
Bjørn Magnhildøen/noemata  
Tuesday 10th of October 2006 04:57:04 PM  
Transcript URL:  
http://noemata.anart.no/pp/transcript/transcript.txt  

This next session will be exhibited at 16 October Tate Modern Museum in London  
as part of the “e and eye - art and poetry between the electronic and the visual”  
Monday 16 October 2006, 18:30–20:00  
In Poetry and Dream wing: New Dreaming  
Series introduced by John Aiken, Slade Professor of Fine Art and the organisers  
Contributors:  
Speakers: TNWK (Kirsten Lavers and cris cheek)  
Virtual presence/practitioner/curator: Alan Sondheim  
Virtual theorist: Sandy Baldwin  

Tate Modern - e and eye  

Then, it proceeds with the kind of text which resembles the stripped-down, nonsense text as exemplified in the first group, but in a more extreme manner:
The text not only represents but more importantly performs the speaker’s stumbling and struggling with the languages of both human and machine. The reader also is forced to fumble through the text as the text automatically and continuously scrolls down and at odd moments jumps a few lines up, driven by codes readily apparent at the surface of the performance. This work reveals the possibilities (and simultaneously the limitations) of writing and reading opened up by the availability of digital technology.

One of the most significant new feature to textuality made available by digital technology is the “hypertext.” Because the notion of the hypertext is very much the product of digital technology which hardly appears in the printed text, there is a lack of clarity about what it actually means. Richard Holeton’s “Frequently Asked Questions about ‘Hypertext’” showcases a fictional poem entitled “Hypertext” authored by a fictional character named Alan Richardson, with a series of hypertext links to FAQs pertaining to the poem [18]. This poem performs hypertext and at the same time, through parody, questions the idea. On the other hand the collaborative work by Scott Retberg, William Gillespie, Dirk Stratton, and Frank Marquardt entitled “The Unknown” anthologizes the works of the collaborating artists but providing hypertext links at varied words and phrases of each work to other works [19]. This project resists the kind of linear reading forced by text on a page and accommodate the kind of reading which many of us have grown to be accustomed to as we now click on a hyperlink before we finish reading a page of an online text.

Probably the most radical of all the works in the three volumes of the Electronic Literature Collection is Ramsay Nasser’s “ﻗـﻠـﺐ” or “qalb” (Arabic for “heart”) which is a programming language totally written in Arabic with Arabic script [20]. It is an attempt to resist the
dominant use of Roman characters and the English language in computer programming. The
project is poetic and at the same time very technical as the work of art is the programming
language itself. This project reveals that even the language of machines is politically charged
by the colonial course of recent human history.

4 CONCLUSION

Electronic literature prompts us to rethink the very nature of literature and literary theory.
New forms and formulas as well as methodological procedures need to be devised in literary
studies which take into account the various technologies which have been used to produce
literary texts throughout human history and particularly that phase in which occurred the shift
from the technology of print-on-paper to that of virtual display on LCD screens. This shift not
only brings about a change in the way text are produced and offered to readers but it also prompts
the change in the way the human body behaves toward texts and the way human beings interact
with each other.

As we come to the realization that technological transformations affect the behavior humans
and the human body, we are prompted to think about the extent to which we are separated from
or linked to the technologies we develop. We are compelled to think about the limits of being
human and begin to think about our being posthuman. On this issue Hayles remarks: “the
posthuman implies a coupling so intense and multifaceted that it is no longer possible to
distinguish meaningfully between the biological organism and the informational circuits in
which it is enmeshed” [10]. While the Electronic Literature Collection has brought to our
attention the possibilities and limitations made available by digital technology, as I have
discussed elsewhere, we are still left with vast unexplored territory where the biological and
biotic system interface with electronic informational circuits [21]. After all, even if we consider
the Turing machine as the beginning of digital technology, eight decades of digital technology
still operates under the shadow of five centuries of print and more under various forms of textual
 technologies.

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1993.


Pedagogical Content Knowledge: 
Teaching Preparation for Pre-Service English Teachers 
(A Case Study at Universitas Muhammadiyah Semarang)

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Abstract. As a crucial need of teaching, pedagogical content knowledge (PCK) should be prioritized by pre-service English teachers for their teaching preparation. It is not only about the knowledge of content, but also about the knowledge of pedagogy which determines the success of their performance of teaching. A good teacher who has a good performance of teaching will have a good awareness of PCK. It means that he must know the subject matter taught and know how to teach it to the students in more understandable manner. This study aims to investigate pre-service English teachers’ PCK for their teaching preparation. A case study was employed in which 11 pre-service English teachers of Universitas Muhammadiyah Semarang were involved. Test, observation and document were used to obtain the quantitative and qualitative data. The result showed that PCK which was regarded as a prerequisite of teaching was really required for pre-service English teachers in preparing them for teaching practices. Through PCK, they learnt how well to carry out the instructional process from planning to evaluating effectively.

Keywords: content knowledge, pedagogical knowledge, pedagogical content knowledge, preparation, teaching

1 INTRODUCTION

Most researchers have conducted the studies on pedagogical content knowledge (PCK) by focusing only on students’ understanding [1], [2], [3], [4], [5]. Pedagogical content knowledge is very important to be possessed by pre-service English teachers because they not only have to know the subject matter to teach but also how to teach it in more understandable one to the students [6]. Thus, before practicing their teaching, pre-service English teachers must be equipped with pedagogical knowledge and content knowledge [7], [8] in which they have to understand the concepts, know pedagogical techniques, have knowledge of difficult or easy concept to learn, and understand students’ prior knowledge. Those are required by them for practicing their teaching either in microteaching class or in teaching internship in the secondary schools.

Most problems faced by pre-service teachers dealing with their teaching preparation and teaching practice are related to their understanding in designing the lesson plan in which it is a
part of PCK which covers the ability in choosing the appropriate method and media of learning, designing learning activities to the students, allocating the suitable time to teach, executing the planned lesson in the classroom, managing time and classroom, and mastering teaching material [9], [10], [11], [12], [13], [14].

Those common problems were also faced by pre-service English teachers at Universitas Muhammadiyah Semarang. They had difficulties in designing a lesson plan and executing it into an effective teaching. The problems faced by pre-service English teachers, particularly on the lesson plan that they have to prepare, commonly deal with their understanding of how to construct the learning objectives and indicators which often reverse in writing. Most of them did not understand that in writing the indicator, it must include the dimension of cognitive process and the dimension of knowledge encompassing factual, conceptual, procedural, and metacognitive. Pre-service English teachers commonly copied and pasted the lesson plan downloaded from the internet without being checked and adjusted with the needs. Hence, they could not learn and comprehend every single step that they had to consider. Another problem also deals with their ability in choosing methods of teaching. The method that they had selected was not described clearly and completely in the steps of learning. Therefore, it was difficult to see and observe what learning activities looked like triggering students to be active in the classroom. Consequently, in the teaching practice, most of pre-service English teachers did not involve their students actively through challenging activities which explored students’ creativity in the classroom. The problem was also found in the assessment part. In this part, they did not understand the form and the type of assessment that must be used in which it must be based on the indicator and learning objective. Because of inappropriate assessment caused them unable to achieve the learning objective appropriately. Besides that, pre-service English teachers’ mastery of subject matter and classroom management were also the other problems faced by them. Because of their lack in mastering the material and managing time and classroom made the students ignored their teaching in the classroom. Their difficulties in interacting with the students also restricted them to involve the students actively in the classroom. Consequently, the atmosphere of the class was not conducive to learn.

Pre-service teachers who are prepared to be professional teachers basically are expected to be able to create an effective teaching to the students. They must be able to use various kinds of materials which are based on students’ needs, characteristics and learning styles [15]. Besides, they also require the competences of teaching. The competences required in teacher education basically deal with subject matter (content) knowledge, pedagogical knowledge, and pedagogical content knowledge (PCK) [16], [17], [18].

Teachers initially put PCK separately in which subject matter knowledge is separated from pedagogical knowledge. Both are integrated each other in teaching and learning process in order to create an effective teaching. In this point, teachers must be able how to teach and transform subject matter with the appropriate examples in order to be more understandable to the students [19], [20], [21]. Engaging students actively through some activities exploring their abilities optimally in the classroom is very required to activate teaching and learning process. Therefore, PCK plays an important role for determining the success of teaching.

Considering the importance of PCK in implementing teaching and learning process in the classroom, the purpose of this study aims to investigate Pre-service English teachers’ PCK for their teaching preparation.
2 METHODOLOGY

The research design used in this study was a case study. There were 11 pre-service English teachers who enrolled microteaching course in the sixth semester in the academic year of 2018/2019. Pre-service English teachers were demanded to prepare their teaching administration such as lesson plan in which it is part of PCK before practicing their teaching in which it was assessed by three raters. The raters were assigned to assess pre-service English teachers’ PCK based on their observation during teaching performance. Therefore, the instruments employed in this study were test, observation and document.

Test of content knowledge (CK) was administered to pre-service English teachers in order to measure their mastery of the subject matter particularly in English. There were 30 questions in which it was restricted to the area of English subject matter by referring to the test administration guidance of 2015 teacher competency testing (*kisi-kisi UKG tahun 2015*). It also referred to 2013 curriculum in which pre-service English teachers must adjust the curriculum used in the secondary schools when practicing their teaching in real settings.

The second instruments used was observation which was adapted and modified from Jang, Guan & Hsieh [8] in which it was focused on four main elements: Subject Matter Knowledge (SMK), Instructional Representation and Strategies (IRS), Instructional Objects and Context (IOC), and Knowledge of Students’ Understanding (KSU). Three raters were involved in which they were assigned to assess pre-service English teachers’ PCK by dropping their scores ranging from 1 (very poor), 2 (poor), 3 (good), to 4 (very good), and write their feedback based on their findings during observation.

To support the data of PCK, lesson plan created by pre-service English teachers was also employed. The raters assessed the lesson plan based on the scoring sheet used in teacher professional education (*Pendidikan Profesi Guru*) ranging from 1 (not found), 2 (incomplete), to 3 (complete).

The quantitative data were analyzed by using descriptive statistics in which maximum score, minimum score, mean, and standard deviation were presented. Meanwhile, the qualitative data were analyzed descriptively to support the quantitative data obtained.

3 FINDINGS AND DISCUSSION

In order to measure pre-service English teachers’ PCK, test of content knowledge (CK) was firstly administered to them in order to measure their understanding about the subject matter i.e. English. The result of test of CK is presented in Table 1.

| Table 1. The Result of Descriptive Statistical Analysis of Content Knowledge |
|-----------------------------|----------------|----------------|------------|----------------|
| Content Knowledge          | N   | Min  | Max | Mean         | Std. Deviation |
|                            | 11  | 26.7 | 86.7 | 63.34545     | 18.8568        |


From Table 1, it could be seen that the minimum score of CK is 26.7 (poor) and the maximum score is 86.7 (very good). Besides obtaining the minimum and the maximum scores, the mean and the standard deviation of pre-service English teachers’ CK is also presented. From 11 students, there were 2 pre-service English teachers who were in poor category and 2 pre-service English teachers who got fair category. Meanwhile, 6 pre-service English teachers obtained good category, and only 1 pre-service English teacher who achieved very good category. It means that the average of pre-service English teachers’ CK is good in which the average score is 63.3 with the standard deviation of 18.8.

The result of CK strengthens the needs of mastering the subject matter that must be possessed by all teachers in carrying out the instructional process. It is in alignment with Kleckmann, Richter, Kunter, Elsner, Besser, Krauss & Baumert [22] that CK is related to teachers’ understanding of subject matter taught. It is often regarded as a prerequisite of PCK [23]. To be English teachers, pre-service English teachers have to know what is going to teach, in this case is about English. It is in line with Andrews [24] and Suryani [25] pre-service English teachers need to possess CK that is the knowledge about English language. The CK which was administered to them refers to Kisi-kisi UKG 2015 which is also closely related to 2013 curriculum used in the secondary schools. This knowledge about English was used by pre-service English teachers in transferring the subject matter to the students.

Besides mastering the subject matter, what is required by pre-service English teachers for preparing their teaching is designing their lesson plan. Lesson plan is regarded as the most important thing to be prepared by pre-service English teachers since they have to decide what and how their students should learn [26]. The following is the result of lesson plan.

<table>
<thead>
<tr>
<th>Table 2. The Result of Descriptive Statistical Analysis of Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Lesson Plan</td>
</tr>
</tbody>
</table>

From Table 2, it could be seen that the average score of lesson plan is 2.34 (good) with the minimum score of 2.2 and the maximum score of 2.6. Even though they were in good category, many components could not be found from their lesson plan. Based on the analysis of lesson plan, most pre-service English teachers did not really understand how to design a lesson plan of 2013 curriculum well. They did not know how to construct the basic competence (KD) which covers attitude, knowledge, and skill, the indicators which must be arranged by using operational verbs by describing the dimension of cognitive process (C-1 to C-6) and the dimension of knowledge encompassing factual, conceptual, procedural and metacognitive, and the learning objectives in which they are used to achieve the indicators. In writing the indicators and the learning objectives, they commonly did not consider those components. Unsurprisingly, they only copied and pasted the lesson plan downloaded from the internet without being checked and adjusted with the students’ needs.

The ability of pre-service English teachers in presenting learning material in a lesson plan also did not show satisfactory result. Nobody presented the material in details containing the knowledge of factual, conceptual, procedural, and metacognitive. Those were required to help them in presenting the material to be taught to the students clearly in order to achieve the learning objectives. Even some of them did not provide the material in a lesson plan. Therefore, it was difficult to see whether or not the material could achieve the intended learning objective.

Pre-service English teachers also often ignored to provide the information clearly and completely dealing with the use of media, tools, and sources. They did not realize the importance of
using them in which those must be based on students’ characteristics, and the needs of achieving learning objective, indicator and students process of learning.

The next point of lesson plan which is commonly the main problem faced by pre-service English teachers is constructing the steps of learning. At this point, steps of learning cover opening, main activities, and closing. In describing the session of opening, pre-service English teachers did not have difficulties in describing the activities within it. Almost all of them described completely the activities such as preparing students’ condition, explaining the relevance of the previous material with the next material, explaining the learning objective, and explaining the activities carried out in the classroom. However, in describing main activities, pre-service English teachers commonly did not understand that those were used to achieve the learning objective. They were thinking about how to give the interactive and attractive teaching to the students, but ignoring what virtually the learning objective was. Therefore, learning objective and steps of learning were not related each other. This condition is compounded with the way they described the activities in the session of closing. Commonly, they only formulated the conclusion of the material taught, and explained for further activity without being provided with the assessment and feedback. At this point, some pre-service English teachers had difficulties in differentiating between the type and the form of assessment. Consequently, they did not mention what type of assessment used. Some of them also did not know that the form of assessment must be based on 2013 curriculum containing attitude, knowledge, and skill. From 11 pre-service English teachers, it was found that there were only 8 of them who provided the form of assessment of attitude and knowledge, and completed with the scoring rubric. However, they commonly did not consider the conformity between the form of assessment with the intended learning objective. Thus, the assessment provided could not be used to achieve the learning objective.

Meanwhile, pre-service English teachers’ PCK was assessed by focusing on four main points: 1) Subject Matter Knowledge (SMK) which refers to the extent to which pre-service English teacher demonstrates a comprehension of subject matter, 2) Instructional Representation and Strategies (IRS) which deals with the extent to which pre-service English teacher uses analogies, examples and explanation, and selects the appropriate strategies of teaching which are beneficial to the teaching of content, 3) Instructional Objects and Context (IOC) which includes knowledge about the aim and process of education, learning atmosphere, teacher’s attitudes, and knowledge of classroom management, and 4) Knowledge of Students’ Understanding (KSU) which refers to the extent to which pre-service English teacher evaluates students’ understanding before and during, and at the end of teaching and learning process [8]. The following table is the result of pre-service English teachers’ PCK.

<table>
<thead>
<tr>
<th>No of PSET</th>
<th>SMK</th>
<th>IRS</th>
<th>IOC</th>
<th>KSU</th>
<th>Total Score of PCK</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSET1</td>
<td>1.8</td>
<td>2.1</td>
<td>2.1</td>
<td>2.3</td>
<td>2.1</td>
</tr>
<tr>
<td>PSET2</td>
<td>2.1</td>
<td>2.1</td>
<td>2.1</td>
<td>2.0</td>
<td>2.03</td>
</tr>
<tr>
<td>PSET3</td>
<td>2.0</td>
<td>2.3</td>
<td>2.2</td>
<td>2.0</td>
<td>2.13</td>
</tr>
<tr>
<td>PSET4</td>
<td>2.4</td>
<td>2.7</td>
<td>2.9</td>
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</tr>
<tr>
<td>PSET5</td>
<td>2.1</td>
<td>2.4</td>
<td>2.5</td>
<td>2.2</td>
<td>2.35</td>
</tr>
<tr>
<td>PSET6</td>
<td>2.5</td>
<td>2.7</td>
<td>2.9</td>
<td>2.4</td>
<td>2.62</td>
</tr>
<tr>
<td>PSET7</td>
<td>2.2</td>
<td>2.1</td>
<td>2.2</td>
<td>2.2</td>
<td>2.2</td>
</tr>
<tr>
<td>PSET8</td>
<td>2.2</td>
<td>2.4</td>
<td>2.5</td>
<td>2.3</td>
<td>2.35</td>
</tr>
<tr>
<td>PSET9</td>
<td>2.7</td>
<td>2.6</td>
<td>2.9</td>
<td>2.6</td>
<td>2.7</td>
</tr>
<tr>
<td>PSET10</td>
<td>2.1</td>
<td>2.3</td>
<td>2.2</td>
<td>2.1</td>
<td>2.2</td>
</tr>
<tr>
<td>PSET11</td>
<td>2.5</td>
<td>2.4</td>
<td>2.5</td>
<td>2.2</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>2.2</strong></td>
<td><strong>2.4</strong></td>
<td><strong>2.4</strong></td>
<td><strong>2.2</strong></td>
<td><strong>2.34</strong></td>
</tr>
</tbody>
</table>
From Table 3, it shows that the lowest score of PCK is 2.03 and the highest score is 2.7. Meanwhile, the average score of it is 2.34. From each component of PCK, the result shows that 11 pre-service English teachers are in good category. However, dealing with their subject matter knowledge (SMK), some of them did not comprehend the subject matter well. It was proven with the way they transferred the subject matter in which they often ignored with the theories or principles of the subject developed. In fact, the content was not delivered clearly. It influenced them in giving unclear instructions that made the students uncontrolled during the class. Most of them also had difficulties in posing the questions to the students. It happened because they did not prepare and make a list of questions to be posed to the students. Consequently, they could not see whether or not the students had difficulties in understanding the content taught. Most of them also did not focus on the skill that would like to achieve from the students. It was seen from their lesson plan in which in formulating the learning objectives, they did not highlight clearly what skill that needed to focus on. It made them unable to select the appropriate content to the students. Therefore, the content was not delivered systematically. Whereas, SMK is often regarded as a prerequisite of teaching. Pre-service English teachers had to have a deep understanding about the subject taught to the students. It is in line with Faisal [20] that teachers need to understand the material not only theoretically but also practically in order to be shared with the students systematically.

The next point which is still related to SMK is instructional representation and strategies (IRS) in which at this point, the average score is 2.4. Most pre-service English teachers did not focus on the skill that would like to achieve. They had difficulties in using analogies and/or examples to explain the concepts related to the content. Some of them who taught writing to the students, generally did not facilitate the students with the process of learning writing. It could be seen from the way they taught in which they did not provide the writing process including what stage that should be started from. It made the students confused because in one side they were demanded to create a text, but on another side they were not given examples of how to write. IRS is also closely related to knowledge of pedagogy in which pre-service English teachers must be able to select the appropriate media, method and strategies of teaching in the learning process. It is in line with Faisal [20] that knowledge of pedagogy deals with the knowledge of strategies, approaches, methods and learning techniques to deliver the subject matter to the students. At this point, in order to help the students in understanding the content, most pre-service English teachers had also provided the students with the use of technology such as video. However, some of them did not consider and prepare what must be done by the students while they were watching video. There were no clear instructions given at the beginning making the students only watched the video without knowing what to find. It was because they previously did not prepare and make a list of instructions/questions to the students. This condition made the students not really interested in the class because their activities were not structured well.

In the component of instructional objective and context (IOC), the average score achieved is 2.4. At this point, what is needed by pre-service English teachers is knowledge of curriculum which covers knowing the learning objective, the content or the subject matter taught, and knowing the method used in teaching and learning process. It is in alignment with the Law number 20 year 2003 [27], and the regulation of MoNE number 16 year 2007 [28], that teachers have to know the goal of learning, the content or the subject matter, learning material, and the method used as a guideline in implementing teaching and learning process. From the result of IOC shows that all pre-service English teachers were good in creating learning atmosphere to promote the students’ interest, paying attention to the students’ reaction during class, and
providing an appropriate interaction with the students. However, they did not understand the learning objectives that must be achieved. Some of them did not explain clearly to the students what must be learnt and achieved from the content taught. It was unsurprisingly since in their lesson plan, they also had problems in constructing the learning objectives. Some of them who constructed the learning objectives in their lesson plan by focusing on writing skill, for example, were not consistent in achieving it when carrying out the instructional process in which they merely focused on speaking skill. It shows that their understanding about the objectives of learning was still poor. Therefore, in teaching learning process, they could not able to make the students clearly understand the objectives of learning.

The last component of PCK is knowledge of students’ understanding (KSU) in which the average score is 2.2 which is the same with SMK. At this point, some pre-service English teachers only focused on group activities facilitating them to discuss and interact with the others. It was also found that some of them did not give instructions clearly what needed to do during discussion making the students confused. Some of them also did not checked the students’ difficulties in learning through group discussion and let them learnt by themselves without assisting them intensively. They also did not evaluate the students’ understanding by posing some questions related to the content. It shows that their awareness of preparing their teaching needed to be improved. They needed to make a list of questions that would help them in evaluating the students’ understanding of the content. Therefore, knowledge of learners is very crucial for teachers in carrying out the instructional process in which it would help them easier in identifying the needs of teaching tailored to the students’ needs. It is in line with Kidwell & Triyoko [29], Rahman, Scaife, Yahya & Jalil [30], and Shulman [31] that teachers must possess the understanding of learners’ personal characteristics, needs, learning styles, interest, motivation, social and cultural background, what learners know, learners do, learners are going to understand, and learners’ problems of learning.

PCK becomes the most important thing to be possessed by pre-service English teachers in teaching preparation. They need not only to have knowledge of content, but also to have knowledge of pedagogy which also covers knowledge of curriculum and learners. As a prerequisite of teaching, PCK must be prioritized in which pre-service English teachers must begin by preparing and designing their lesson plan appropriately in order to create an effective teaching. Through lesson plan, pre-service English teachers will get easier in reflecting and evaluating of what they are going to do and what they are going to give to the students. By having PCK, pre-service English teachers will also have knowledge of how to implement the instructional process from planning to evaluating well. However, teaching experiences also influence their PCK. It is in line with Van Driel, Jong, & Verloop [32] that PCK is mostly influenced by pre-service teachers’ teaching experiences. Only by mastering the content is not enough for them to teach. However, they need to have knowledge of pedagogy in which they learn how to transfer the material in more understandable to the students and learn how to manage time and classroom effectively. In order their PCK becomes better, it is needed for them to have more experiences of teaching.

4 CONCLUSIONS

The aim of this study is to investigate pre-service English teachers’ PCK for their teaching preparation. We found that the average of 11 pre-service English teachers’ CK is good. However, good CK does not always determine their success of teaching. Meanwhile, from the result of analysis of lesson plan, the average of them needs to improve their understanding in designing lesson plan. Lesson plan which is a part of teaching administration in which it is also
part of PCK plays an important role in determining how well they learn how to carry out the instructional process from planning to evaluating. Through lesson plan, it enables them to firstly evaluate and reflect what are going to do with their students with the materials prepared effectively. The same condition happens to their PCK in which many components of it must be developed in order they are able to implement the instructional practices well. Thus, PCK which is prerequisite of teaching should be facilitated through more activities in teaching preparation and teaching experiences in order to better. Through teaching preparation and teaching experiences, pre-service English teachers learn how to teach the material systematically to the students in more understandable manner, learn how to manage time and classroom effectively so that the classroom atmosphere is more conducive to learn, and learn how to achieve the intended learning objective.

References


A Review of Public Speaking Coursebook: A Product of English Language Center Curriculum Research and Development

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Abstract. English Language Center in Universitas Muhammadiyah Ponorogo is currently conducting a research and development of designing the best curriculum that correlates with students level and the university’s pedagogical objectives. A previous internal research results imply that the Language Center should focus on two main courses: Standardized Test of Academic English Proficiency Test development and Public Speaking course project. Aligning to the prior research on Public Speaking curriculum development [1]–[3], this present study aims to deliver a final product of material development that is specifically designed for the first year students in Universitas Muhammadiyah Ponorogo. Document-based observation and analysis of Public Speaking’s lesson plan is utilized as the key instrument of this research. Eight chapters of final product are presented. Furthermore, findings and discussion of the study are described qualitatively.

Keywords: English Language Center Curriculum, Public Speaking, Coursebook

1 INTRODUCTION

Curriculum is the center of learning that both formal and non-formal educational institutions should have. Generally speaking, curriculum provides a structured subject-matter and its teaching methodology that guide teachers and learners to well-receive required learning materials and experiences[4]–[7]. Therefore, learning goals can be successfully achieved as expected.

The dynamic of English language center curriculum have been studied for years by many scholars[8]–[10]. Analyzing the need of learners and the specific targets that the institutions intend to accomplish is the primary stage to develop the best curriculum. A well-designed curriculum directly impacts how a teacher teaches and a student learns[11], [12]. In addition, to effectively succeed the institutions’ aims, it is pivotal to have a strong fundamental principles that are based on intitutional policy, pedagogical goals and students’ need analysis results[13], [14]. In summary, academic environment and conditions have a high critical influence into how the curriculum is designed.

Universitas Muhammadiyah Ponorogo, one of private universities in Indonesia, is recently evaluating what best practices that can bridge the importance of English competence for global demands and the students’ capacity. According to the university policy, the students are
expected to actively involve in the international forum delivering various ideas. It is because multidisciplinary fields from worldwide context are working together to reconcile current industrial revolution[1]. This underpinning purpose refers to students’ speaking and listening competence. Although those two productive skills are required to succeed the standard from the university, critical thinking analysis competence is essential to shape the ability of conceptualizing, analyzing, applying, and synthesizing the information or ideas to the audience[15], [16]. From this perspective, public speaking course is selected as the suitable program to meet the institution expectation.

Several primary studies have been conducted to identify the needs of first year tertiary students and challenges in designing the curriculum of public speaking course in English Language Center of Universitas Muhammadiyah Ponorogo. Studies by Mufanti [17], Mufanti et al. [1], R.A. Gestanti, et al. [2] and E.P. Nimasari [18] verify that speaking anxiety is the first issue that prevents them to engage with people in group discussion forum. Another problem reported is instructors’ obstacles in teaching public speaking materials[1], [17]. They found that it is highly demanding to develop practical materials that suit with students’ study background. The present study focuses on conducting a further research that fills the gap from the aforementioned research results. The objective of the study is developing a coursebook material based on lesson plan from public speaking program. Eight chapters of a coursebook final product are presented qualitatively.

2 METHODOLOGY

The study is classified as a qualitative research which addresses findings and discussion according to the data analysis descriptively. Two main instruments are used in the study. Literature reviews from the primary studies related to the research are gained as the underlying theory for the study[19]. Moreover, lesson plan of public speaking course program is employed as a center framework of the product since lesson plan is the central of material development[20]–[22]. Data of the study are collected from literature reviews and lesson plan’s content. Thus, the raw material is organized using bottom-up approach. This approach is chosen as the best approach based on the results of the primary study[6], [23], [24].

3 FINDINGS AND DISCUSSION

3.1 Public Speaking Course Framework

Public speaking course program in English Language Center of Universitas Muhammadiyah Ponorogo is designed to develop speaking and listening competence of various critical ideas according to students’ background of studies and to reduce students’ anxiety and psychological barriers during their speech performance. The course consists of 16 meetings including learning class process, pre and post-test of speech. In the end of the program, students are required to be able deliver a six to eight-minute English public speaking that reflects innovative ideas in their disciplines. For instance, students of health science study program should be able to present their public speaking of cases related to the issues of health science. Therefore, students will have topics of speech depending on their filed of discipline. The following figure is the public speaking rubric descriptors to assess students’ performance.
According to the results of a study by Mufanti, et al. [1], it is significant to study micro skills of public speaking before the students start to create their own speech. Some micro skills needed are, for instance, understanding the purpose of the speech, knowing the audience of the speech, and organizing important stages to give the best public speaking performance. Data from students’ scores of pre-test performance also indicate that students are lack of information of how to prepare an interactive and interesting public speaking. The table below shows pre-test results.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Pre-test</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islamic Faculty</td>
<td>1.90</td>
<td>Minimal</td>
</tr>
<tr>
<td>Social and Political Science</td>
<td>1.82</td>
<td>Minimal</td>
</tr>
<tr>
<td>Teacher training and Educational</td>
<td>2.32</td>
<td>Minimal</td>
</tr>
<tr>
<td>Economic</td>
<td>1.91</td>
<td>Minimal</td>
</tr>
<tr>
<td>Engineering</td>
<td>1.88</td>
<td>Minimal</td>
</tr>
<tr>
<td>Health</td>
<td>1.83</td>
<td>Minimal</td>
</tr>
<tr>
<td>Law</td>
<td>1.60</td>
<td>Minimal</td>
</tr>
</tbody>
</table>

Considering the results of public speaking pre-test, it is necessary to teach students from bottom level or micro skills to the complex ones. From this result, public speaking’s lesson plan is arranged using bottom-up teaching approach and is completed by various practical
tasks that can encourage students to have a deeper-comprehension of the material[23]. Figure 3 displays sample lesson plan of public speaking course program.

Fig. 3. Sample Lesson Plan of Public Speaking Course Program

The lesson plan’s framework above are the basic structure to develop coursebook material. Each chapter consists of comprehensive information of micro skills under macro skills of public speaking: identifying major purposes, determining the types of speech, preparing the speech, designing a well-prepared speech, using appropriate speech language, and performing at the stage. This finding is in line with the theoretical framework reported by Leopold [16] that there are some micro skills of public speaking competence that is needed to master before developing one’s own public speaking.

3.2 Public Speaking Coursebook’s Structure

There are eight chapters developed in the coursebook: (I) Public Speaking, (II) The Function of Public Speaking, (III) Knowing about Your Speech, (IV) Preparing Your Speech, (V) Designing Your Speech, (VI) The Use of the Language, (VII) Delivering Your Speech, and (VIII) The Examples of Speech Text. Learning objectives of each chapter are explained in the beginning of the lesson to demonstrate what students are going to expect in the end of chapter. In addition, it also provides a clear frame for the students to focus on their attempts to succeed public speaking class. The following figures are the excerpts of coursebook material contained of learning objectives that previously stated in the lesson plan.

Fig. 4. Learning Objectives of Chapter I (p.1) and Chapter III (p.9)
It can be seen in the figure 4 that in the chapter I, students are required to define the nature of public speaking activity and the issues that the speakers may encounter during the performance. As stated in the research methodology, that the coursebook development process, bottom-up approach is implemented. Therefore, students have a higher demand in the following chapters as described in the chapter III.

Apart from learning objectives, material overview is available for students to give them a general description of the lesson. In this part, they are facilitated an illustrative of micro skills they are going to learn in the chapter. Designed for academic tertiary context, the material is definitely supported by theoretical research framework from public speaking experts as can be reviewed in the figure 5 below.

Answering the gaps that the studies highlighted[1]–[3], the coursebook yields useful tips and advice in a particular layout to be easily learnt by the students. This guidance is given to help students’ difficulties during their efforts in the public speaking course program. The tips are in a form of short table with a numbered list as presented in figure 6.

In addition to useful tips feature, there is also a similar attribute in the coursebook with a list of dos’, don’ts and various recommended phrases for speech. These features can mentor the students to give a simple form of what should students do and avoid to vary their texts in front of many people[8], [10], [17].
Fig. 7. Another Coursebook Feature to Simplify the Material

The last part of coursebook that promotes students’ practical competence is summary of the lesson and students’ practices. The practices are attached in the last of each chapter in the coursebook. This can be used to measure and evaluate students’ comprehension of the lesson. Moreover, this tasks and authentic materials for public speaking topics facilitate an effective rehearsal to improve students’ confident and ability performing a good public speaking in front of audience[3], [25].

Fig. 8. Summary of Chapter (p.96) and Student Practices (p.86) in the coursebook

Linguistic aspect competence such as pronunciation and parts of speech is given following example texts that can be used for students. By having more example texts, students are intended to have more information, clearer insight, and decrease the chances that the fact or idea to be inappropriately applied to real-practical speech situations[6], [24].
4 CONCLUSIONS

The findings from the descriptive discussion respond to the research objective that focuses on presenting a final product of public speaking course book as a further examination from the previous studies. The eight chapters of coursebook and those features such as learning objective statements, material overview, useful tips, summary of lesson and student practices have been presented. The organization of the material uses bottom-up teaching approach in which students study from the most fundamental skill into the complex units[7], [15], [23], [24]. Bottom-up approach is applied to deal with existed situation which students have low understanding and competence in public speaking pre-test. Using lesson plan teaching framework, the material of the coursebook is designed accordingly[20]–[22].

The results of the study have implications for the innovation of English Language Teaching material and pedagogical curriculum research and development. At the individual level, the results of the study may inform a benefit value for those who need practical coursebook material with the same condition. At the organizational level, the results of this study indicate implications for positive educational and social change for improving practice across the country.

Apart from the implication of the study, the research limitation is addressed as recommendation for future research. While the study reports the result of public speaking coursebook material in the English certification program in Universitas Muhammadiyah Ponorogo, the study limits in quantitative research design. Further research require a more in-depth analysis quantitatively of the effectiveness using the coursebook material correlated with other variables such as student’s self-regulated learning and user experience.

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[10] Y. Hery, “Teachers and students perceptions of communicative competence in English as


Promoting 21st Century Skills for Facing Industry 4.0 in English for Written Business Communication Course: Students’ Perception

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Abstract. The rapid development of technology had triggered the commencement of industry 4.0 in society. This condition also impacted the demands in educational world. Students required to master skills to be ready facing industry 4.0 after graduated. This paper aimed to investigate the students’ perception toward the promotion of 21st Century Skills in English for Written Business & Communication course as to prepare them in facing Industry 4.0 in the future. 90 students whom enrolled English for Written Business Communication course were analyzed. Case study method and data source triangulation were conducted to reach the conclusion. Result showed collaboration, communication, creativity, and critical thinking skills were developed during the course. Facing industry 4.0, the students also need to master problem solving, critical thinking, creativity, and coordinating with others. It can be concluded that the course has promoted the 21st Century Skills that the students need to face industry 4.0 in the future.

Keywords: 21st Century Skills, Industry 4.0, English for Business

1 INTRODUCTION

The excessive advancement of technology has influenced many aspects in society, as well as in education field. Nowadays, the teaching-learning process in the classroom has changed. The teaching-learning process involved various technological tools to facilitate more effective learning. As for learning resources, the students have utilized smartphone, tablet, and other smart devices to access available information on the internet. As for teaching media and assessment tools, the lecturers could utilize various devices and applications to teach and measure the students’ achievements. Thus, the demands for the graduates in the society also increased rapidly. The breakthrough of Industry 4.0 has emerged the increased demands for graduates to master specific skills in order to survive in the future [1]. Reported by Forbes [2], the work life has changed due to the advancement in technology that reshape the requirements of jobs. Kurshan noted on Forbes article [3] highlighted the importance of acquiring 21st century skills to survive in the future society. As noted on the 21 Partnership Framework [4], the 21st century skills are as follow: creativity & innovation, critical thinking & problem solving, communication and collaboration, information literacy, media literacy, flexibility & adaptability, initiative & self-direction, social and cross-cultural skills, productivity &
accountability, and leadership and responsibility. Aligned with the reported articles, Grzybowska & Anna [5] pointed out eight key competencies needed by an employee to be successful in Industry 4.0 in the future, namely creativity, entrepreneurial thinking, problem solving, conflict solving, decision making, analytical skills, research skills, and efficiency orientation. It can be seen that the students needed to develop the 21st century skills in order to be successfully facing the challenging demands in Industry 4.0 in the future. As the result, the demands of Industry 4.0 did not only change the tools and facilities utilized by the lecturers and students, but also required the students to master those specific skills, especially creativity and innovation, problem solving, decision making, communication and collaboration, analytical thinking, leadership and entrepreneurial skills, information and media literacy.

Beside those skills, Hariharasudan & Kot [6] found that English has become the number one language that should be mastered by the students to be ready with the Education 4.0 and Industry 4.0 since the sources of knowledge and innovation have used English as the instructional language. Further, the research found strong connection between English and the preparation effort to successfully face the challenging demands in education world in the future. The statement also supported by the findings by Yunus [7] that to educate the students to be a better communicator, the language teaching should not only focus on grammar, vocabulary, and pronunciation. The language teaching-learning should enable the students to be able to communicate effectively in the global settings. Further, Yunus also noted that the language learning also should stimulate the students’ critical thinking. Further, Halvorsen [8] noted the importance of teaching the communication, critical thinking, collaboration, and creativity in English language classroom. Those 21st skills might help the students to be excellent graduates in the future society. This research emphasized how the 4Cs were implemented in the classroom, from the planning stage into assessment. Halvorsen explained how the 4Cs were acquired by the students in Mexico through project-based learning. In line with the related previous research findings, English for Written Business & Communication had learning outcomes that enabled the acquisition both English in business context. The purpose of the course was to prepare the students to be able to utilize English in the workplace both written and spoken English in the appropriate manner. In this course, the students were required to use English for business communication context and produce business documents, such as business reports, advertisements, e-mails, memos, and business plans. Since the students who enrolled the English for Written Business & Communication course were in the second semester, it implied that when they graduated from the university later on they would face the challenges in industry 4.0. Thus, preparing the students to be ready in facing the challenges in the workplace in the era of industry 4.0 would be crucial. To facilitate and prepare the students to be ready facing the demands in industry 4.0, 21st century skills were promoted to students during the teaching-learning process in the English for Written Business & Communication course. So that the students could learn English in the meaningful and real-life context. Subsequently, this paper aimed to investigate the promotion of the 21st Century Skills in English for Written Business & Communication course. The 21st century skills acquisition during the course activities became the focus of this paper. This paper also highlighted how the students acquired the skills.

2 METHODOLOGY

This paper reported the research which aimed to investigate the students’ perspectives on the promotion of 21st century skills in English for Written Business & Communication in order to facilitate the students to be ready in facing the challenges in Industry 4.0. Case study method was implemented since this method can be implemented in various disciplines, especially in social science. Case study also enabled to gather deep understanding of a single issue,
phenomenon of interest, in real life context [9]. Besides, case study was considered as a thorough investigation method that might facilitate a research to answer the questions of ‘how’ and ‘why’ a phenomenon occur [10] [11] [12]. Thus, case study was considered suitable in facilitating this paper to investigate the phenomenon on how the promotion of 21st century skills in English for Written Business & Communication course may help the students to face the challenges in industry 4.0.

The subjects of the research in this paper were 90 students enrolled in English for Written Business & Communication course in the even semester of 2018/2019 academic year. The backgrounds of the students were from Visual Communication Design Department and Hotel Management Department. The students were in their second semester. The research was conducted on December 2018 to April 2019.

Data instrument triangulation was established to validate the data. Data were gathered by utilizing e-questionnaire or Google Form, conducting interview, and reviewing the teaching-learning journal. The e-questionnaire was utilized to depict the students’ perspective toward their learning experiences during the course activities. Interview and teaching journal were conducted in order to reconfirm the data gathered through e-questionnaire. Total sampling was established since the number of the population was under 100 people.

The procedure of the research was divided into two phases. First, the lecturer designed the learning process that would be able to facilitate the students in acquiring the targeted skills. And then, the students should work in group and do projects. During the course, the students were assigned to work in a team that we called ‘a company’ and do a project related to the company’s business they chose. The students had to choose the business that closely related to their department. For example, students from Visual Communication Design department had business related to art, such as mural painting, game character design, and so on; and for students from Hotel Management department had business related to hotel management, such as restaurant, food and beverage café, and so on. At the end of the first phase, the students had to present their project and learning reflection. Observation and teaching-learning-journal writing were conducted in phase one as well. In second phase, e-questionnaire was given to the students. The data gathered from e-questionnaire were tabulated in Microsoft Excel to ease the data interpretation and analysis. To validate the gathered data, data cross-checking from e-questionnaire, interview, and teaching-learning journal was conducted. The findings and conclusion were generated based on the result of data interpretation. After the data were being gathered and validated through data-resources triangulation, the data were analyzed and interpreted. Gaining the results and findings, the analysis and interpretation of the data were utilized the theories presented in the previous chapter, namely the theories from 21 Partnership Framework [4], Grzybowska & Anna [5], and Halvorsen [8].

3 FINDINGS AND DISCUSSION

The findings of the research showed the students agree that 21st century skills were promoted in the English for Written Business & Communication course. There are three domains of skills promoted on the course, namely learning & innovation skills, information media & technological skills, and life & career skills. From those three domains, the students agree that life and career skills was the most frequently promoted on the course, followed by learning and innovation skills, and then information media and technological skills.
There were five skills under the life & career skills domain, namely flexibility & adaptability, initiative & self-direction, social & cultural skills, productivity & accountability, and leadership & responsibility. Figure 1 showed the students’ perspective toward those five skills.

**Fig. 1. Students’ perception on life & career skills domain.**

Figure 1 showed that the students’ agreed they can learn the skills on life & career skills domain. The number of percentages on the figure one above also aligned with the result from interview and teaching journal. By working in a ‘company’ group and doing a project as a team, the students learnt to respect each member’s point of view and background. At the same time, the students were required to have initiative and self-direction in doing the project. The students also learn to be flexible, adaptable, productive and accountable.

In interview session, one student admitted that they have difficulty in dealing with the other members of her group:

“I have difficulties in managing my friends so that they can work well as a team. They keep ignoring my direction as the leader of the group. They do not do their required tasks on the project. So that I did all the tasks myself at the end. What should I do, Miss?”

Another team also faced the same problem that there was an idle member that was not actively participate join the discussion.

“There was one member in our team that wasn’t actively participated on the discussion on our group’s online chat. But we decide to meet her face to face and discuss her problems so that she couldn’t manage to be actively participate on the online chat.”

The result could be depicted from those two interview’s results that the students learnt the leadership and responsibility skills. The good point was the students can solve their problems in a mature manner.

The next figure showed the students’ perspectives toward the learning and innovation skills domain. There were three skills on the domain, namely creative & innovation, critical thinking & problem-solving skills, and communication and collaboration.

**Fig. 2. Students’ perception on learning & innovation skills domain.**
Figure 2 showed that the students agreed the course and the given task may help them to learn the learning and innovation skills. According to the teaching-learning journal of the lecturer, the learning and innovation skills were developed when the students were required to do a project in a company so that they had to show the creativity and innovation on their product. The students were also required to make a report and do a benchmark to another company that had the similar business field. By doing a benchmark and writing a report, the students developed their critical thinking, analysis, and problem-solving since the students were required to make a report on the visited business. Further, to be able to do a benchmark and data gathering for their report, the students needed to contact the visited business. By doing these activities, the students were required to learn and implement the proper business communication and collaborate each other on the project so that their goal could be achieved.

Figure 3 below described the students’ perspective toward the information media and technology skills. There are two skills on the information media and technology course, namely information technology and media literacy.

![Fig. 3. Students’ perception on information media & technological skills domain.](image)

Figure 3 showed that the students agreed the course required them to utilize the information and media in doing the project. As noted in the teaching-learning journal, the students were required to access and evaluate information from various sources, manage information from various sources, and utilize various technological tools or media to access various information and to communicate effectively with other peoples.

Result of interview also showed the alignment with the two other research instruments.

“*My group made the advertisement for our company by using my tab and draw the pictures so that it could be the video animation. We also utilized the free web-based application to make the video animation.*”

“*We made group chat using LINE apps to ease our communication because we have different class schedule. And it helped a lot.*”

The utilization of technology in the course not only used to communicate and information access, but also during the classroom activities, such as for developing advertisements tools as one of the students’ assignments, and for the classroom assessment to measure the students’ understanding toward the course contents.

In the early stage of the research, this study found that 60% of the students already familiar with the term industry 4.0, while the other 40% of the students were not familiar with the terms. After more explanations and discussions during the course, the students noted the challenged in the future industry 4.0. This research also discovered the students’ initial needs in facing the industry 4.0. As shown on the figure 4, 43% of the students thought that creativity and innovation is very crucial to be mastered in order to face the challenges in industry 4.0.
The result showed in figure 4 was a surprising finding that information and media literacy was considered as the least skills needed for the future industry 4.0. The result of interview might explain this phenomenon as follow.

“I don’t have difficulties in accessing, using, and managing information, media, and technological tools both for study and daily activities. I can say that it is more challenging for me to master the other soft skills I chose in the Google Form you gave, Miss.”

The result showed that the students thought they needed the soft skills such as creative & innovation skills, critical thinking & problem-solving skills, flexibility & adaptability skills, and communication and collaboration skills rather than information and media literacy to face the challenges in industry 4.0.

4 CONCLUSION

Based on the findings and discussion it can be concluded that English for Written Business & Communication course has promoted the 21st century skills in order to prepare the students to be ready facing the challenges in industry 4.0.

An interesting finding showed that the finding on students’ perception toward 21st century skills needed in industry 4.0 could be associated with the age of the students. The students perceived the information and media literacy skills as the least skills needed in industry 4.0. Looking back at the students’ background, they were in the second semester with the range of age between 18-19 years old. It can be implied that the students were Z generation or digital native whom have not difficulties in learning new technologies. This condition might explain the findings.

From the finding that showed the students’ perception toward 21st century skills needed in industry 4.0, the future researches can be focused on studying the establishment of creative & innovation skills, critical thinking & problem-solving skills, flexibility & adaptability skills, and communication and collaboration skills.

References


Teachers’ Appraisals In Multimodal Teachings Of Reading And Writing

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Abstract. Multimodal teaching is the one that applies several modes such as languages, gestures, pictures, technologies etc. Each mode in this teaching has its own meaning. Teachers’ appraisals, as part of interpersonal meanings in teachers’ utterances, are important in this teaching because they will support the teaching and learning process. This study is aimed at describing the appraisals given by the teachers in the classrooms and figuring out the kinds of appraising items realized in teachers’ utterances. The steps used in collecting data are recording the teachers’ utterances in Reading and Writing classes, transcribing the spoken data into the written ones. The frameworks proposed by Martin & Rose (2003) and Martin & White (2005) were used in analyzing the data. The steps used are identifying the teachers’ appraisal given by the teachers, analyzing them based on engagement, attitude, and graduation; and then categorizing the types of appraising items used. The results showed that in term of engagement, monogloss are mostly found in the teachers’ utterances. The source of the appraisals is mostly from teachers. Both teachers, in term of attitude, used mostly positive affect, judgement and appreciation. In graduation, both teachers used more focus than force. It means that both teachers tried to soften the language used in the teaching process. The kinds of appraising items used mostly by the teachers are in the form of attitudinal lexis and adjective phrases. It is caused by the fact that those types are easy to produce and more appropriate to be used in the teaching process compared to the other one.

Keywords: Attitude, engagement, graduation, multimodal teaching, teachers’ appraisals

1 INTRODUCTION

Reading and writing are two different English skills. Reading is a receptive skill, and writing is a productive one. In teaching Reading and Writing, the teachers should not focus only in one mode. All teaching and learning in the classroom should involve a range of modes including speech, writing, gesture, gaze, body-posture, movement, and so on. In other words, teaching and learning in the classroom are multimodal [1]. It means that the teachers use several modes (source of meanings) such as languages (spoken and written ones), pictures, gestures, technology, etc. According to [2], every mode contributes meanings. Those meanings are ideational, interpersonal, and textual [3]. Ideational meaning is used to
understand about things whether it is living or non-living and abstract or concrete things, about what is going on or in another word to know the process that is happening in the text and the around circumstances. Interpersonal meanings can be used to understand people’s attitudes towards something whether they give information or goods services (commodity) and their speaking roles on a conversation. Textual meanings are about the organization of experiential and interpersonal meanings into a linear and coherent whole. In organizing any text to a coherent whole, one must keep the readers or listeners well informed about where the text is going by creating ‘signposts’. According to [4], these signposts are called Theme, and the rests of the text or clause are called Rheme.

In teaching Reading and Writing, the teachers used utterances (spoken language) as one kind of modes. These utterances have important roles in supporting the teaching and learning processes in the classrooms. They also contribute meanings. As mentioned earlier, in Systemic Functional Linguistic theory, the meanings can be ideational, interpersonal and textual ones. Interpersonal meaning is developed into another theory to know how the readers are positioned in the text. The theory is called Appraisal. As stated in reference [5], “appraisal is concerned with evaluation: the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned.” They also mentioned that appraisal is a system of interpersonal meanings. The relation between appraisal and interpersonal meaning is their focus, both of them focus on the people’s utterance and attitude. Appraisal is used to negotiate the social relation in human life by telling the feelings about people and things. There are three aspects in the appraisal system, they are engagement, attitude, and graduation.

Engagement is the source of the evaluations come from. It has two types aspects of attitudes sources, they are Monogloss (relating to the source of attitudes that come only from the author) and Heterogloss (relating to the source of attitudes that come from other than author). Attitude has to do with evaluating people’s character and things. It consists of three aspects, they are affect, judgement, and appreciation. Affect is an attitude type which focuses on feeling expression toward something. According to [6] judgement is an attitude type which focuses on people’s character. Appreciation is an attitude type which focuses on appreciation things. Graduation is the gradable system of how strong we express our feelings toward something. It consists of two types of resources, there are force and focus. Force is used on “turning the volume up and down”[5]. Focus about sharpening and softening meaning on evaluating people and things.

According to [6], the appraising items found in the appraisals can be in the form of attitudinal lexis, epithet, mental process, grammatical items, modality clause, metaphor, behavioural process, adjective phrase, relational process, modal adjunct, and minor clause. Appraisal theory can be used to analyze all types of evaluation. In multimodal teaching of Reading and Writing, teachers can also give evaluation towards the materials, the students, or even the media they use.

There are several studies discussing appraisals system. One of them is the one conducted by [7]. It is about Evaluative Language as Portrayed in The Texas Chainsaw Massacre Movie Review by Roger Ebert: An Appraisal Analysis. The results showed the reviewer tends to use attitudinal lexis in his evaluation. The evaluations are mostly sourced from the reviewer himself. The reviewer tends to evaluate things more than people, and his evaluations are mostly to be negative toward the movie.

The difference between this study and the previous one lies in the context of the data. The previous one used the context of movie, while this study used classroom discourse, that is the utterances used by the teachers in teaching Reading and Writing.
2 METHODOLOGY

Methodology is a well-arranged and well-prepared way to achieve a good result. In other words, it is a systematic working procedure to facilitate an activity in achieving a particular purpose. This methodology consists of research design, subject of the research, data collection procedures, and data analysis techniques.

2.1 Design of the Study
This research is a descriptive qualitative one. It is called descriptive because it describes systematically the facts and characters of a given population or area of interest factually and accurately [8]. Further they say that descriptive research is used in the literal sense of describing situations or events. In this case, this research describes teachers’ appraisals in teaching Reading and Writing and types of appraising items they used.

2.2 Subject of the Research
The subjects of this research are the teachers of Reading and Writing classes. The data of this research are in the form of teachers’ utterances used in the teaching processes.

2.3 Data Collection Procedures
The procedures of data collection applied the following steps: recording the teachers’ utterances in teaching Reading and Writing classes, and transcribing the utterances into the written data.

2.4 Data Analysis Techniques
After the data were collected, then they were analyzed. The techniques to analyze the data were based on the frameworks proposed by [5] and [6]. The steps to analyze the data are reading the data, segmenting the data into clauses containing appraising items, identifying the teachers’ appraisals, classifying them into engagement, attitude, and graduation, and last is describing the types of appraising items used by the teachers.

2.5 Procedure of the Research
The procedures of this research cover the following activities: determining the topic to be discussed in this study, choosing appropriate frameworks used to analyze the data, collecting the data, analyzing them, and drawing conclusion.

3 FINDING AND DISCUSSION

3.1 Findings
In parts, two things are explained. They are the appraisal system found in the teaching of Reading and Writing, and the second is the appraising items used by the teachers.

3.1.1 The Teachers Appraisals Found in Reading and Writing Classes
There are three appraisals systems found in Reading and Writing classes. They are engagement, attitude, and Graduation.
3.1.1 Engagement

As mentioned earlier, engagement can be in the form of monogloss and heterogloss. The number of engagement performed by the teachers of Reading and Writing can be seen in Table 1.

<table>
<thead>
<tr>
<th>Appraisal Systems</th>
<th>Reading Class</th>
<th>%</th>
<th>Writing Class</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>Monogloss</td>
<td>23</td>
<td>11</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Heterogloss</td>
<td>3</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>26</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1 showed that in terms of engagement, in Reading and Writing classes, the number of monogloss is more than the one of heterogloss. The teacher in Reading class used 23 monogloss and 3 heterogloss. In Writing class the teacher used 11 monogloss and 2 heterogloss. This evidence showed that the source of the appraisal is from the teachers themselves, not from others. The examples of engagement can be seen in the excerpt 1-2.

Excerpt 1

That is a good explanation. (taken from Writing class)

The appraisal is “That is a good explanation”. The appraised item is the student’s explanation in answering the teacher’s question. The source of this appraisal is monogloss because it comes from the teacher, not from others.

Excerpt 2.

This is the easiest genre compared to the other genres. (taken from Reading class)

The appraising item is “the easiest genre”, and the appraised item is the procedure text. This appraisal is considered as heterogloss because the source of the appraisal is not from the teacher but from the book.

3.1.1.2 Attitude

Appraisal systems of attitude are divided into three types, they are affect, judgement, and appreciation. Types of attitude used by the teachers of Reading and Writing can be seen in Table 2.

<table>
<thead>
<tr>
<th>Appraisal Systems</th>
<th>Reading Class</th>
<th>%</th>
<th>Writing Class</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude</td>
<td>Affect</td>
<td>10</td>
<td>5</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Judgement</td>
<td>7</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Appreciation</td>
<td>8</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>26</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>


Table 2 showed that positive affect is dominantly used by the teachers in teaching Reading and Writing. It means that the teachers give the positive feeling towards the students. Positive judgement also dominant in reading and Writing classes. Most of these evaluations are given to the students. Positive appreciations in teaching Reading and Writing are given to the materials and the students’ answers. The examples of attitude can be seen in excerpt 3 – 5.

Excerpt 3. 
Can you show me the examples of the text. Wow. (taken from Reading class)

The appraising item is “wow”. The appraised item is the student. The teacher showed her positive feeling that she was happy with the student who brought the good example of the text.

Excerpt 4. 
You give me a nice smile. (taken from Writing class).

The appraising item is “You give me a nice smile”. The appraised one is the student. The teacher gave the positive judgement to the student because of her nice smile.

Excerpt 5. 
It is a very small text. (taken from reading class).

The appraisal item is “It is a small text”. The appraised item is the text. The teacher gave this negative appreciation because the text brought by the student is very small.

3.1.1.3 Graduation
Graduation covers force and focus. Graduation used by the teachers in teaching Reading and Writing can be seen in table 3.

<table>
<thead>
<tr>
<th>Appraisal Systems</th>
<th>Reading Class</th>
<th>%</th>
<th>Writing Class</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Force</td>
<td>5</td>
<td>19</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Graduation Focus</td>
<td>21</td>
<td>81</td>
<td>11</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3 revealed that the number of focus is more than the one of force. It means both teachers in Reading and Writing classes tried to soften their utterances rather than intensify them. Forces here are only used to emphasize the importance of certain parts of the materials. The examples of graduation can be seen in excerpt 6-7.

Excerpt 6. 
You have to use the right technical terms. (taken from Writing class)

The appraising item is You have to use the correct technical terms. The appraised item is the students. The teacher gave the students force in order to remind them to be more careful in using the technical term is procedure text.
Excerpt 7.
Well, it is very nice. (taken from Reading Class).

The appraising item is *It is very nice*. The appraised item is the example of text given by the student. This graduation is considered as focus because the teacher tone down the appraising item to give the compliment to the student.

### 3.1.2 Kinds of Appraising Item Used by the Teachers

The kinds of appraising items used by the teachers in Reading and writing classes can be seen in Table 4.

<table>
<thead>
<tr>
<th>No</th>
<th>Types of Appraising Items</th>
<th>Reading Class %</th>
<th>Writing Class %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attitudinal lexis</td>
<td>10 38</td>
<td>4 31</td>
</tr>
<tr>
<td>2</td>
<td>Epithet</td>
<td>7 27</td>
<td>2 15</td>
</tr>
<tr>
<td>3</td>
<td>Modality clause</td>
<td>2 8</td>
<td>2 15</td>
</tr>
<tr>
<td>4</td>
<td>Adjective phrase</td>
<td>5 19</td>
<td>4 31</td>
</tr>
<tr>
<td>5</td>
<td>Minor clause</td>
<td>2 8</td>
<td>1 8</td>
</tr>
<tr>
<td>Σ</td>
<td></td>
<td>26 100</td>
<td>13 100</td>
</tr>
</tbody>
</table>

Table 4 showed that the kinds of appraising items mostly used by the teachers are attitudinal lexis and adjective phrase. Minor clauses are also used by the teachers to give the affect toward the answer of the students. The examples of these kinds of appraising items can be seen in excerpt 8-10.

Excerpt 8.
It has the most interesting features. (taken from reading class)

The appraising item “the most interesting features” is categorized as epithet since it is used to describe the quality of the person or thing. In this example it is used to qualify the thing, that is the name of certain product.

Excerpt 9.
Well, it is very nice. (taken from Reading class).

The appraising item “very nice” is categorized as adjective phrase because this group of words is used to qualify the thing.

### 3.2 Discussion

As mentioned in the previous part, the number of appraisals given by the teacher of Reading class is more than the one of the Writing class. This is caused by the fact that in teaching Reading, as a receptive skill, the teachers not only gave the explanation about the materials but also gave the exercises to the students in the form of questions. The teachers, then, gave the appraisals or the evaluations towards their answers. On the other hand, in writing class, as a productive skill, there were not many questions given to the students, but
mostly gave the explanations and instruction to write texts. That’s why the number of appraisals given by the teacher in writing class is not as many as the ones of Reading. In term of engagement, both teachers of reading and Writing classes used monogloss more that heterogloss. Almost all of their appraisals were given by the teachers themselves, not from other sources. It happens because reading and writing are English skills, the way to teach doesn’t need too many sources outside the materials. In term of attitude, positive affect, judgement, and appreciation were mostly used by both teachers. These positive attitudes are expected to be able to make the classed become as comfortable as possible and also to motivate the students in order not to be frustrated and get bored easily. The negative attitudes given here are only used to as a reminder for the students to study more seriously and to be careful in doing the assignment or answering the questions. The number of focus is more than the one of force. Focus, as one of graduation, was used by the teachers because they want to tone down the conditions in the classrooms to make the students study comfortably and peacefully.

The kinds of appraising items used mostly by both teachers are in the forms of attitudinal lexis. These attitudinal lexis are commonly used to give judgement or appreciation toward the students or the materials being discussed.

### 4 CONCLUSION

Based on the analysis, it can be concluded that in term of engagement, monogloss are mostly found in the teachers’ utterances. The source of the appraisals is mostly from teachers. Both teachers, in term of attitude, used mostly positive affect, judgement and appreciation. In graduation, both teachers used more focus than force. It means that both teachers tried to soften the language used in the teaching process. The types of appraising items used mostly by the teachers are in the form of attitudinal lexis and adjective phrases. It is caused by the fact that those types are easy to produce and more appropriate to be used in the teaching process compared to the other ones. It is recommended that in the teaching and learning processes, teachers should give appraisals to the students in order to motivate students in attending the course in the classrooms.

### References

Border as Post Space in Reyna Grande’s *The Distance Between Us*

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**Abstract.** Reyna Grande’s *The Distance Between Us* delivers another definition of a term border illustrated by the Mexican immigrants or later called Chicano in the United States. To construct the definition, Sara Upstone’s postcolonial theory is applied for the analysis of the novel. Literally, ‘border’ is considered a gate as a place to provide an entrance or an opening used for passage. Thus, this novel depicts the mixture of cultures as a result of struggle committed by the main character of the novel through the passage. However, due to the emergence of chaos as the result of the mixing process, the border is not solely interpreted as a geographical territory but considered a postspace as the mixing involves a breach to an area or space.

**Keywords:** border, Chicano, chaos, mexican, postspace, postcolonial

1 **INTRODUCTION**

Border discourse in the context of the border between The United States and Mexico plays the most important part of the history of the United States. Hence, the texts on the border become an inevitable part. This also correlates to the issue of the border wall proposed by Trump in his campaign [1], [2]. Border texts later came as part of Chicano literature or United States literature. It dates back in 1848 when Mexico and the United States signed the Treaty of Hidalgo Guadalupe, resulting in that most of Mexico land was seized into the territory of the U.S. [3], [4]. Border texts that emerged as the subsequent effect serves as the commencement for the entry of various Chicano or Mexican American literature and eventually shaped the identity of Mexican American literature. This marks the development of Chicano literature or Mexican American [5]–[7] literature as part of American literature.

The development of Chicano literature was then followed by the publication of Chicano literature which was always also associated with border issues. The emergence and rise of literature began with the publication of the novel *Pocho* by Jose Villarel, which delineates the life of Mexicans in the United States [8], [9]. This literary work involves a border issue, which is about people crossing the border from Mexico to the United States and about Chicano people living in the United States. This proves that there is a relationship between white people and Mexican society which describes the intersection between the two of them. The contact then raises colonial issues [10], which mostly reveal the dominance of white groups in the Chicano minority group. This indicates that Chicano literature as part of American literary works gives rise to colonial issues in it, namely Chicano as a colonized society and white society as a colonial society.

Postcolonial discourse in American literary works is interpreted not about power relations between countries in border areas but also relationships within it [11]–[13]. Colonial discourse
in Chicano or Mexican-American societies has always been associated with the borders of the United States and Mexico as gray areas or liminal areas [14], [15]. The border area is also considered gray zones [16] and in between spaces [17]. The border is always associated with Chicano which is a picture of colonial relations between the United States and Mexico[18]. The border finally also reveals the identity of the Chicano people conceptualized as “juggling cultures” who are considered to have hybridity identities [19] or plural personalities [20, p. 46]. Hybridity identity occurs because there is a colonial experience in Mexican society in the United States, for which most of the research [21], [22] finally illustrated in most Chicano literature shows the colonial experience of Mexican society in the United States. Chavez [23] says that the Mexican American community is an alien in their own country. Anzaldúa in Saldivar [24] reveals that there is internal colonialism in the Chicano community: "Native borderlands were seized and privatized by Anglos, their Texas Rangers, and their lawyers". This proves that colonial discourse is closely related to the life of the Chicano people in America.

One of the Chicano literary works which gives rise to colonial issues as a result of border crossers namely the Reyna Grande novel entitled *The Distance Between Us*. This novel tells the story of the life of Reyna and her siblings living in Mexico and the United States. They then have to cross the border and later move to the United States. They experience a new life by living with their father and stepmother. The cultural differences between Mexico and the United States result in Reyna and her siblings having to experience various conflicts with their father and stepmother in one house. Conflict also arises with outside activities involving anger and support and his father. This has an influence on the lives of Reyna and her later siblings in the United States.

This research focuses on the colonial experience experienced by the author, Reyna Grande herself. Although the author's background and novel stories are deeply indicating about the postcolonial discourse, there has been no discussion in the Trump era border discourse by using Sara Upstone's theory of the Mexican American community. This is interesting when it is associated with Trump's desire to build a border wall between Mexico and the United States. Research then becomes an alternative discussion of postcolonial discourse that occurred at the present time.

2 METHODOLOGY

This study applies Sara Upstone's postcolonial theory [25] in his book *Spatial Politics In The Postcolonial Novel* which offers a critical method of reading postcolonial novels. Upstone refers to nation, place, body and space that emphasize the existence of political practices that occur not only in the state space, but also in other spaces. This theory is more referring to the way of reading literature [26, p. 33] which means that literary works can be read through the colonial perspective in them. Upstone also explains that the place signifies colonial control, while space refers to things that are broader and more flexible, forms that the colonial wants to obscure. Space is a room in an abstract sense where hegemonic concepts can be embedded because of their flexible nature. Space becomes a colonial territory to maintain the stability of colonialism so that there were boundaries that were revealed as natural boundaries to construct society. By reviving colonial territory in the space of colonized people, boundaries are increasingly seen and colonial power seemed absolute, fixed [25, p. 4]. Postcolonial theory reads the politics of the colonial space and describes what has been obscured. The postcolonial texts question various other possibilities for the order instilled by colonialism. Reading the space in a postcolonial context provides possibilities for identity negotiation and possible resistance. Upstone [25] offers a reading of these postcolonial experiences which are constructed within several spaces, including state space, travel space, city space, house space, and body space.
Therefore, the study mainly focuses on exploring home space as a place to realize colonial relations.

3 FINDING AND DISCUSSION

a. Border as Colonial Space

_The Distance Between Us_ reveals the borders built by the state, America and Mexico, as postcolonial boundaries. In this case, the border is always in conflict with the relations of the world state behind the borders of the non-developed and more developed countries. The border allows border crossers to move across the border to get better conditions. In the debate with the border between the United States and Mexico, the border has become a colonial monument. Mexico has always been regarded as a colonized country and the United States as a colonial state. This relationship is considered as an alternative space that allows the postcolonial movement. Colonial relations exist because of experiences in the Chicano community. The border areas of the United States and Mexico often known as _La frontera, El Otro Lado_ and _North_ by Mexican people are considered open wounds [27] for most border crossers. Borderers must deal with brokers who are often called _coyote_ (a smuggler who transport illegal Mexican immigrants to the U.S.) and other things to cross the border because they do not have official documents. For this reason, border crossers are often referred to as undocumented immigrants, wetback and illegal aliens [28]. Border crossers are also called as cases, dirty, immoral, and disease-borne [28]. The title given by white people indicates that there was colonial discourse in the Chicano group.

The border area eventually became a colonial region as a place where the rulers and colonies met, namely white Americans and Mexicans as revealed by. The border area is a space of conflict as said by Upstone. This novel is about the life of Reyna Grande [29] in the United States. In the novel discussed now, Reyna Grande as the main character must feel himself crossing the border illegally which is actually dangerous for himself and his brothers. However, in order to reach a dream of a better life in America, all obstacles must be faced. When her parents make dangerous and illegal trips across the Mexican border to pursue the American dream, Reyna and her siblings are forced to live with their harsh grandmothers, when they wait for their parents to build the foundation of a new life. When crossing the border, the main character experiences unpleasant experiences to cross the border by settling in and running to avoid border officers or _la migra_. Even though _coyote_ has been assisted as a link at the border, the main character still has to do it carefully. The main character also shares his experience of growing up in the small town of Mexico where his parents want to build a house. Because the economy is in bad condition, her father goes to the US to work, and her mother immediately joins with her. She and her brothers are left in the care of their father and step mother, who do not really care about them.

Mexico and the United States are a nation. As revealed by Reyna, the need to cross the border is for better life _Please God, let arrive safely to El Otro Lado. I want to live in that perfect place. I want to have a father. I want to have a family_ [29, p. 157]. The border which is an empty area with various kinds of threats that might come from officers _la migra_ is considered a perfect place.
b. Home as Postspace

Borders involving Mexico and the United States in smaller colonial relations occur within the house. This place can play a political role in carrying out colonial values as one of the constructions that play a role in carrying out political functions in upholding colonial values, and this role is displayed paradoxically in the idealization and apolitization of the house [25, p. 115]. Colonial relations in the home propagate the colonial state discourse with various strategies. The strategy used to inculcate this discourse in the thinking of its colonies is to make the house a fixed, rooted, stable location, the antithesis of travel. Liquidity from the house is obscured while the ideal harmony of the house is raised by propagating the view that the home is the location of promoting values and behavior that are considered crucial to forming and maintaining national identity, and is the necessary protection from social change and unexpected economic conditions [25, p. 117].

In the house there are family members consisting of father, mother and child. Reyna lives with her biological father, Mila, her stepmother and Mago and Carlos's siblings. Her father has lived in the United States for a long time and lives with his stepmother. His father was a Mexiko and his stepmother was also a Mexican but had received US citizenship. Being able to adjust to American culture, Reyna's father is used to live with Mila and forget the culture and habits of Mexico. Mila does not have the thoughts that is in accordance with her place of origin, Mexico. Reyna's father and stepmother have the same idea to set rules that are appropriate for the situation in the United States. This allows the husband and wife to become colonial rulers in the house and then establish regulations. Whereas Reyna, Mago and Carlos must receive the colonial practice because they are immigrants.

Relationship among Reyna, her father and her stepmother becomes colonial relations in the small form in the house. The house for Reyna is a foreign place that must be inhabited. The apartment-shaped house with only one bedroom is a common house left by small families in the United States, usually only consists of one living room, one bed and kitchen and a place to live in the United States for the main character with two other siblings. The house for Reyna and the brothers becomes a foreign place so that she becomes a person who must obey all the rules created in the house along with the existing bulkhead partition. Colonial concept in the house can be seen on a clean and order floor. The apartment occupied by Reyna and her siblings and their father and stepmother is a clean room like other apartments. This situation shows a different situation with Reyna's house in Mexico that is not clean and there are many scorpions everywhere.

According to Upstone in terms of postcolonial criticism, home can be linked to political battles since a domestic space in homes can result in the occurrence of resistance efforts with radical political dimensions [25, p. 16]. The house creates colonial relations. Reyna and her brothers from Mexico must obey all the rules set by their father and stepmother. Grande's house becomes boundaries that should not be violated. With regard to the hierarchy and divisions applied by colonial powers in the house, it appears that the house has fixed boundaries in forms of rules. They are set up such as cleanliness and use of the room and the tools inside. After leaving his father in Mexico for six years and then reliving together with his father, this brings Grande to an adjustment that must be done again. Reyna must adjust to the life of her stepmother who has a different attitude to her biological mother. There are cultural differences that are felt by the main characters as teenagers who must understand new cultures so that conflicts arise resulting in the anger of the stepmother. Colonial relations here are created by his stepmother by making rules that the stepchildren must not enter her bedroom. In this case, the boundary cannot be fluid so that the bedroom not only a place as a territory but also as a space that cannot be violated.
When we first arrived in the U.S., Mago and I went into Mila and Papi’s bedroom to look at her pretty clothes in the closet and to smell her perfumes. I knew Mila had noticed we did because a few days later Papi installed a new doorknob that locked, and from that moment on they would lock their door every time they left the house [29, p. 186]

Reyna, Mago and Carlos also unwittingly violated the rules applied by the authorities from her father and stepmother. They begin to get used to electronic devices that they do not normally find in Mexico. Without realizing it, they like things that are related to the mentality of the ruler. The three siblings are then able to use television and begin to like television when their father and stepmother left to work. At one point they use the telephone to call Santa Claus on television to request the desired gift. Limited knowledge about TV shows made the three brothers use the telephone wrongly for an unknown purpose. They didn't get the prizes they asked for using the telephone because it was only a television program. The existence of these violations of boundaries eventually led to chaos. The three of them did not know that using a telephone would incur costs. When the telephone bill swells, then it arouses anger from his father and stepmother.

“What’s this?” Papi said, holding a bill in his hand. “Who in the world did you call? Why is the bill so high?” Mago, Carlos, and I looked at each other. We never used the phone. We didn’t know anyone here, so who would we call?....

We walked up to the phone and saw the lock on it, so now we couldn’t turn the little wheel to dial unless we put in a key. [29, p. 196]

There is disorder in the form of space. On the one hand, the love of the three brothers will be television and Santa Clause causes the boundary to be space. They like television programs and without realizing it, this causes postspace. The three brothers began to use the telephone to find other pleasures that were in the ruler's culture, namely the promised gift will be given by Santa Claus. Colonial activities also occur when the main character experiences conflict over the boundaries that are violated, namely telephone use at home. The main character as a Mexican child does not understand that using a telephone will incur costs. This raises the anger of his father and stepmother when he learns that the boundary has been violated so that he then decides to lock it. But there is some momentum when the border becomes space.

Family relation makes the boundary fluid. Relationship between biological father and biological child allows the boundaries to be violated. Reyna's father still provides a place for his kids to sleep in a certain room. Even though it is not a proper place, it gives them space which different one another. Reyna's father uses a living room as bedroom for his three kids and a TV viewing room for his stepmother to be a sleeping area for them at night. Even though this caused inconvenience to his stepmother, it continued until they found a bigger apartment. With this, post-colonial homes will reveal that in the hierarchy and boundaries of colonial houses there are irregularities and chaos [25, p. 124]. The main characters in this novel must break the boundaries that exist because they cannot sleep in one room with their mother and father, thus creating irregularities in the functions of the existing spaces.

“We left the kitchen and went into the living room, where my stepmother was watching TV. Seeing us come in, Mila got up and headed to the bedroom, the only one in the apartment. Mago, Carlos, and I had been sleeping in the living room since we arrived from Mexico [29, p. 166]
Space occurs when the function of the family room puts into conflicts. Mila, her stepmother, does not fully support the idea of using the living room as the bedroom. Postcolonial discourse also wants to reveal that chaos in the home occurs because not all residents of the house support the colonial ideal [25, p. 128]. The tension that occurs in the house is to be revealed, and liquidity will be raised. Thus, it is clear that postcolonial homes are no longer to serve colonial interests, but to serve other purposes which ultimately damage the power relations that have been built by the colonial concept [25, p. 131]. Mila, her stepmother was forced to obey her step daughter to sleep in the guest room. In this case Mila does not succeed in implementing the regulations that had been set. The house then forms space to become fluid because there is a boundary that is violated.

The boundary also becomes liquid and not liquid for other momentum which is in accordance with the wishes of the ruler, Mila. His stepmother provides food that is characteristic of the United States, namely spaghetti. Even though Mila is from Mexico, she knows more about typical American food. The spaghetti dish is a noodle-shaped meal and Mago and Carlos like the food. Conversely for Reyna the food was a disgusting thing because it reminded her of the shape of a worm. Reyna's disobedience to the food her stepmother had provided with difficulty caused her father to become angry.

"You're going to have to eat, Nena," Mago said as she slurped down her spaghetti.
"Papi will get angry if you don't."
"It's pretty good," Carlos said as he raised a strand of spaghetti over his mouth and then sucked it in really fast, making the strand wiggle as it went into his mouth.
I looked back at the spaghetti and the red sauce. I thought of Pablo again and the surgery he had to get the worms removed. I thought of the scar like a crawling centipede and I just couldn't bring myself to grab my fork and eat. Papi came out of the bedroom to grab a beer, and noticing my full plate, asked me why I wasn't eating.
"I'm not very hungry, Papi."
"Well, Mila made this meal for you and now you're going to have to eat it. I won't have you being ungrateful."
"I can't eat it, Papi." Papi started to yell at me, and pretty soon I felt tears sliding down my cheeks because I didn't know how to tell him about Pablo. [29, p. 190]

In this momentum Reyna's father had become a mental ruler in accordance with the United States. Reyna's father eventually became the ruler's mentality that created rigid regulations by forcing his son to eat spaghetti even though his son didn't like it. He did not understand that his child did not like the food. For him spaghetti food is a good food. Reyna's father did not realize that he had become more American because he liked the food as well as his other children, Mago and Carlos. They both finally began to feel pleasant things with the culture of the ruler.

On the other hand, Reyna has not been able to accept it so the boundary became chaotic. In other momentum, the boundary in the house is also a space when there are certain celebrations that are in accordance with the wishes and culture of the ruler of the house. Thanksgiving is a special celebration for American society. Reyna and Mila's father got used to the event. The culture was then also socialized to Reyna and her younger siblings. Mila's stepmother began to ignore the boundaries they had. He encouraged Reyna, Mago and Carlos to take part in halloween activities, namely 'trick and threat'.

"I'm making you a Halloween costume," she said. A costume? Out of a sheet? She walked him over to the closet door so Carlos could see it for himself. He turned to look at us. Mago and I giggled. My brother was now a ghost. It was amazing. From that year on, Mila always brought us white sheets for Halloween, and she never bought me a costume again. If I had
knowing she would do that, I wouldn’t have praised Carlos’s ghost costume so much. “Let me see what I can come up with for you, Mago,” Mila said. We looked out the window and saw that kids were starting to come out of their houses with their costumes on. [29, p. 180]

The desire to apply the culture of the ruler causes Mila to break the boundaries. She gave and made Halloween costumes for her children. The rigid treatment given to her children becomes fluid when she likes her relationship to make a costume for the trick and threat event. The relationship between the two becomes melted so that the boundary becomes liquid. Halloween creates space into postspace so Mila happily makes costumes for Carlos and Mago but not for Reyna.

Mila violates space when she applies her position to become a mother. Her motherhood that cannot be expressed on the biological child is then expressed to her stepdaughter. When Reyna suffered a toothache she gave up using insurance on behalf of her biological child for Reyna’s sake. Mila also behaves like her biological mother when delivering Reyna to the dentist. Reyna feels comfortable to have ‘Mama’ for a while. On the other hand, she turns sad by having knowledge that Mila does not want to be called “Mama”

“Your daughter was very good,” the receptionist said as Mila and I went out the door. Mila held me by the shoulders because I was feeling a bit dizzy and my mouth was numb and my lips felt three times their usual size. My lips throbbed as if they’d been stung by a scorpion. “Thank you,” Mila said. I waved goodbye to the receptionist and gave her a groggy smile. On the way home, Mila was very quiet. I wondered if she was thinking about her daughter. “Are you in pain yet?” she asked as we pulled into the driveway. “No, Mamá Mila,” I said. Maybe it was the anesthesia that had made me say that. Mila took a deep breath and then looked at me. “Just call me Mila. I’m not your mom so you can’t call me Mamá. Just Mila, okay?” She said it gently, and yet I felt as if she had yelled at me. The harshness in her voice was very subtle, but I could hear it clearly. With tears in my eyes, I said, “I’m sorry, Mila. I won’t do it again.” Then I got out of the car and went into the house, where I saw that my brother and sister were back from school [29, p. 185]

Mila forgets herself as a ruler and positions herself as a mother. At certain times, space then becomes post space when Mila becomes a mother for accompanying Reyna in the hospital. According to Upstone [25, p. 15], post-space is a concept that is outside the colonial boundaries or brick-boundaries of tradition, even beyond or before the boundaries arise; it can also be said to be a hybrid, liquid and moving space, so that it has no more boundaries. On the other hand post space then becomes space again followed by the order. Mila feels that the call “Mama” was not for her so she becomes angry for the term “Mama” on her. The boundary becomes fluid because the desire to be a mother, beside one side of the border becomes static because there are rules that are violated so that it causes chaos.

4 CONCLUSION

The novel shows the border as colonial space. Movement past the border is a movement to colonial space. The movement occurred in the postcolonial context. In this context, homes are present as postspace. The author realizes that home is not always a construction in the formation of postspace. Postspace occurs only under certain conditions. On the one hand, chaos continues to occur so that postspace can change into space. There are still borders that are violated but with an understanding of both parties, namely the party giving the order and receiving the order. Chaos becomes less due to the understanding of the available space. But this cannot create
postspace because the space created is still a compulsion for the given order. Thus, it can be said that this novel is constantly opposed to the construction that was formed. The boundary construction can be resisted by making it post-space, and the existing post-space is also canceled by forming a bounded space. If it is related to the context of Mexican society in the United States, this group will easily adjust to the situation in the United States. The authorities will also not carry out the colonial concept when the colonized Mexican community in the United States begins to abandon the Mexican tradition. But in this novel, the strategy offered does not consider postspace a final solution. Compliance with colonial parties is not always necessary.

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References


Abstract. In the field of literary studies, Joseph Conrad’s masterpiece, Heart of Darkness (1899), has been extensively researched. Following the emergence of digital humanities, new methods of analysis on the novella have also been conducted, one of which focuses on Network Text Analysis (NTA) of the work (Hunter and Smith, 2014). In reaction to this, for the contribution of recent studies in literature, this essay attempts to perform an analysis on network construct between the Company and Kurtz (the two main nodes in the network) in Heart of Darkness using two web-based network analyzers: Voyant Tools and Cytoscape. The analysis refers to, to name a few, Ferguson’s (2017) observation on network in history and Jagoda’s (2016) observation on network aesthetics in novels. This essay ultimately seeks to map out the network linking the two nodes and see how postcolonial view on the visualization is conducted.

Keywords: Joseph Conrad, Heart of Darkness, network analysis, the Company, postcolonial view.

1 INTRODUCTION

As a novella showcasing an “imperial attitude,”[1] Heart of Darkness (HoD) by Joseph Conrad[2] also illustrates intricate textual connectedness between Marlow, the Company, and Kurtz. In today’s world of digital humanities, this connectedness can be translated into chains of networking, and prompts new methods of analysis on the novella. As a result, a Network Text Analysis (NTA) of the work was conducted by Hunter and Smith (2014), where it argues Stubbs’ (2005) assertion that a recurring and dominant theme in HoD is the “unreliable and distorted knowledge” of Marlow’s [3]. Hunter and Smith (2014) contest this assertion using their own method of text network analysis[3] which reveals that their text network approach “displays specific chains or links among words and groups of words in a way that traditional frequency-based content analysis and stylistics can not [sic]” that further “allows not just the representation of those relationships, but also their quantification along such dimensions as

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[1] By this, it means that “[o]n the one hand, the narrator Marlow acknowledges the tragic predicament of all speech ... [and] yet still manages to convey the enormous power of Kurtz’s African experience through his own overmastering narrative of his voyage into the African interior toward Kurtz”[1].

[2] This is the result of his corpus stylistic, content-analytic examination of HoD.

[3] Theirs uses the morpho-etymological approach, meaning that “the network is constructed from morphological and etymological relationships among words in the text”[3].
strength, connectedness, and distance” [3]. In support of this view, this essay focuses on the connectedness between Marlow, the Company, and Kurtz within postcolonial studies, by particularly analyzing the network construct between the Company and Kurtz (the two main nodes in the network). In doing so, the analysis includes discussions on the mapping of network among those nodes, retrieved with the use of two web-based network analyzers: Voyant Tools [4] and Cytoscape [5].

The initial idea of this essay is highly influenced by Ferguson’s (2017) observation on network in history. Parallel to Ferguson’s approach, this essay observes the textual network in *HoD* that is built through the nodes’ connectedness. An example of visualisation of network in Shakespeare’s *Hamlet* may look like this:

![Network in Hamlet](image)

The network in Figure 1 is made manually by looking closely at the relations between the characters in the play. As argued by Hunter and Smith (2014), corpus stylistic, content-analytic examination, frequency-based content analysis and stylistics is not enough to accommodate an analysis on connectedness that shows the structure of textual network between characters and places [3]. The structure of textual network in *HoD* is then associated with the work’s novelistic form, since “network visualizations offer a stable representation or a map of elements configured as nodes and links, [whereas] the novel makes possible processes of mapping networks across space and time” [7]. This way, the discussion in this essay is of two folds: mapping out the network structure and showing how postcolonial view on the visualization is conducted.

## 2 Methodology

In general, a ‘network’ is defined as “a structure composed of links and nodes” [7]. The term refers to “the informal concept describing an object composed of elements and interactions or connections between these elements”, like the Internet, which is “a network
composed of nodes (routers, hosts) and connections between these nodes (e.g. fiber cables)” [8]. Network analysis, in its broader sense, can be applied in biology, computer science, economy, physics, or in ordinary life [9]. Network analysis in ordinary life gives result to the practice of sociological network, which stems into social network studies. In the analysis, this essay adapts two designs of social network studies namely “whole-network” or “egocentric” designs; “[w]hole-network studies examine sets of interrelated objects or actors that are regarded for analytical purposes as bounded social collectives, although in practice network boundaries are often permeable and/or ambiguous, [whereas] [e]gocentric studies focus on a focal actor or object and the relationships in its locality” [10].

The distinction between structures identified as whole-network and egocentric designs is seen upon analyzing the mapping of network in HoD which results from the use of Voyant Tools and Cytoscape. Voyant Tools are used to reveal the statistics of the words in the studied text. In Voyant Tools, there are several tools that can show specific result. This essay uses TermsBerry tool to find the words around the selected key words. The result from TermBerry process in Voyant Tools is converted to a table form containing the data of key words and their related words. After retrieving the data, Cytoscape was utilized to visualise the data into a network relation. The visualisation will then be discussed within the field of postcolonial studies, focusing on the interconnectedness between Marlow, the Company, and Kurtz, by comparing the result of automated surface reading of network using the two tools with the result of manual close reading of the novella.

3 Findings and Discussion

3.1. Findings

This section provides the results of NTA, which is different from the ones conducted by Stubbs (2005) and Hunter and Smith (2014), using Voyant Tools and Cytoscape. The findings in this section are the results of the connectedness/network seen between key words using the two aforementioned textual analysis tools. In revealing the statistics of the words in the studied text, TermsBerry tool was used to find the words around the selected key words. The result from TermBerry process in Voyant Tools is converted to a table form containing the data of key words and their related words as follows:

<table>
<thead>
<tr>
<th>Key word</th>
<th>Related Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurtz</td>
<td>Talk</td>
</tr>
<tr>
<td>Kurtz</td>
<td>Began</td>
</tr>
<tr>
<td>Kurtz</td>
<td>Went</td>
</tr>
<tr>
<td>Kurtz</td>
<td>Got</td>
</tr>
<tr>
<td>Kurtz</td>
<td>Wanted</td>
</tr>
<tr>
<td>Kurtz</td>
<td>Heard</td>
</tr>
<tr>
<td>Kurtz</td>
<td>Course</td>
</tr>
<tr>
<td>Kurtz</td>
<td>Think</td>
</tr>
<tr>
<td>Kurtz</td>
<td>Say</td>
</tr>
<tr>
<td>Kurtz</td>
<td>Away</td>
</tr>
<tr>
<td>change</td>
<td>Men</td>
</tr>
<tr>
<td>change</td>
<td>Man</td>
</tr>
<tr>
<td>white man</td>
<td>Saw</td>
</tr>
<tr>
<td>manager</td>
<td>asked</td>
</tr>
<tr>
<td>manager</td>
<td>stood</td>
</tr>
<tr>
<td>manager</td>
<td>Saw</td>
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<tr>
<td>manager</td>
<td>Right</td>
</tr>
<tr>
<td>manager</td>
<td>looked</td>
</tr>
<tr>
<td>manager</td>
<td>Came</td>
</tr>
<tr>
<td>manager</td>
<td>Said</td>
</tr>
<tr>
<td>manager</td>
<td>looking</td>
</tr>
</tbody>
</table>

After the data is retrieved, Cytoscape was used to visualize the data into a network relation. The mapping can be seen in Figure 2 below:

![Network](image.png)

**Figure 2** Network in HoD from Data in Table 1
To specify the mapping that shows only the connectedness among Marlow, the Company, and Kurtz, all verbs and adjectives and adverbs in the network scheme in Figure 1 are eliminated, resulting into the following network:

![Network among Marlow, the Company, and Kurtz in *HoD*](image)

As can be seen in the result, Figure 3 shows that ‘Station’ holds the highest degree of centrality, as it has the most edges (five, to be precise). Degree of centrality is pivotal in network analysis, as “[c]entrality indices are to quantify an intuitive feeling that in most networks some vertices or edges are more central than others” [11]. It has also been “one of the most important areas of investigation in substantive studies of social networks” [12]. The mapping also shows that ‘Kurtz’ and ‘Company’ hold the second highest degree of centrality, with only two edges in each node. It comes to no surprise that ‘Marlow’ in the picture is placed outside the cluster formed by the entry ‘Station’, since in the narrative Marlow is only mentioned by the omniscient narrator approximately 10 times (mostly at the beginning of the novella, and very little at the end). Interestingly enough, in the narrative, the Company is mentioned approximately 14 times, spreading mostly at the beginning, a few in the middle, and some towards the end. We can also see in the picture that ‘Kurtz’ has direct connectedness with ‘Station’, and the same goes with ‘Company’. The entry that creates connectedness between ‘Kurtz’ and ‘Company’ is ‘man’, which is a very generic and vastly used word in the narrative.

In response to these findings, the following section provides a discussion on how these results can be interpreted, especially in the context of postcolonial studies that focuses on the idea of “imperial attitude” seen in the novella.

### 3.2. Discussion

Perceived through whole-network studies, as “bounded social collectives” [10], Marlow, the Company and Kurtz are seen in Figure 3 in separate clusters, indicating that they are of separate circles. The main cluster at the top is the circle where the Company and Kurtz are linked, whereas the minor clusters at the bottom are small circles where each nouns are linked. Egocentric studies of Marlow as presented in Figure 3 could lead to an interpretation that Marlow is outside the big issue told and described in the main cluster. Readers of *HoD* are
well aware that the novella is narrated in layers of narrative. The outer layer is the omniscient narrator’s narrative describing and telling the reader of Marlow’s stories in Congo. The inner layer is Marlow’s narrator, telling his audiences on Nellie about his experience in Congo and in meeting Kurtz there. Surface reading using the two textual analysis tools helps reveal this fact. But to comprehend an intricate narrative such as HoD requires a close reading that demands the ability to identify the relationship/connectedness between the characters and the places associated with them.

A postcolonial close reading shows that “the narrative itself all share a common theme: Europeans performing acts of imperial mastery and will in (or about) Africa” [1]. In HoD, the empire at work is shown by the presence of white men in Congo. The spread of white men in the colonies owes greatly to the existence of the Company5, “the single greatest Dutch invention of them all” [13]. The stock market (hinted by the presence of men on ‘Change’ (men on Stock Exchange) at the beginning of the novella, enables us to see that the group of people in HoD is drawn largely from the business world, which is a way of “emphasizing the fact that during the 1890s the business of empire, once an adventurous and often individualistic enterprise, had become the empire of business” [1]. In Figure 3, the connectedness between ‘Company’, ‘Station’, and ‘Kurtz’ shows no direct link between ‘Company’ and ‘Kurtz’. The vital entry here seems to be ‘Station’, because it links ‘Kurtz’ and ‘Company’. A close reading of the work shows that the Company is actually the vital importance that sends Marlow to Congo and connects Marlow and Kurtz.

The mapping of network fails to show that Marlow is at the heart of the story, that he is the main character whose story bears the main plot of the novella and also from whom the construction of Kurtz’ mythical image is built. Marlow’s connectedness to Kurtz has at least four intermediaries: ‘The Swede’, ‘a white man’, ‘chief accountant’, and ‘the manager’, all of which build Marlow’s perception on Kurtz [2]. Human interconnectedness requires six degrees of separation at most [6],[15]. In HoD, the four degrees of separation between Marlow and Kurtz also depends upon other in-between intermediaries. As a network novel, HoD can be said to also produce “a different kind of leading “edge” that aestheticizes immanent interconnectedness” [7]. Connectedness between Marlow and Kurtz is an example of how network processes “involve different kinds of relational ties [...] and multiple types of tie” [16]. The network shown in Figure 3 is modular in nature. A network is modular if “it could be broken up into a number of separate clusters nonetheless tied together by a few bridging edges” [6]. In Figure 4 below, a modular network is the one on the bottom right:

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5 In 1602, at the instigation of the Dutch government, the various companies came together to form the United Dutch East India Chartered Company (Vereenigde Oostindische Compagnie/VOC), the world’s very first multinational Company. In 1609, Dirk Bas and his fellow Directors declared that any share holders who wanted their cash back could not have it refunded, but would have to sell their shares to another investor. A market for the Company’s share was thus born; it was the world’s first true stock market [13].

6 The term ‘on ‘Change’ is also present in MaxHavelaar, addressing yet another idea that the practice of imperialism and colonialism is fuelled by the Company [14].
A close reading of *HoD* would have resulted to an additional imaginary line between the main cluster and the three minor clusters in Figure 3. Even by inserting entries relating to Marlow, namely ‘the Swede’, ‘manager’, and ‘white man’, the tools fails to identify the bridge they create that links Marlow to Kurtz.

4 Conclusion

In March to April of last year (2018), the world’s social network giant, Facebook, was under scrutiny for its involvement in the Cambridge Analytica scandal. As a platform company, Facebook “is like the railroads,” it works as a new type of infrastructure that “connect[s] people and transform society, politics, the nature of time and space itself” [17]. In reaction to this, network analysis is therefore highly relevant in today’s world. Ferguson (2017) proposes seven insights of network theory, one of which states “No man is an island”, meaning that individuals—as nodes in networks—can be understood in terms of their relationships to other nodes: the edges that connect them. Furthermore, network theory also shows that “not all nodes are equal”, and “an individual can be assessed in terms not only of degree centrality (the number of her relationships), but also of betweenness centrality (the likelihood of her being a bridge between other nodes)” [6]. In the network text analysis conducted, “betweenness centrality” in Marlow and Kurtz is overlooked. This goes to show that network analyzers only helps to provide a short cut to surface reading. A text as complex as *HoD*, which demonstrastes Conrad’s genius [18],[19],[20],[21] in narrative technique as critiques towards imperialism [1],[22],[23], most definitely requires a close reading; the very mode of reading that can only be done manually. In a world where a revolutionary AI system that can write news stories and works of fiction (dubbed “deepfakes for text”) [24] has been created, challenges in using advanced technology could potentially give birth to automated and machinic life. But, as shown in this essay, it seems like the future still needs to count on manual mode of doing.
References

Preserving The Uniqueness of English Teaching at Early Childhood Education

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Abstract. The way of early childhood teachers in introducing English to their students often seems to be unique. With a limited knowledge and skill, they have to be competent English practitioners. The learning outcome might not be optimal as the parents expected. The writer has raised questions regarding what early childhood teachers should know and the skills they need to teach English in early childhood education. This identified need was able to be the basic consideration to help the early childhood teachers have capacity of teaching appropriately. The researcher findings drawn on the questionnaire distributed to 31 early education teachers in Ponorogo. Data findings showed that even though their education backgrounds were not suitable with the subject they teach, they will welcome conveniently the offered breakthrough. They were open to receive any programs to enhance their capacities of teaching skills and attributes they require or knowledge they need.

Keywords. Uniqueness, Early childhood education, Capacities, English for Early Childhood.

1 INTRODUCTION

English to young learners mainly in early childhood education in Ponorogo is already formally introduced by the teachers. However, Rahmat (2010) explicitly stated that even today many countries in the world, including Indonesia, have started learning foreign languages, especially English, Mandarin or Arabic as foreign languages in early childhood the results are not satisfactory. They have not been able to express it in daily life. Their needs are still limited to getting score rather than the communicative competence. It might be caused by the teacher’s readiness to teach on English as what have said by Copland, Garton, and Burns (2014) that one of the most complex of the policy decisions affecting young learner classrooms concerns pedagogy. They admitted through informal interview that they feel less confident and are not able to carry out learning in accordance with expectations. Most of them said that they did not have an English education background. With this condition, it will certainly be a problem both from the pedagogical and linguistic aspects. It was very unique. By reason of the school prestige, English was introduced with some restrictiveness on the human resources. It, of course, is going to be a heavy burden for early childhood teachers who have limited knowledge and skill to teach it. Consequently, the teaching might not be optimal which lead the children tend to be less happy and find it difficult to learn English.

As we all have known that in this era of mastering foreign languages, especially English, is a very important requirement. Various fields of work such as trade, industry, transportation, and others have used English as a means of communication in order to establish networks with
a wider range. Moreover, the presence of the internet which uses more English has made it a communication medium that can help them to develop and maintain their business to the maximum extent amid intense competition. You hear it on television spoken by politicians from all over the world. Wherever you travel, you see English signs and advertisements. Whenever you enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu. (Crystal, 2003).

Linked to the issue of the teachers’ pedagogy, although they have limited knowledge of teaching techniques, unlikely they were forced to own the power to choose a variety of learning models that are appropriate to the abilities and learning styles of early childhood and in a happy and comfortable atmosphere. According to Haenilah (2015) the role of early childhood education is not only as a teacher but as a model, figure, or role model that everyday is seen, heard and imitated by children. Learning must be able to provide an environment that is rich in sensory stimulation so that all potential children can develop optimally. Young learner, those attending preschool or kindergarten will not have any personal reason for studying English. At this point they may not know or comprehend how important these classes can be. They might view the class as simply another fun daily activity and that is just fine. Therefore, to get better target of English learning, teachers should keep everything as simple and short as possible. The students do not have long attention spans and easily distracted. They also must be aware of the challenges and difficulties they may encounter, and prepare accordingly.

This paper will describe evidently the real responses of the early childhood teachers related to the readiness on introducing English to their students. Identifying the needs of the early childhood education teachers finally is important in supporting the efforts to develop English effectively. China has learnt from the best advances in early childhood education curriculum studies around the world and is now moving to a position where local conditions and Chinese research will help advance reform. (Fan, et.al, 2016). In the context of Indonesian, it is in line with Suyanto’s proposal (2007) in which the substance of foreign / second language learning activities included competencies and language skills such as listening, speaking (speaking), reading (reading), and writing (writing). These skills are taught integratively and integrated with what happens in everyday life. The concepts that need to be mastered by children in language are 1) identification (getting to know people / objects around children), 2) classification (grouping, for example color, shape, size, number, function, type, etc.), 3) spatial (space or position of people / objects), 4) temporal (time), 5) emotional (feelings), 6) familial (family), 7) ordering (composing), and 8) equivalence (comparison).

Another alternative solution is that relates to the method / method / strategy employed by the teacher in introducing foreign languages in early childhood. Moon (2000) proposed some teaching techniques can be adopted such as: 1) naturally, the same as the way they learn mother tongue, 2) children need to be motivated and distimulus, 3) activities that are listening and repeating repeat, 4) activities by imitating the teacher, 5) activities by interacting with others, and activities that translate from mother tongue to foreign language and vice versa. Davison (nd) in Harmanto (2015) also suggests that educators can change the way they teach by creating activities as follows: creating Web quests, creating technology-based simulations, reduce lecture time, increase discussion, provide ready-to-use internet, design group work, create Inquiry based learning models, teach a little memorization of many interactions, and apply blog or Wikipedia classes. In addition, Shin (2006) gave another recommendation about the appropriate and relevant methods / strategies can teacher use in the process of learning foreign languages for early childhood such as 1) using gestures and flashcards, 2) using games, 3) using music, songs, and chants, 4) using dance and movement, 5) using dialogue,
dama, and poetry, 6) using stories and storytelling, 7) using crafts and activities, 8) project work, 9) using technology in the classroom, and 10) pair and group work. It should be noted in conducting foreign language learning activities for early childhood so that learning can achieve the objectives as expected: 1) complement learning activities with visual media, realia and movements and a combination of spoken language with 'body language' or 'demonstration'. For example, a teacher wants to give vocabulary about animals. Then the teacher must show a picture or doll in the shape of an animal. With that it will be faster captured and understood by children. He underlines that the activities teacher plan have 1) involving children in making visual media or realia, 2) moving from one activity to another with fast, 3) building routines in the classroom using English, 4) using mother tongue when needed, 5) teaching based on themes and stimulating children's imagination and creativity, 6) using stories and contexts that are already known to children, 7) invite the surrounding community (parents, students, etc.) who can speak English to report in the classroom, 8) collaborate with other teachers in your school, and 9) communicate with the teacher or instructor for other early childhood outside of school.

It must be in the early childhood education teachers’ mindset that when children enters preschool or kindergarten, they may not know English, but they have much experience using language. Learning to English all day with uninteresting method might be exhausting. Therefore, kindergarten or ECE teachers should encourage them by providing various approaches. It is also important for the teacher to engage and interact with children when they introduce a foreign language. The teacher can make significant observations about children’s adjustment, interactions with other children, use of classroom materials, and development of concepts during these times. It is one of the ways to preserve the ECE teachers to cultivate a positive attitude to children who have very little English.

2 METHODOLOGY

The design used in this research is survey technique in which the research subject was taken from early childhood education institution spreading in Ponorogo district which was under coordination of The Indonesian Kindergarten Teacher Association (IGTKI) and The Indonesian Early Childhood Education Association (HIMPAUDI) as primary data source. The data was obtained through the questionnaires distributed to the respondents as many as 31 teachers. The questionnaire covers 7 questions dealing with their understanding of the benefits of learning English from an early age, their desire to be able to teach English to children early on properly, and their willingness to teach English to children from an early age seriously. The result of the study was analyzed using a quantitative descriptive approach. The analysis phase includes data reduction, data presentation, and conclusion drawing. Data reduction is done by selecting data that is relevant to the grid of questions, making summaries, and organizing data in such a way in the forms of percentage. In presenting data, data that has been collected is arranged in accordance with the formulation of the problem so that it is easy to increase conclusions. The form of presentation is in the form of narrative texts and charts to make it easier for readers to see what has happened. Whereas the conclusion is made by making explanations.

3 FINDINGS AND DISCUSSION

The finding focuses on the two main problems raised in this study: 1) Do the early childhood education teachers have English education background? , and 2) to what extend
do the early childhood education teachers ready to teach English for their students? For the first question of the teachers’ education background was summarized as in the figure 1.

**Fig. 1. Education Qualification of the Respondents**

Based on the figure 1, it is clearly that the early childhood education background of education was various. As many as 58% respondents were S1 degree holder and 42% teachers were Senior High school graduates. The data showed that the majority of their education qualification did not match with what they wanted to teach including English subject. The data could not be the basis assumption that they do not know and like to the English because of their experience of studying previously. Their beliefs about English could not be negative judged. As stated by Qbeita (2011) who studied the ECE teachers’ belief in Jordan has concluded that there are not statistically significant differences in the kindergarten teachers’ beliefs about teaching English due to academic level (Diploma, Bachelor) could be interpreted that teachers’ beliefs are not determined by the educational level, but they are convictions determined by the general trend toward English language teaching. Therefore, there are still a possibility to introduce English in early childhood education as long as they have a positive view on English.

The data of second problem was discussed in Table 1. The respondents were asked to give their personal opinion related to their knowledge of English and their willingness to follow up the requirement for a better English practitioner in their schools. The result of the responses were quantified in the forms of percentage.

**Table 1. The percentage of Responses**

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SA*</td>
</tr>
<tr>
<td>1</td>
<td>Do you know the benefits of learning English</td>
<td>9,6%</td>
</tr>
<tr>
<td></td>
<td>from an early age?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Do you have the desire to be able to teach</td>
<td>58%</td>
</tr>
</tbody>
</table>

(continued)
3 Are you interested in English-language books for children?  

4 Will you voluntarily provide time and funds to develop the science of teaching English to children from an early age?  

5 Would you be happy if you take part in training activities on how to teach English to children from an early age?  

6 Will you be happy with English?  

7 Do you know of an effective method of teaching English to children from an early age?  

<table>
<thead>
<tr>
<th>Question</th>
<th>SA=Strongly Approve</th>
<th>A=Approve</th>
<th>DA=Disapprove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you interested in English-language books for children?</td>
<td>19.3%</td>
<td>74.1%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Will you voluntarily provide time and funds to develop the science of</td>
<td>12.9%</td>
<td>83.8%</td>
<td>3.2%</td>
</tr>
<tr>
<td>teaching English to children from an early age?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you be happy if you take part in training activities on how to</td>
<td>12.9%</td>
<td>77.4%</td>
<td>9.6%</td>
</tr>
<tr>
<td>teach English to children from an early age?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will you be happy with English?</td>
<td>58%</td>
<td>41.9%</td>
<td></td>
</tr>
<tr>
<td>Do you know of an effective method of teaching English to children</td>
<td>32.2%</td>
<td>67.7%</td>
<td></td>
</tr>
<tr>
<td>from an early age?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*SA=Strongly Approve  A=Approve DA=Disapprove*

Table 1 shows that the first question related to the teacher's knowledge of the benefits of learning English from an early age, there were only 3 teachers or 9.6% who knew very well. As many as 23 teachers or 74.1% know enough. The rest there are 5 people or 16.1% do not know about the benefits of learning English. It could be interpreted that teachers of early childhood education are able to read the need of English for the children future. They might have realized the importance of English in the global era.

The second question clearly that the teachers’ desire to teach English to children early is well there are as many as 18 teachers or 58% who are eager, and only 11 teachers or 35.4% who want to learn. While 2 teachers or 6.4% said they were less willing. It means more than half more than the teachers have strong motivation to learn how to introduce English earlier.

To support teacher competencies in developing English for children, for the third question, their responses to interest in English-language books for children, as many as 6 teachers or 19.3% said they were very interested. Meanwhile there were 23 teachers or 74.1% who were interested. While a number of 2 people or 6.4% are less interested in English books. The data can be assumed that the majority of teachers wanted to get the relevant source for teaching. It could help them overcome their problem of the teaching material development.

As a follow up to the forth question dealing the willingness of respondents to provide time and funds to develop the science of teaching English to children from an early age, as many as 4 people or 12.9% were very willing. While 26 people or 83.8% are willing to provide it. There is only 1 teacher or 3.2% say they are not willing. It clear that the teachers were well welcome for culturalizing the English for their student. They knew well about the challenges of the next generation.

Responding the fifth question, teachers were happy to take part in training activities on how to teach English to children from an early age as many as 4 people or 12.9%. While those who were quite happy were 24 people or 77.4%. Whereas 3 people or 9.6% are less happy with English. In other words, teachers of early childhood education were enthusiastic on English. They were very serious and open to develop the potency and capacity of teaching. It, of course, becomes a good trigger for the teacher in making the English classroom atmosphere effectively.

For the sixth question about the teacher happiness with English, teachers who were very happy with English were as many there were 18 data or 58% said they were very happy. Whereas 13 teachers or 41.9% also expressed happy. It can be claimed that teachers of early childhood education were not allergic on English. They already had a positive view on
English. It, of course, becomes a good capital for the teacher in giving English lesson to the students.

Finally, in connection with the seventh questions about know of an effective method of teaching English to children from an early as many 32.2% respondents were knew little. Meanwhile 67.7% of the teachers still did have enough knowledge about the method needed for introducing English at ECE. It seems be reasonable because they have not got the specific pedagogy of teaching English to young learner or early childhood. With the data, meaning that there are opportunities and potential to train the effective methods or strategy for early childhood education teachers so that they can popularize English well earlier.

4 CONCLUSIONS

Based on the answer to the major research question about how to preserve the uniqueness of early childhood education teachers in introduction English for their students, then the conclusions can be drawn as follows.

Firstly, regardless of the different education background early childhood education teachers might have equal ability to be “good” educator due to their experience of studying English at their former school. The basic English vocabulary needed to introduce English for preschool students must be well kept in their memory. They just need to refresh their mind for recalling the English inputs that ever been learnt for some time ago.

Secondly, eventhough English is not compulsory subject in early childhood education curriculum the teachers have own initiatives to introduce it due to their understanding of the globalization demands. They are fairly aware of their children future needs. Therefore, they are very open for any recommendation from outsider to build a good motivation and support the children learning English in order to gain the better future. Finally their “uniqueness” can be maintained by setting-up their attitudes and concerns that might be useful to help them as “good” English practioners.

Acknowledgments

This article is an output of a preliminary research done in small region in Ponorogo Indonesia to get a description of the early childhood education teachers’ view on English as the foundation for constructing a system to improving their capacity of introducing English to preschool learners. The author would like to thank everybody for their help with compiling the corpus data and the institution which has given him a financial support and opportunity.

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The Portrait of Race Amalgamation in the Movie of Guess Who Directed by Kevin Rodney Sullivan

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Abstract. The amalgamation is a mix between two persons who have different ethnicity. The amalgamation in general is caused by social interaction, migration, and assimilation. The amalgamation has an impact on the survival of ethnic or its extinction. One of the movies that described the amalgamation is Guess Who directed by Kevin Rodney Sullivan. This study means to elaborate the amalgamation, its cause and its impact on society in the movie of Guess Who directed by Kevin Rodney Sullivan. The kind of this research is a descriptive qualitative research. The data source is the movie of Guess Who. The techniques of data collection that used by the researchers are watching, reading, and noting. The techniques of data analysis consist of three steps. They are reducing the data, displaying the data, and drawing conclusion. The results of this study are: (1) the kind of amalgamation in the movie of Guess Who are wedding and social interaction; (2) the cause of amalgamation in the movie of Guess Who are love and the same intention and need; and (3) the impacts of the amalgamation toward society in the movie of Guess Who is open minded society, respect among member of society, and the lack of labelling white and black.

Keywords: amalgamation, black people, movie, white people.

1 INTRODUCTION

Nowadays the amalgamation becomes interesting topic, not as it used to be when in 1967, between white race and black race in America, racial and ethnic inequality occurred. Even up to legislation, the phenomenon regulates the prohibition of mixed marriage amalgamation. However, over time until now mixed marriage is no longer something that violates the law [1].

Amalgamation is a social process that merges two cultural groups into one, which in turn gives birth to something new. Amalgamation will clearly eliminate the conflicts in the group. An example of a historical treasure is the contradictions between the Anglo-Saxon and Normandy tribes that ended when there was a mixed marriage between the two ethnic groups. Mixed marriages between the two large groups have given rise to a successful amalgamation process [2, p. 64].

Amalgamation according to Schaefer is that merging occurs when the majority and minority groups join in forming a new group [3, p. 287]. Whereas according to Suhardi and Sri Sunarti that amalgamation is the biological mixing process of two groups of humans, each of which has different physical characteristics [4, p. 216]. In contrast to Bruce J. Cohen, amalgamation is a
marriage between groups different groups. The result of this process is the emergence of the descendants of new individuals with different physical characteristics [5, p. 368].

We can find amalgamation from various kinds, one of them in racial groups. In general, this racial group consists of three types namely Caucasian race (white skin), Negroid race (black skin), and Mongoloid race (yellow skin) [5, p. 362]. Race groups can relate to each other in various ways ranging from mixed friendship and marriage to hostility, and from behaviors that require mutual agreement to behavior imposed by the dominant group [6, p. 288].

The existence of racial groups is not always permanent and is often lost due to amalgamation. Each of them has its own characteristics. Although these different physical features rarely disappear completely, but we difficulty find a large group of individuals who are a “genuine” type of race group [7, p. 63].

In relation will the amalgamation there is a movie that describes amalgamation between white race and black race. It is “Guess Who” movie, that directed by Kevin Rodney Sullivan, and a 2005 American comedy. The movie focuses on black women who are married to white men and this movie is one of the American Box Office with revenues of 101 million dollars.

In the context of amalgamation studies, the researchers find some studies. They are: (1) Kardiyan elaborated half a century of amalgamation between Javanese ethnic and local ethnicity in Siabu Village, Salo District, Kampar Regency [8, p. 1]; (2) Isma described amalgamation between Betawi ethnic residents and Chinese in Gunung Sindur District, Bogor Regency [9, p. xi]; (3) Pepizon explained amalgamation relationship in multi-cultural society in Batang Merangin District, Kerinci Regency, Jambi Province [10, p. ix].

Based on the above explanation and considering studies describing amalgamation, the researchers aim to reveal the forms of racial amalgamation, the causes of appearing racial amalgamation, and the impacts of racial amalgamation towards society.

2 METHODOLOGY

There are several characteristics of qualitative research characteristics in general. They are: (a) natural settings as direct data sources and researchers as key instruments; (b) descriptive; (c) prioritizing results rather than processes; (d) inductive data analysis; e) meaning or meaning is the main concern [11, p. 27]. This research is qualitative research because it describes racial amalgamation in the movie “Guess Who” directed by Kevin Rodney Sullivan. Qualitative research is research that solves the problem using empirical data [12, p. 20].

Data needed in research can be collected from various data sources [13, p. 29]. The primary data sources is the movie "Guess Who" directed by Kevin Rodney Sullivan [14]. While secondary data sources are books, articles or journals related to racial amalgamation theory. The techniques of data collection used are watching and taking a note technique. The researchers themselves are a key instrument both in data collection and data analysis [15, pp. 15-16].

The data validation technique uses a three-stage creativity test. They are: (1) increasing perseverance [16, pp. 133-134]. In this step, the researchers ascertain the findings about the kinds of amalgamation, their causes, and their impact towards family and society is correct by reading amalgamation theory and watching movie; (2) Triangulation consists of several types, among them are triangulation of sources, data, experts, and time. Whereas in this study researchers used source and data triangulation [17, p. 273]. In this step, the researchers ensure that data source used, theory used, and techniques used are correct; (3) discussions with friends and expert [18, p. 67]. In this step, the researchers discuss findings and interpretations of findings with friends and make them correct, detailed, and comprehensive.
Technique of data analysis used in this research is the Miles and Hubermann model which consist of three steps. They are data reduction, data presentation, and conclusions drawing [19, p. 32]. The step of data analysis begins with preparing and organizing data. They are transcripts or image data such as photos to be analyzed, then reducing the data into themes through the coding and summarizing process, and finally presenting data in the form of charts, tables, or discussions [20, p. 251].

3 FINDINGS AND DISCUSSION

3.1 Kinds of Amalgamation

In this sub-theme, the researchers find that the kind of amalgamation contained in the movie “Guess Who” directed by Kevin Rodney Sullivan is marriage and social interactions. As described in the following table:

<table>
<thead>
<tr>
<th>Kinds</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marriage</td>
<td>There was a merger caused by planning a marriage between Caucasian and Negroid race.</td>
</tr>
<tr>
<td>Social interactions</td>
<td>The existence of a marriage plan so that the caucasian race mingles with the Negroid race then social interactions occur.</td>
</tr>
</tbody>
</table>

Based on the table above, the kinds of amalgamation found in movies Guess Who are marriage and social interaction. Amalgamation in the kind of marriage is usually in the kind of mixed marriages, unlike in 1967 there was a marriage between white and black people in America. Mixed marriages are prohibited and laws that regulate the prohibition of mixed marriages are made. However, at the time the amalgamation was very warmly discussed as an example of the marriage of Indonesian people with Caucasians namely Nur Khamid and Polly Alexandrea Robinson in December 16, 2018. Why can a white race with blacks marry a mixture? Because they were initially based on intense social interaction. As in the following conversation quote:

Simon : did you tell them?
Theresa : what? Tell them what?
Simon : Babe, don’t… the…
Theresa : what?
Simon : did you… I’m…
Theresa : Cute? Clean shaven? what?
Simon : Pigment challenged? Did you tell them that I’m white?
Theresa : you’re white? you’re white?
Simon : So, did you tell them?
Theresa : no, I only told them the important things. That I love you. That you’re an amazing man.

Based on some of the conversations above, there is a racial gap between the white race group and the black race. We can describe in the conversation that the white race is afraid and not ready to mingle with the black race in 1967 in America. Like in the following conversation quote (Kevin Rodney Sullivan, 2005, at 13:06):
Mr. Jones: you can take that to the front door for me. Thank you.
Theresa: no, you see this...
Mr. Jones: don’t interrupt. I’m giving your friend a once over here.
Mr. Jones: sir? Don’t stand like a statue. Take it to the front door.
Theresa: Dad, this is Simon.
Mr. Jones: Simon! That’s her boyfriend’s name.
Marilyn: That’s right.
Simon: I wish Theresa would have told me you guys were black. That would have saved an awkward moment.
Marilyn: kind of like this one.
Simon: yeah

We can see from some of the quotations above that there is racial amalgamation, which is between the Caucasians and the Negroid race. A black father was shocked when he learned that his future daughter-in-law was from a Caucasian (white) race. It was also told in the movie that the black race initially did not like the white race (Caucasian). Then, the white race was ostracized not to stay at home, then looked for a hotel for the accommodation of the Caucasian, as in the following conversation quote:

Mr. Jones: I don’t like him.
Theresa: and I really don’t think the whole racial thing matters to him.
Mr. Jones: it’s not that he’s white.

Keisha: Dad, Theresa’s boyfriend is white.
Mr. Jones: I know.
Keisha: I know you know. I just wanted to see your face when you heard it again.
Mr. Jones: Not now. (Kevin Rodney Sullivan, 2005, jam 22:06).

Simon: what are three things that a black man can’t get?
Mr. Jones: what is that he can’t he get?
Simon: a black eye, a fat lip, and a job.
Grandpa: I tell you I’m going to kick this boy’s ass! (Kevin Rodney Sullivan, 2005, jam 50:40).

Based on some of the quoted conversations above, black racial groups are those who like and some who dislike the Caucasian racial group. As will be explained later the causes of amalgamation are based on mutual interest in different races.

3.2 Causes of Amalgamation

In this sub-theme, researchers find that the cause of amalgamation found in movie “Guess Who” directed by Kevin Rodney Sullivan’s is an interest in other races, a heterogeneous social environment, and intense interactions with different races. In this movie, there is interest or mutual love between Caucasian race and Negroid race. Whereas in the social environment tells
in the movie “Guess Who” this departs from interest in other races, so the Caucasian race tries to blend and familiarize themselves with the social environment of the Negroid race. Then there are intense interactions that cause racial amalgamation. As described in the following table:

<table>
<thead>
<tr>
<th>Causes</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in other races</td>
<td>There is interest or love for each other between Caucasians against the Negroid race.</td>
</tr>
<tr>
<td>Heterogeneous social environment</td>
<td>His daily life in a different race environment.</td>
</tr>
<tr>
<td>Intense interaction</td>
<td>Frequent interactions with different races.</td>
</tr>
</tbody>
</table>

The table above illustrates that the causes of amalgamation are inseparable from the mutual attraction or mutual love for each other, between the Caucasian race and the Negroid race. The social environment is very influential in the merging of the two different races, a new culture will emerge, even one or a new community group. Like the following conversation quote:

Theresa : Dad, I have to talk to you.
Mr. Jones : what?
Theresa : why did you do that?
Mr. Jones : I didn’t start it. Mr. Nappy Head did.
Theresa : Dad, Simon’s a good man. He has a good heart.
Mr. Jones : A goog man?
Theresa : You put him on the spot.
Mr. Jones : You really think so?
Theresa : what is your problem with him anyways? Besides the fact of course that he’s white (Kevin Rodney Sullivan, 2005, jam 52:53).

The cause of racial amalgamation is the factor of attraction to other races. There is alone among Caucasian races with Negroid race. Therefore, it cannot be denied that one of the factors causing this amalgamation is the different mutual interests of race. Race groups can also relate to each other in various ways, both friendship and marriage mixed up to hostility and from behavior that requires mutual agreement to behavior imposed by the majority group [6, p. 288].

3.3 Impact of Amalgamation

In this sub-theme, researchers find that the impact of amalgamation occurs because of several causes. They are open minded, respect each other and lack of labelling as described in the following table:

<table>
<thead>
<tr>
<th>Impact</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open minded</td>
<td>open minded community.</td>
</tr>
<tr>
<td>Respect</td>
<td>respect among community members.</td>
</tr>
<tr>
<td>Lack of labelling</td>
<td>lack of white and black leather labels.</td>
</tr>
</tbody>
</table>
Racial differences in the movie does not describe the racial gaps of the past 1967. The impact of amalgamation in the film Guess Who is open-minded, respect among members of the community, and lack of labeling of blacks and races white skin. As described in the following conversation quote:

Mr. Jones : I think I forgot what love is until you and Simon showed up.
Simon : you'ill never find. It’ll take end of all time. Someone who understands you. Like I do.
Simon : I could probably find a million reasons why we shouldn’t be together. But you know what? I don’t care.
Theresa : I don’t care either. I love you.
Mr. Jones : Ladies and gentlemen it gives me great pleasure to introduce to you all my future son in law Simon Green.
Mr. Jones : Welcome to the family son. Welcome to the family (Kevin Rodney Sullivan, 2005, jam 1:34:08).

Racial differences are not a very crucial problem when there is no historical background that underlies those distinctions. When a race has an interest in other races and intense interaction, the two races will have the effect of the amalgamation itself. It is clear in the conversation that the existence of racial groups was not always permanent and often lost due to amalgamation.

4 CONCLUSIONS

Based on the above explanation regarding amalgamation, it can be concluded that the results and discussion of this study are: (1) forms of amalgamation in the Guess Who film which is racial amalgamation in the form of marriage and social interaction; (2) the cause of amalgamation in the film Guess Who is romance and has the same needs caused by the attraction of other races, intense interaction, and social environment; and (3) the impact of amalgamation on the community in the film Guess Who is an open-minded community, respect among members of the community, and lack of labelling of white race and black race.

References

Positive Psychology in Novel “Merindu Baginda Nabi“
According to Martin E.P. Seligman Perspective

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Abstract. Most of people cannot recognize a means of positive psychology. Positive psychology is a study of psychology which examines humans from the positive side. The purpose of this study aims to describe the background of Rifa and mention the positive values on novel entitled “Merindu Baginda Nabi” which is found in Rifa itself according to positive psychology on Seligman persperctive. The researchers used qualitative descriptive methodology to analyze the novel. The results of this novel analysis consist of the description of Rifa’s background and mention the positive values which found in Rifa itself those are; optimist, surrender, and greatful to God.

Keywords: Martin E.P. Seligman, positive emotions, positive values, positive psychology

1 INTRODUCTION

Nowadays people goal to be happy. According most of people, happy refers to wander wealth, become a successful entrepreneur, famous, being a boss, and so on. Those things create happiness and make them happy. Otherwise, happiness comes from human itself not from the things which mentions before. When people cannot reach their happiness, it can cause depression, frustration, stress and so on. In other hand, happiness can come from human beings itself such as; feeling grateful, surrender, optimistic and so on. So, that by giving thanks for all the blessings which is given by God for us can bring satisfaction for human and create happiness.

A figure in psychology, Martin Seligman, tried to spearhead a new study in psychology, which named positive psychology. Etymologically, Psychology means a branch of science which studies the human soul. Psychological studies more often discuss mental illness, cause of failure, stress, depression, etc. The study of psychology seems like a study of negative symptoms in humans. Even though every human being has positive and negative sides, Seligman's positive psychology is more focused on the positive side of humans [1, p. 360]. The topics of positive psychology studies are happiness, positive emotions, thankfulness, forgiveness, joy, wisdom, and love [2, p. xiv].

Positive psychology is a scientific studied since 1998. This study grew and developed well because of its widespread influence on humans. Positive psychology not only affects psychology but also in other fields such as business, politics, law, military, health and other fields. In a health field, the most prominent positive psychological effects are reduced mortality, a history of heart disease, stress, and depression. In conclusion, positive psychology is able to make people think healthier in order to make them more creative and productive [2, p. 1].
Positive psychology according to Seligman and Csikszentmihalyi defines as a scientific study of the positive function of humans which develops on several levels that consist of biology, personal, relational, institutional, cultural, and global dimensions of life. The aim of positive psychology itself is to provide knowledge about create meaningful life which makes each individual able to socialize and provide mutualism to other individuals [3, p. 121]. The main feature of positive psychology based on science that has been tested first so that each statement can be accounted for. The central position character determines the happiness or unhappiness of each individual and has a central concept of authentic happiness [2, p. 9].

Positive emotions are one of the topics of positive psychology studies. Positive emotions greatly influence the character of every human being. In the opposite side, positive emotions are very important for humans. Some researchers conducted research on positive emotions which can make one's life better. In evidence, a research results in positive emotions field can make someone healthier, more creative and become a more personable person. Thus, positive emotions have a very concrete influence in the fields of health, social, work, and personal [4, pp. 31-32].

Novel “Merindu Baginda Nabi” explains Rifa’s character who is adopted by Mr. Nur and Mrs. Sal. Rifa lives and raises in a very religious and positive environment. In this novel, the researchers find many positive attitudes of Rifa figures such as optimism, humility, forgiveness, being kind to God, being grateful and always surrender to the good and bad destiny that God gave. Researchers are interested in looking deeper into the positive character in Rifa's characters based on Seligman's positive psychological perspective. The main focus of positive psychology studies is goodness and strength to create happiness.

Psycho Idea Journal written by Dian Yudhawati who is one of the students of Yogyakarta University at Psychology Faculty in 2018 entitled Positive Psychology Implementation in Student Personality Development. The results of this study are to implement positive psychology which is expected to shape students who can develop side positive in theirselves, developing positive emotions in social relations with others, positive thinking in overcoming various problems faced, having a positive attitude in learning from mistakes and finally being able to integrate all personality development course material in accordance with the hard skills obtained from each the department he is interested in [5, p. 111].

A journal of cultural literary directions written by Abdul Basid, Hasan Basri, Imroaatul Ngarifah and Muh. Zuhdy Hamzah in 2018 entitled Happiness Authenticity in Novel Putra Salju (2011) by Salman El-Bahry: Literary Psychology Study. The purposes of this study are to understand the form of happiness authenticity in Salman El-Bahry's Putra Salju (2011) novel based on a psychological perspective and the other purpose was to reveal the human way to achieve the authenticity of happiness. However, the results of this study indicate that there are three forms of happiness authenticity in human life, namely a pleasant life, a good life, and meaningful life [6, p. 123].

The community empowerment journal is written by Bonar Hutapea and Yohanes Budiarto in 2016 entitled Positive Psychology Application to Improve Wellbeing of Bruderan Teachers in Purwekerto. The results of this study were pycamp training was very effective in increasing the wellbeing of the teachers. In addition, Psycamp's effective contribution to Wellbeing is 33%, while the majority thought to be influenced by a number of other factors which have not been involved in its workshop. The results of this training have both theoretical and practical implications [7, p. 25].

The purpose of this study is to describe the background of Rifa's figure and to mention the positive values that exist in the Rifa mentioned in the novel Merindu Baginda Nabi. The
researchers will analyze the novel “Merindu Baginda Nabi” by Habiburrahman El-Shirazy according to the Seligman positive psychology perspective.

2 METHODOLOGY

This type of research used descriptive qualitative methodology, as suggested by Cresswell that qualitative research is an approach that is used to understand and know a phenomenon widely [8, p. 7]. Then the data sources used are primary data, namely the novel “Merindu Baginda Nabi” and secondary data are form books, journals, and articles that are related to the positive psychological perspective of Seligman.

The data collection is taken by reading and taking a note. The researchers use the reading technique to read and analyze the contents of the novel and taking note is used by the researchers to record the data which obtained from the reading technique [9, pp. 167-168]. The interactive analysis is used to analyze the data. It is model of Miles and Huberman, namely: the stages of data collection, data reduction, presentation of the data and drawing conclusions [10, pp. 147-151].

3 FINDINGS AND DISCUSSION

Table 1. Background of Rifa’s Figure.

<table>
<thead>
<tr>
<th>Form</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious</td>
<td>Close to the creator can make people feeling afraid to do negative things, so that they will be encouraged to always do positive things</td>
</tr>
</tbody>
</table>

Background of Rifa’s figure

Rifa’s life story begins when her biological mother abandon her in a garbage by herself. The baby kept crying until her voice was heard by an old grandmother who was going to the market in the early morning. It was the old grandmother who saved her before heavy rains occurred. During the care of the grandmother, the baby only drank rice water, because grandmother was unable to buy the baby milk every time. Finally after a few months of living with the grandmother, a husband and his wife wished to make Rifa becomes their adopted children, because since their marriage eight years ago they had not been blessed with a child. They really hope that grandma gives the baby to take care as their child. Finally, the grandmother gave the baby to the husband and wife hardly.

Now Rifa lives with her two adoptive parents named Mr. Nur and Mrs. Salamah. Rifa has been brought up lovingly in a very religious environment (close to the creator). When humans are close to the creator, they will feel afraid to do negative things. Then humans will be encouraged to always do positive things. There is no need to be surprised if the Rifa character in this novel grows into a teenager who is positive and religious.

"Dear Rifa, fear Allah, wherever you are. And remember, you should not embarrass the Prophet ” [11, p. 11].

Taqwa is an absorption language from Arabic that gives rise to feelings of love or fear of Allah. According to Abu Dharr ra said that the Messenger of Allah (peace be upon him) said...
"have taqwa (truth) wherever you are, and follow bad deeds with good one, because this will erase it. Also dealing with people who show good behavior"[Sunan at-Tirmidzi] [12, p. 22]. There is a relation between the message delivered by Abah to Rifa with the hadith conveyed by Abu Dharr, namely the command to fear Allah wherever they are. In this novel Rifa is proven to be successful with her message which is proven by Rifa's positive character. In the study of positive psychology, a discussion of humans close to their Lord will present a sense of happiness that can prove by devotion to God. Thus, humans are able to provide positive behavior that will reveal what happened and that human will be happy.

### Table 2. Positive Values in Rifa’s Figures.

<table>
<thead>
<tr>
<th>Form</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optimist</td>
<td>Rifa act more confident and always confident in what she does</td>
</tr>
<tr>
<td>Surrender</td>
<td>Rifa not afraid to be hated by Arum or Tiwik, because she believes when she surrenders all her affairs to Allah then there is no need to worry about things beyond that.</td>
</tr>
<tr>
<td>Greatful to God</td>
<td>Although given a very difficult ordeal, Rifa was always patient and grateful for all the blessings God gave</td>
</tr>
</tbody>
</table>

Positive Values in Rifa’s figures

At Rifa’s school, she had a very hateful rival named Arum. Everything that she done will always wrong in Arum's opinion. That afternoon, when Arum went home from school, Rifa ventured to invite Arum to chat for a while but Arum did not respond. She even ignored and pretended not to hear Rifa's words. She turned on the engine of her car and left Rifa. Seeing the incident Rifa’s friends came to her.

"Rif just ignored, assuming there was nothing. People don't have such thoughts and hearts for what to pay attention to. You are already too good Rif, "Ika fiercely. "so do I. Especially if you read the status. Very close to you. I want to tear his mouth. Beautiful but evil! "Lina said. "Never mind, I'll try my last attempt." "What is that?", Asked Lina.

"I will go to his house and ask for an explanation. If I really have something wrong with her, I will apologize. " "It's no use. You will be treated to a fierce dog, curse you!" "I'll still try. The last effort to connect with a friend. If she still does not want to, then what else " [11, p. 75].

The sentence that has been underlined by the researchers shows that one of the positive emotions which exists in Rifa is optimism. Optimist in KBBI refers someone who always positive in dealing with everything. Optimism is very important in life. Optimism will lead someone to always think positively in everything will create a meaningful life. Rifa's optimistic nature makes her act more confident and always confident in what she does.
In other fields, such as businessman, a salesman who has an optimistic attitude will make him more enthusiastic and not easily discouraged from continuing in offering item which sold from one person to another or from one door to another. In sum, optimistic is very important for every human being to make more enthusiastic in making his life more meaningful so that he will end happily [13, p. 87].

After an accident Rifa's broke her left leg. She finally didn't go to school for several weeks. The doctor estimated that Rifa will be able to walk back to normal after six months of treatment. During his recovery period, her father forbade her to carry out activities as usual, but because the National Examination was about to be implemented, she finally ventured to permit her father to be allowed to attend school. With a heavy heart, Mr. Nur allowed her to attend school.

All the students at 33 high school national welcomed Rifa well except Arum. The beautiful girl really didn't care about the situation. Now she didn’t care about Arum who really hates her so much. As long as what she did didn’t hurt other people, she didn’t pay attention. She tried to respect Arum as her friend and she also never wanted to avenge Arum's treatment of her. One day her mother advised her.

"This world contains not only good people, there are people who are bad. So to be a good or bad people are choices. Be a good person. If the person do bad thing to you, just leave it alone, you don't have to reply. The important thing is you are not naughty and misbehaving to others. If you are being bullied by someone, just leave it, you don't have to reply. The important thing is you are not evil and do not harm others. If you are slandered by someone, just leave it, you don't have to reply. The important thing is you don't slander others. If you do good deeds but are not considered by others, just leave it alone, don’t think about it. Because Allah is all righteous [11, p. 86]."

That advice is what she used to remember. When she found a friend who hate her so much like Arum, she won't hate her again. Even though Tiwik often slandered her to Arum, she also would not retaliate, she believed in God. There are many positive values which can get from the advise. They are surrender to God, not replying to the ugliness of others and not demanding that their kindness be appreciated by others. One of the most important traits is surrender to God.

If someone surrendered then there will be no more anxiety in that person because anxiety is a response that does not have clarity originating from someone's internal [14, p. 172]. Anxiety will be present in someone when he is not sure of his own abilities. In Islam, we are encouraged to always surrender to Allah. Surrender to everything that God has given or will give us is able to make our life happier. Feeling anxiety will not dwell in the life of someone who is always resigned to the fate of his God.

"If God is with you. So what you worry about" [11, p. 86].

The sentence above is continuing advice from Mrs. Sal for Rifa. It can be concluded that if everything is done has been given to God, there is no need to worry and fear anything. As in the novel nature of resignation makes Rifa not afraid to be hated by Arum or Tiwik, because she believes in Allah when she surrenders.

The problem that Rifa faced came in turns. After her left leg was broken due to being hit by a trail bike a few months ago it still cannot be said to be fully cured. She found a bigger problem, namely the loss of the figure of the man she loved. After her father passed away, Rifa became an orphanage volunteer in West Malang. One day she was asked to motivate the Jamboree
participants. She told of the seven orphans who were so great. They were the Prophet, the Imam Syafii, Sheikh Abdul Qodir Jilani, Sheikh Said an-Nursi and so on. Rifa explained that even though being an orphan would not be a barrier for someone to become a successful human being. Hearing the stories Rifa conveyed, the faces of the orphans seemed to sparkle happily.

After the event was over, Rifa was escorted by Dian to go home. During on the way, she was crashed by a car which was driving so fast and caused Dian passed away immediately. Only Rifa was able to be saved, now she was totally paralyzed from the waist to the bottom. Mrs. Sal was really sad about his daughter's condition. Every Mrs. Sal saw Rifa's condition she always shed tears. She really can't bear to see her only child crippled at such a young age.

"Rifa can still be blessed with both hands that can write, oral that can speak, both eyes that can read the Qur'an, yo do not need to be sad mom" [11, p. 167].

Rifa's expression above shows how patient Rifa was even though she had been given such a difficult problem in her life. She also remains grateful without the slightest complaint. Rifa's attitude of gratitude is one of the studies of positive psychological theory. Grateful means a feeling of gratitude to God. Gratitude for all the blessings God has given to humans will make human life more meaningful and with the meaningfulness of life that will bring happiness to every human being [15, p. 185]. For someone who is grateful for every problem that is given little meaning compared to the blessings that Allah has given to humans. Therefore, the nature of gratitude must always be there for every human being because thankfully it will bring a real happiness to human life.

4 CONCLUSIONS

According to the analysis of the novel “Merindu Baginda Nabi” in the perspective of Seligman positive psychology concludes that overall the novel teaches positive sentences through Rifa's character. A positive character shows optimistic, submissive and grateful for all things God has given or humans has given to us. These positive emotions are brought about by Rifa's character in the novel, which is the positive character that makes Rifa always behave positively in her daily life. Practically, the novel is very well read as a builder of positive characters especially for teenagers who searches their identity. The storyline and characterization of Rifa in this novel are able to provide inspirations and insight in society they need to equip themselves with optimism in trying, fear in facing problems and gratitude for what is obtained.

References


The Representation of Poverty in the “Tanah Mama” Film by Asrida Elisabeth based on Max Weber’s Perspective

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Abstract. The study aims to understand the kinds of poverty, the causes of appearing poverty, and the impact of poverty towards family and society in the “Tanah Mama” film based on Max Weber’s perspective. This research is a qualitative research. The data source is the “Tanah Mama” film. The techniques of data collection used are watching and noting. The techniques of data validation used are increasing persistence, triangulation, and peer discussion. The technique of data analysis used is Miles and Huberman models that consist of data reduction, data presentation, and conclusion drawing. Based on the data found and their analysis, the researchers concluded that the kinds of poverty that occurred in the “Tanah Mama” film are natural poverty and structural poverty. The causes of appearing poverty in the “Tanah Mama” film are the existence of injustice, local government policies, and low education in the village. The impacts of poverty towards family and society in the Tanah Mama film are the conflicts between families and the low prosperity of local society.

Keywords: Causes, film, impacts, kinds, poverty

1 INTRODUCTION

Poverty is a condition of one's inability to fulfill basic needs so that they are less able to guarantee survival. Poverty is usually described as a lack of income to meet basic necessities of life, such as food, clothing, and so on. Soelaeman stated that poverty is a lack of income to meet basic needs [1, p. 174]. Whereas Setiadi added that a group of community members is said to be under poverty if the income of this group of community members is not enough to meet the most basic needs of life such as food, clothing and shelter [2, p. 789]. The term poverty implies that poor people live in subcultures and as a result of similar experiences, where they have certain attitudes and patterns of behavior inherited from parents to their children [3, p. 19].

The factor of one's inability to fulfill their life needs can occur both from within the person and from the outside environment. Human perception of the basic needs is influenced by the level of education, customs, and the value system that is owned [1, p. 228]. Poverty is not something that manifests itself apart from other aspects but it is realized as a result of interactions between various aspects of human life. These aspects are social aspects and economic aspects [4, p. 163].
Humans in their efforts to meet their needs and social life will never be separated from the problem of poverty. In accordance with this context, Baswir and Sumodiningrat mentioned that there are three aspects that cause poverty. They are natural poverty, culinary poverty, and structural poverty [2, p. 796].

In the context of the films, poverty becomes an interesting theme. One of the film that elaborates poverty is the “Tanah Mama Film”. This film was published in 2015 directed by Asrida Elisabeth. This 65-minute film tells the story of a mother named Halosina. She lives in a village in Yahukimo, Wamena. Halosina, who is often called Mama, has to struggle to support herself and her four children. When Mama’s children are in hunger, Mama unwillingly steals sweet potatoes in Mama’s sister-in-law’s field. Even Mama apologizes, Mama is still punished. Mama must pay a fine of one pig or around 500 thousands. Not having a penny, Mama runs away from Mama’s village.

According to the previous studies about poverty, the researchers find a group of studies. They are: (1) Hidayah elaborated poverty problems in Padang Bulan novel by Andrea Hirata. This study aimed to describe the constructive structure and its problem [7, p. 1]; (2) Hasbullah explained an overview of poverty in San Yan’s Ma Yan Works novel by Sanie B. Kunoro. This study aimed to describe the social context and literature as a mirror of society of the author [8, p. viii]; (3) Nurjanna described poverty images in novel When the Lights Are Red by Hamsad Rangkuti. This study aimed to analyze the sociological aspects of literary works covering the image of poverty [9, p. v]; (4) Basid and Niswah described analyzed Hana’s social act in Lovely Hana based on Max Weber perspective. This study aim ed to describe and analyze Husna’s social acts in the Lovely Hana’s film such as causes and its effect [19, p. 1].

In this research, the researchers aim to analyze the kinds of poverty, to understand the causes of poverty, and to know the impacts of poverty towards family and society in the “Tanah Mama” film by Asrida Elisabeth based on Max Weber's perspective. The researchers prefer to use Max Weber's perspective because the approach is more detailed in explaining the representation of poverty in the film. He stated that he paid more attention to ideas and effects on an economy than looking at ideas as a simple reflection of economic factors. He saw both of these as autonomous forces that can influence the world of economy [5, p. 26]. In addition, he said that what happens in the environment including poverty is a manifestation of social action. He is more likely to make individuals the object of study and seeks to explore an individual's actions through social action [6, p. 143].

2 METHODOLOGY

This research is a qualitative research. This research is called qualitative research because in this study describes the representation of poverty in the “Tanah Mama” film based on Max Weber's perspective [10, p. 12]. According to Patilima, a qualitative research is an investigation process, the researchers gradually try to understand social phenomena by distinguishing, comparing, imitating, cataloging, and compiling study objects [11, p. 7].

The main data source in this research is the “Tanah Mama” film [12, p. 141]. The techniques for data collection used are: (1) watching techniques [13, pp. 66-67]. In this step, the researchers watch the whole film to know the story and what the film talk about, watch by analyzing the kinds of poverty, their causes, and their impact towards family and society, and watch to ensure the kinds of poverty, their causes, and their impact towards family and society; (2) noting techniques [14, p. 166]. In this step, the researchers note sentences and dialogues about the kinds of poverty, their causes, and their impact towards family and society based in minute by minute.
The data validation technique uses a three-stage creativity test. They are: (1) increasing perseverance [11, pp. 133-134]. In this step, the researchers ascertain the findings about the kinds of poverty, their causes, and their impact towards family and society is correct by reading Max Weber’s perspective and watching film three times; (2) triangulation [10, p. 67]. In this step, the researchers ensure that data source used, theory used, and techniques used are correct; (3) discussions with friends and expert [10, p. 67]. In this step, the researchers discuss findings and interpretations of findings with friends and expert to make them correct, detailed, and comprehensive.

In the data analysis, the researchers distinguish the elements that make up one analysis [15, p. 171]. Technique of data analysis used in this research is the Miles and Hubermann model which consists of three steps. They are: (1) data reduction. The researchers reading, choose, and classify the findings based on the kinds of poverty, their causes, and their impact towards family and society; (2) data presentation. The researchers understand and interpret the findings based on Max Weber’s perspective and categorize the sub topics that occur in the kinds of poverty, their causes, and their impact towards family and society; (3) conclusion drawing. The researchers read the all findings, their classifications, their interpretations, and their sub topics categorizations to make sure that all are correct and can be concluded [16, pp. 210-212].

3 FINDINGS AND DISCUSSION

3.1 Kinds of poverty

The poverty is hereditary and has happened before. After analyze the findings and discussion, the researchers concluded that the kinds of poverty that occur in this “Tanah Mama” film is natural poverty and structural poverty. Setiadi reveals that natural poverty is a poor condition because it was initially poor. This community group becomes poor because it does not have adequate resources both natural, human and development resources [2, p. 796]. The structural poverty is poverty caused by economic policies in the local area. This poverty comes from an unfair structure and the act of the ruling social class, which often because of the power and wealth that it possesses then exploits the poor [17, p. 178]. The detailed explanation about natural and structural poverty is shown in the table below.

<table>
<thead>
<tr>
<th>Kinds</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural poverty</td>
<td>Planting with makeshift tools, playing with traditional tools, burning wood for cooking.</td>
</tr>
<tr>
<td>Structural poverty</td>
<td>Low level of welfare, low education, minimal infrastructure, and inadequate infrastructure, family relations are less harmonious.</td>
</tr>
</tbody>
</table>

Based on the table above, we can see that natural poverty is planting with make shift tools. This happening can be seen when people plant crops using wood.

Mama : "Learn to dig yams from now on. So that later when you get married you know how. After digging, close again properly (7:36)."

The farmers are forced to use wood to grow their yams. Due to limited equipment, farmers in carrying out plantation activities are full of limitations. Young children are shown playing with all their limitation game tools (11:19). Villagers burn vegetables in the traditional way by stacking vegetables to sell on a pile of heated stones. (12:21). This situation shows the typology of Papuan people who still hold traditional ways. The Papuans are very dependent on surrounding natural resources.
In education, the local government does not pay much attention. Many people who do not go to school both adults and children. So even though Papua has abundant natural resources, the people are not able to manage these resources. Then they can not complete their needs such as going to school.

Hosea: They go to school. The school in Esalim has just opened. For children from Halosina, all of them don't go to school. Eli no, no Atalia, Aminus also doesn't go to school. (35.05)

Many of the Papuan children are not educated. This is a very unfortunate thing, because the government cannot guarantee education for all people. Papuans have money that can go to school, and the others help their mothers in the garden. The unawareness government affects the low education in Papua.

And other side, the government does not pay attention to infrastructure in Papua. This is illustrated by the Papuan people who have to travel long distances, around 5 hours on foot to go to the market and to sell their produce.

Citizens: "We walk for hours until we are exhausted. at five o'clock, six o'clock. What time is it now?"

Mama: "Maybe it's eight or nine. Selling time is over. Vegetables have all withered". (42.40 – 43.07)

3.2 The causes of poverty

The aspects that cause appearing poverty are the existence of injustice, low education, and local government policies. The detailed explanation about the causes of poverty is shown in the table below.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existence of Injustice</td>
<td>Poverty that occurs in the Papuan community is caused by acts of injustice from the government and from the head of the family itself.</td>
</tr>
<tr>
<td>Low Education</td>
<td>Enequal Education through Society</td>
</tr>
<tr>
<td>Local government policies</td>
<td>The government does not pay much attention to the welfare of the community, especially women, the lack of adequate infrastructure, the absence of infrastructure development such as bridges and highways.</td>
</tr>
</tbody>
</table>

Poverty is caused by acts of injustice from the government and from the head of the family itself. This is seen from the treatment of a husband to his two wives (24.04). The husband does not care about the first wife. Even though he has a lot of money, he never puts it aside (26.44). He only cares for the second wife, even though his first wife is still his legal wife and is the responsibility of the husband in fulfilling her needs.

Hosea : They go to school. The school in Esalim has just opened. For children from Halosina, all of them don't go to school. Eli no, Atalia no, Aminus also doesn't go to school. (35.05-32.38)

This shows that the children of the second wife go to school while the children of the first wife were none of them going to school. They all have equal rights in education. There is an indifference of the husband to his wife when he is punished for stealing. The husband, though guilty, still does not care about what happened to the first wife. This is considered very unfair as
a wife and children who should get protection and a living from their husband and father. The situation shows that injustice is one of the causes of poverty in the Papuan community.

Not all children go to the school. Only for certain children who have money who can do. This illustrates the inequality of education in the area. In this context, money is the main cause of education inequality. There is no education in managing their natural wealth.

Mama : Hosea has four children and she doesn't care. How do I get money? Hosea (husband) did not make us a garden. How can I pay a fine? I can't afford to pay. Therefore I apologize (56.37).

In the other side is the absence of state legislative associations about the responsibility of a husband in children and his wife from the Papuan government. What is experienced by a wife is not only caused by an irresponsible husband, but also a lack of government attention to the welfare of women.

3.3 The Impacts of poverty

There are impacts of natural and structural poverty that appear in the “Tanah Mama” film. They are impact on the family is the emergence of conflict and family relations are less harmonious. The impact on society is low welfare, low education, minimal infrastructure, and inadequate infrastructure. The detailed explanation about the impact of natural and structural poverty is shown in the table below.

<table>
<thead>
<tr>
<th>Table 3. The impacts of poverty</th>
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<tr>
<td><strong>Impacts</strong></td>
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<tr>
<td>Family</td>
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<td>Society</td>
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</table>

Based on the table above we can see that the impact of poverty are conflicts between families and low prosperity of local society, low education, minimal infrastructure, and inadequate infrastructure. The impact of the existence of poverty in Papua has caused conflict between families and societies. This was triggered by the poverty among them.

Mama : "We are here, men who open garden fields. It is ready for planting. Then the wife who plants as needed. Like vegetables, cabbage, union and others. But I did not have a garden and it was night. My children haven't eaten. Because of that I took yams at the sister-in-law's garden. But it turned out that I thought I was stealing."(1.39)

The conversation describes poverty that becomes the background of thief. Family is no more important than money. The family that we know is always helping and protecting each other. In this situation is precisely the opposite. Sister-in-law who should help her sister who is in trouble instead reports her sister to the village head and demands compensation.

The effort to take the path of peace is totally ignored. Penalty is fixed. Penalty must still be paid.

Mama : We are here because the problem will be brought to the police. Hosea makes another garden to plant. Surely we can eat from there. But I don't have a garden. And children haven't eaten. Because of that I took the yams in your garden. Then it became a problem and we had to pay a fine. We don't have money to pay. That's why we came here. (52.06)
This conversation clearly shows that the family typology in Papua is not very good. Only focus on their own lives. Mama's action was an impact because of the existence of poverty which caused a problem and conflict even with fellow families.

The poverty that hit the village was marked by low welfare in the lives of the villagers. The homes of residents are build from the surrounding natural resources and using wood and leaf midribs. Sleeping pads that are only straw (30.10). In terms of food, they also have to share.

Mama : only four potatoes? Keep two for vina. Later you will bring yams again. This is just to choke the stomach. (32.30)

The infrastructure in this village affects the welfare. In order to go to the market, the society must pass the long feet trip.

Society : we walk for hours until we are exhausted. at five o'clock, six o'clock. What time is it now?
Mama : maybe it's eight or nine. Selling time is over. Vegetables have all withered. (42.40)

This situation illustrates how low the welfare is prosperity experienced by villagers. It has an effect on social change in the village. Weber said that social change in society is closely related to the development of human rationality. The form of human rationality is in the form of tools and objectives which includes cultural aspects in the village [18, p. 47].

4 CONCLUSIONS

Based on the above discussion and analysis that the representation of poverty in the Tanah Mama film by Asrida Elisabeth based on Max Weber's perspective, three conclusions were obtained, namely: 1) the form of poverty that occurred in the Tanah Mama film based on Max Weber's perspective is natural poverty and structural poverty; 2) the cause of the emergence of poverty in the Tanah Mama film based on Max Weber's perspective is the existence of injustice, local government policies and low education in the village; 3) the impact of the existence of poverty in the Tanah Mama film based on Max Weber's perspective is the emergence of conflicts between families and low welfare experienced by local residents. Here the researcher draws the conclusion that the poverty that occurs in Papua is an act of the community itself both from the policies of the officials and from their lifestyle.

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Exploring an Automated Feedback Program
‘Grammarly’ and Teacher Corrective Feedback in EFL Writing Assessment: Modern vs. Traditional Assessment

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Abstract. This study aimed at (1) exploring the teachers and students’ perceptions and attitudes toward the implementation of ‘Grammarly’ and teacher corrective feedback, (2) uncovering the strengths and weaknesses of the use of ‘Grammarly’ and teacher corrective feedback in EFL writing class. This study employs a case study design. The findings of this study show the positive perceptions and attitudes of teachers and students on the implementation of both ‘Grammarly’ and teacher corrective feedback. ‘Grammarly’ is better in reducing errors in terms of vocabulary usages (diction), language use (grammar), and mechanics of writing (spelling and punctuation). However, it is less effective to improve the content and organization of students’ EFL writing. On the contrary, teacher corrective feedback is better in terms of improving the content, organization, and mechanics of writing, but it is less effective in terms of language use and diction.

Keywords: Grammarly, teacher corrective feedback, modern assessment, traditional assessment, automated feedback program

1 INTRODUCTION

As a global effect and one of the challenges in this digital age, EFL teachers have to integrate technology in the EFL classrooms. Dealing with EFL writing, teachers have made some efforts to improve the students’ skill in EFL writing. Various learning methods have been implemented including teacher corrective feedback and automated feedback by using certain computer tools [1]–[5]. The use of Internet in teaching and learning process can encourage students to be independent learners for their own study and can enable teachers as facilitators in the process of learning [6]. Lecturers/teachers, in this digital age, are aware of some automated feedback programs to assist them in teaching and learning, such as wiki, Facebook, Ms. Word computer software, Grammar software, etc. [7]–[11].

‘Grammarly’ is one of the automated feedback programs that can be implemented in the EFL writing class. It is an online website for proofreading that can be used for identifying grammatical errors of documents. It offers correction for spelling, punctuation, synonyms, and detection of plagiarism [12]. ‘Grammarly’ helps students and teachers to correct EFL writing.
It is because ‘Grammarly’ is not only capable of identifying punctuation and spelling errors, but also the correcting noun and providing several alternatives for the misspelled words, identifying fragments and offering verb form [2].

In many research types, including the EFL writing class, the researchers found the use of automated feedback program in teaching and learning. Many articles of different lengths and depths in the use of automated feedback program are also exist, such as using FB for EFL, the use of automated feedback program such as ‘Grammarly’, Ginger, and Ms. Word, etc. Those articles discuss the effectiveness, benefits, and disadvantages of using automated feedback program, the reasons why automated feedback program should be used in teaching and learning processes, and so on [2], [3], [13]–[17]. All articles above suggest the use of certain automated feedback program, particularly in the context of higher education, since it has great potential for EFL learning.

I, therefore, agree with [2] that the tools and platforms for grammar checker, such as Grammarly and Ginger can help us to be a better writer, and become a new site for research [2], [3], [18]. However, only a few research studies focus on the use of grammar checker. The use of ‘Grammarly’ in helping students to reduce EFL writing errors has been revealed by [3]. The students’ mistakes are identified and alternative answers are provided. The term automated feedback grammar is a term used in various forms of teaching writing [19].

Another common method, used for many years, is teacher corrective feedback to correct student errors in EFL writing. Corrective feedback (CF) is an inevitable teaching strategy implemented by teachers in the EFL classroom, especially EFL writing. It can be used to highlight errors in writing tasks for EFL, i.e. grammatical errors, spelling errors, diction errors, etc. [20]. Teachers use corrective feedback to inductively educate students, criticize and comment on the work of students. Corrective feedback has become a necessity for all teachers and students and has been done for centuries in their exercises, test papers, or throughout their course [1].

Several studies have shown that corrective feedback is efficient; however, a number of problems appear to result in failure. Students are still struggling to deal with and learn from the corrective feedback themselves. In the absence of sufficient linguistic knowledge to make it easier for all of them to handle the complex linguistic errors themselves, they cannot cope with their errors [1], [21].

Several kinds of corrective feedback are available. Indirect corrective feedback is among these. The errors made by the students are indirectly corrected by the teacher by giving indications [22]. The indications are given in various ways, such as highlighting, underlining, circling, or coding. Following the indirect feedback from the teacher, the students are independently correct reformulate their mistakes. The ability of students to correct their mistakes by themselves is called self-correction [23]. Self-reformulation is where students themselves rephrase the correct version of the phrases with a mistake. This, therefore, generates cognitive beliefs and promotes learning among students [24].

Feedback can improve students’ self-confidence so they can do their best to achieve success. Teacher feedback is the verbal reaction of the teacher to grammatical mistakes made by the students during the teaching process [25]. Some studies show how corrective feedback and self-correction impede the improvement of students’ writing skill in EFL. [26], for example, showed indirect feedback is more efficient than direct feedback for the correction of spelling errors. Indirect corrective feedback had a positive impact on the accuracy of grammar structures used by students [27]. Also, confirmed by [28], that indirect corrective feedback improves writing accuracy compared with direct corrective feedback. Indirect corrective feedbacks were also found to be effective because they enable students to have a deeper
language processing, which enhances grammar accuracy compared to direct corrective feedback. While [29] has found that the indirect feedback group is better in terms of post-test delays than the direct corrective feedback group.

2 METHODOLOGY

a. Research Design and Research Participants

This study employs a case study design. A case study is used in many situations to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena [30]. This study was conducted in English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro, East Java, Indonesia, at the even semester in the academic year of 2017/2018. There were 2 EFL writing teachers and 120 from the first-and-second grade students of English Education Department. The participants in this study were chosen by using two types of purposeful sampling technique i.e. criterion and intensity sampling, in order to purposefully selects participants to maximize information [31].

b. Data Collection Technique

Close-ended Questionnaires and Interviews

Close-ended questionnaire was used to reveal the teachers and students’ perceptions and attitudes toward the implementation of ‘Grammarly’ and teacher corrective feedback and the strengths and weaknesses of the use of ‘Grammarly’ and teacher corrective feedback during EFL writing class. Close-ended interview was also conducted with the teachers and some students who were chosen purposively.

Open-ended Interviews

Open-ended interview was also conducted with the teachers and some students who were chosen purposively. The responses from interview sessions were transcribed for analysis by using the coding processes.

c. Data Analysis

After the data was gotten, then, it was analyzed by examining the "bottom-up" approach to analysis. The researcher first collect data and then prepare it for data analysis. This analysis initially consists of developing a general sense of the data, and then coding description and themes about the central phenomenon [32]. In this study, coding schemes were used to gain a more detailed perspective about what was occurring based on the purpose of the study. These coding schemes helped to analyze the transcripts of the participants. Besides, descriptive statistics were also used to analyze quantitative data gained from the questionnaires.

3 FINDINGS AND DISCUSSION

The Teachers and Students’ Perceptions and Attitudes toward the Implementation of ‘Grammarly’ and Teacher Corrective Feedback

From the close-ended questionnaire distributed to 120 students and 2 EFL writing teachers and followed by close-ended interview to 20 students and 2 EFL writing teachers, it was revealed that the majority of the students, about 97%, agreed that both ‘Grammarly’ and teacher corrective feedback could directly and indirectly improve students’ EFL writing. Besides, they also could motivate the students to always keep writing in English. From the
uestionnaire, it was also revealed that 98% of the students responded positively to the implementation of both ‘Grammarly’ and teacher corrective feedback. Meanwhile, the results of the questionnaire distributed the 2 EFL writing teachers and also close-ended interview, the instruments disclosed that the teachers asserted that the students looked motivated during EFL writing class when both ‘Grammarly’ and teacher corrective feedback are implemented. The teachers also agreed that the students’ EFL writing are improved. Further, the teachers admitted that the students showed their positive responses during EFL writing class.

Further, from open-ended interview, it was found that the students have a positive perception toward the implementation of both ‘Grammarly’ and teacher corrective feedback. By using ‘Grammarly’ the students could independently check their own writing and assess it. They could immediately check their grammatical structures, mechanics, spelling, and of course, the organization and content of their writing. This activity really challenges them and makes them more motivated. Meanwhile, when the teacher corrective feedback is implemented, they also really curious with the teacher’s feedback given through some notes. Sometimes, the teacher also inserted a motivation to motive the students. This makes the students feel courages and motivated to keep learning and writing in English. The following is the interview excerpt.

“Well, I think both the automated feedback program, in this case is ‘Grammarly’, and teacher corrective feedback are two different technique of assessment. The first is a modern technique of EFL writing assessment, and the latter is the traditional one. However, both have great impact on our EFL writing skill. Both could improve our EFL writing and I, personally, really love those technique. If I use ‘Grammarly’ I was challenged to work and assess my writing independently. I could directly check my grammar, mechanics, spelling, content, and sentence organization by myself. This really makes me motivated and feel that ...emmm.. ‘wow’, I did it, haha... (laughing). And if the teacher corrective feedback is implemented, I also that the teacher’s comments and feedbacks, usually in the form notes, make me courages and I think that the corrections are from realiable source, from the teacher himself. And sometimes, the teacher also inserted some motivations to make us more motivated to always keep learning and writing” (AM)

In addition, the results of open-ended interview to the EFL writing teachers also disclose that during the teaching and learning process of EFL writing, the students were more motivated, show their passion in writing, and there is a significant improvement in their EFL writing. This happened when both ‘Grammarly’ and teacher corrective feedback are implemented in EFL writing class. The following is the interview excerpt.

“Hmm... yeah, the students always showed their positive attitudes and responses during the implementation of both ‘Grammarly’ and teacher corrective feedback. When the students were asked to assess their own writing using ‘Grammarly’, they were couraged and can do it independently. They were enthusiastic to do self-evaluation using the automated feedback program. Therefore, they writing is improved significantly. Then, when I implemented traditional technique of assessment, in this case is teacher corrective feedback, they were curious to see the results of my evaluation. They always revise their writing based on my comments and suggestions. And in fact, this technique is also effective to improve their EFL writing. Overall, the students showed their positive attitudes and perceptions in both technique of assessment.” (FND)
These results are supported by [33]. They state that both written feedback, such as teacher corrective feedback, and computer-mediated feedback, such as ‘Grammarly’, are crucial for encouraging and consolidating learning in terms of EFL/ESL writing. They are essential for developing ESL/EFL writing skills, both for their potential for learning and for students’ motivation. Corrective feedback is an inevitable teaching strategy in an ESL/EFL classroom, especially ESL/EFL writing [1]. Furthermore, e-feedback, such as ‘Grammarly’, could develop learners’ writing accuracy and attitudes toward CALL (Computer Assisted Language Learning) [34].

**The Strengths and Weaknesses of the Use of ‘Grammarly’ and Teacher Corrective Feedback during EFL Writing Class**

From the results of the close-ended questionnaire given to the teacher, it is revealed that ‘Grammarly’ is better in reducing errors in terms of vocabulary usages (diction), language use (grammar), and mechanics of writing (spelling and punctuation). However, it is less effective to improve the content and organization of students’ EFL writing. On the contrary, teacher corrective feedback is better in terms of improving the content, organization, and mechanics of writing, but it is less effective in terms of language use and diction. Those results were also supported by the findings of the questionnaire distributed to 120 students. The results are presented in Figure 1 and 2 in the followings.

![Automated Feedback Program 'Grammarly': Reducing Errors in Terms of:](image1)

**Fig. 1.** The Results of the Questionnaire Distributed to Students Dealing with ‘Grammarly’

![Teacher Corrective Feedback: Reducing Errors in Terms of:](image2)

**Fig. 2.** The Results of the Questionnaire Distributed to Students Dealing with Teacher Corrective Feedback
In addition, the results of the close-ended interview were in line with the results of questionnaire distribution. ‘Grammarly’ is better in reducing errors in terms of vocabulary usages (diction), language use (grammar), and mechanics of writing (spelling and punctuation). However, it is less effective to improve the content and organization of students’ EFL writing. On the contrary, teacher corrective feedback is better in terms of improving the content, organization, and mechanics of writing, but it is less effective in terms of language use and diction.

Further, from the open-ended interview, it was revealed that ‘Grammarly’ is better in reducing errors in terms of vocabulary usages (diction), language use (grammar), and mechanics of writing (spelling and punctuation). However, it is less effective to improve the content and organization of students’ EFL writing. One of the students answered that this is because ‘Grammarly’ can identify EFL writing mistakes and/or errors in terms of vocabulary usages, language use, and mechanics clearly and directly. Grammarly is also able to identify the missing spaces after the periods and the spelling mistakes, including the proper noun and provided several alternative possibilities (feedback provision) for the misspelled words.

During the implementation of ‘Grammarly’ program, the students were asked to independently evaluate their own writing. This encourages them to get engaged deeply in teaching and learning process. These also make them more motivated and have positive attitudes towards the use of online learning system. The following is the interview excerpt.

“Yeah, I think when I use ‘Grammarly’, it is easily for us to detect the errors in terms of spelling and punctuation, grammar, and diction. The program automatically detects and identifies it. It is no wonder if the students will get used to identify the same things as ‘Grammarly’ does during their writing, therefore, their writing is continuously improving. On the contrary, ‘Grammarly’ could not identify the sentence organization accurately and also the content of writing as well. So, for the rest two indicators of writing, it is less effective. However, the thing that makes us more motivated and encourages is independent evaluation of our writing”. (SM)

On the contrary, teacher corrective feedback is better in terms of improving the content, organization, and mechanics of writing, but it is less effective in terms of language use and diction. One of the teachers said that it is because the students whose works evaluated by teacher corrective feedback tend to have better content, organization, and also mechanics. This is because teacher corrective feedback, usually, pays more attention to those aspects. It is because the corrector is the teacher him/herself. The teacher will easily recognize if there is a gap between the topic and the content. The teacher also can feel sensitively if he/she finds that the paragraph has bad movement and bad coherence and some mistakes in spelling and punctuations. If it is so, the teacher, then, highlights those parts and gives comments by writing some notes on students’ paper. The students who understand the feedback given by the teacher will try to revise their works based on the suggestion.

“Well, I think when the students’ works are evaluated through teacher corrective feedback, the teacher’s attention is focusing more on content, organization, and mechanics, then followed by diction and grammar. The first three indicators are easily identified by the teacher, that is why teacher usually focus on those aspects. Meanwhile, for the rest two indicators, teachers needs to read the students’ writing deeply and some teachers ignore that. Therefore, it is no wonder if the students writing is significantly improved in terms of content, organization, and mechanics”. (FND)

‘Grammarly’ is one of automated feedback programs that can be used in language learning, especially in assessing EFL writing, and can give good contribution to the
improvement of language skills [2]. It also can identify fragments and offer advice on verb form. The feedback provision in ‘Grammarly’ also gives positive contribution that makes the students easily recognize their mistakes and improve their writing [3]. Further, [1] argue that teacher corrective feedback (indirect corrective feedback) is important to be implemented in EFL writing class as it encourages students to find their weaknesses, understand their weaknesses and find a solution to their weaknesses. Through teacher corrective feedback, the students will learn a process of personal knowledge discovery of what they know and what they do not know. They will also able to bridge the gap by finding the correct answer. The students will internalize what they have learned through experience of finding the correct answer.

4 CONCLUSIONS

To sum up the findings and discussion above, it can be inferred that this study show the positive perceptions and attitudes of teachers and students on the implementation of both ‘Grammarly’ and teacher corrective feedback. ‘Grammarly’ is better in reducing errors in terms of vocabulary usages (diction), language use (grammar), and mechanics of writing (spelling and punctuation). However, it is less effective to improve the content and organization of students’ EFL writing. On the contrary, teacher corrective feedback is better in terms of improving the content, organization, and mechanics of writing, but it is less effective in terms of language use and diction. This study comes to the conclusion that technology, as a part of modern assessment, could not fully support the process of EFL assessment. It still needs some traditional ways of assessment such as teacher corrective feedback in order to get more comprehensive results of EFL writing assessment.

This study has also discovered the negative results. Some of the students did not use the automated feedback program precisely enough. Some of the students are still confused with the system’s feedback. They could therefore not perfectly correct their works themselves. This is especially the case with long sentences of grammatical feedback. It is because they still have poor language skills and thus are confused with the options. Students with low language skills may not be able to deal with the process of interlanguage correctness as their English language know-how is limited to help them find the correct response [21]. This shows that not all automated feedback programs are reliable enough to be mentioned. Some websites could not provide users with the right answers without adequate knowledge and information.

The teachers are also encouraged to rely not only on the automated feedback program as all writing indicators are not fully assessed, but also the teacher’s work is evaluated through corrective feedback. Corrective feedback from the teacher can be used to monitor the content and organization of the EFL writing of students.

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Shaping EFL Teachers’ Critical Intercultural Awareness through Intercultural Education

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Abstract. English as a foreign language (EFL) programs necessarily address intercultural communication competence (ICC). As part of their learning outcomes, they seek to equip students with knowledge, attitudes, and communication skills to help them engage effectively in diverse socio-cultural contexts. However, lack of critical intercultural awareness (CIA) is a key factor that hinders EFL teachers from promoting students’ ICC. This article focuses on strategies to develop EFL teachers’ CIA in the Indonesian higher education context by conceptually examining the in-progress formation of EFL teachers’ CIA from two perspectives. First, how teaching intercultural education encourages EFL teachers’ awareness and understandings of their own culture and worldview frameworks. Second, how developing syllabus documents on intercultural aspects and selecting interculturally appropriate learner-centred resources and pedagogical tasks can proactively promote ICC. Furthermore, the paper presents a sample activity to promote intercultural learning that can foster EFL teachers’ CIA.

Keywords: critical intercultural awareness, intercultural communication competence, intercultural communicative language teaching, higher education

1. Introduction

Intercultural communication competence (ICC) has gained much attention from scholars and researchers. In an English as lingua franca perspective, ICC is framed as a sociocultural process which is situated in both Anglophone and non-Anglophone contexts. In these contexts, the acquisition of linguistic and general knowledge of diverse cultures is more desirable than linguistic and general knowledge of any target language [1]. Similarly, in EFL contexts, ICC is identified as the ability to understand and interact with people (either from the same or different regions/countries) who have varied values, beliefs, and behaviours using linguistically appropriate and culturally acceptable language to enhance connections [2]. An implication is that English language teaching (ELT) should equip learners with communication skills as well as help them acquire intercultural knowledge, skills, and attitudes to assist them to communicate effectively in global contexts [3].

As key stakeholders, EFL teachers play a pivotal role in promoting students’ ICC through culturally appropriate teaching platforms. The acquisition of such competence will help EFL teachers and students build mutual understanding, encourage acceptance of different perspectives and maintain effective interaction with other language users [4]. Addressing intercultural education will enable EFL teachers to equip students with strong ICC, and this can encourage them to enhance their performance in various classroom activities and achieve greater results in learning [5]. Thus, EFL teachers need to develop their syllabus documents and classroom instructions to explicitly address ICC as one of learning aims to aid graduates become competent intercultural speakers and enable them to engage effectively in the globalised world [6].

Although ICC is perceived as a predetermining factor which leads to successful EFL learning, it receives relatively little emphasis in syllabus and classroom practices [5, 7]. The lack of intercultural awareness among EFL teachers themselves is one of the key issues [8]. Another issue is that most EFL teachers may not receive any formal training in intercultural teaching, thus being unprepared for the task [9]. Other challenges in teaching ICC include the complexity of cultural factors, limited learning resources, and little support from institutions or policymakers [7, 10]. These factors help explain why intercultural learning is mostly absent in Indonesian higher education contexts.
To establish effective communication across linguistic and cultural boundaries, EFL teachers need to consider developing their critical intercultural awareness (CIA) as an essential element of ICC [4]. Having strong CIA will encourage EFL teachers to improve intercultural knowledge, skills, and attitudes; coincidently, these can foster intercultural learning in the classroom. Significantly, Indonesia’s multilingual and multicultural context works to unconsciously co-construct EFL teachers’ CIA. For instance, they work with heterogeneous students and colleagues from different socio-cultural backgrounds and undertake collaborative research or community services with the local and international counterparts. The development of CIA can also be shaped through conscious processes, i.e., being involved in professional development programs or associations in domestic or international forums [11, 12], attending intercultural trainings [13], or undertaking intercultural education in the classroom [11]. This last strategy has twofold benefits which are the focus of this paper. Firstly, promoting intercultural learning provides opportunities for teachers to develop their intercultural awareness and enables them to facilitate effective learning in the given context. Secondly, it models to students and helps promote their ICC to help them continue to engage in global learning after they graduate from the university [9].

This article conceptually examines the ongoing formation of EFL teachers’ CIA. It first presents the theoretical frameworks to operationally define the related literature of intercultural communication competence, intercultural communicative language teaching, and intercultural awareness. It then discusses the dynamic process of CIA development embedded in EFL teachers’ teaching abilities, such as foundational competence, syllabus design, and facilitation skill. To provide insights into these processes, a sample activity to promote intercultural learning and foster CIA is proposed prior to the conclusion.

2. Theoretical framework

The current literature helps to better understand the underlying concept of intercultural awareness including intercultural communication competence and intercultural communicative language teaching.

2.1 Intercultural communication competence

In today’s globalised world, people from different cultures and nationalities are living and interacting with one another in real-life situations and via social media. This suggests individuals need to increasingly become aware of and competent in using linguistically appropriate and culturally acceptable language. Given this, developing ICC is important.

The concept of ICC is rooted in Hymes’s work on communicative competence (CC) [14]. The notion of CC signifies the acquisition of the proper form and function of language that is linguistically correct, appropriate for the context and culture of the target language being learned. Communicative competence thus plays an important role in multilingual interactions as it assists individuals to communicate with other speakers across countries and cultural boundaries. Thus, from CC, the concept of ICC emerged to become broadly recognised as the basic competence to effectively communicate with diverse people and engage in global communication [15].

Scholars in the area of intercultural studies conceptualise ICC in various ways. Byram [15] uses the term of intercultural communicative competence to refer to qualified intercultural speakers. Accordingly, ICC entails linguistic competence, sociolinguistic competence, discourse competence, and intercultural elements. Wiseman uses the term of intercultural communication competence to signify intercultural knowledge, motivation, and skills [16]. Both terminologies emphasise language users’ abilities to communicate with other people from different cultural and linguistic backgrounds and engage in intercultural encounters. While these two scholars mainly focus on the verbal dimension of interculturality, Yang [11] in his work on TESOL teachers’ intercultural identity, extends the concept of ICC to include non-verbal communication competence component and its multiple dimensions such as paralinguistics, kinesics, proxemics, and other related non-verbal attributes.

In this article, we use the term intercultural communication competence (ICC) to define and acknowledge the importance of both verbal and non-verbal aspects of interculturality. Grounded in Byram’s ICC model [15], ICC is the ability to communicate, behave, and interact effectively with people from different countries, regions or group communities who are diverse in culture, believes, and perspectives to exchange information, establish connection, and maintain relationships. This notion suggests developing ICC helps learners reach their potential competence as intercultural speakers and use their language to successfully “negotiate a mode of communication and interaction, or act as a mediator between people of different cultural
The intertwined nature of language and culture has long been acknowledged in EFL classrooms where teachers need to integrate cultural aspects of the English learning resources and context. This is based on the seminal pedagogical understanding that genuine communication mainly takes place and is embedded within the contexts of culture (i.e., values, beliefs, religious or social practices, etc.), or situation (i.e., daily conversation, formal/informal chats, public speech, etc.), and that these two contexts shape the actual use of English for a variety of communicative purposes [17]. This notion informs the underlying theory of the communicative language teaching (CLT) approach which has long been applied by teachers. CLT emphasises the development of students' communicative competence as the primary goal of English as a second or foreign language learning [18].

In a globally interconnected world, where communication across cultural and linguistic borders happens more frequently than ever before, the differing roles of English and ELT in classrooms are becoming more defined. Scholars in pedagogical areas such as English as an international language (EIL), English as additional language (EAL) and English as lingua franca (ELF) advocate that the goal of ELT programs should not require students to achieve native-like linguistic and socio-cultural competence [19-21]. This critical view is based on the fact that the majority of English as second/foreign language (ESL/EFL) users and learners come from non-Anglophone countries (e.g., China, India, Indonesia, Saudi Arabia) [19] where English is largely taught for pedagogical purposes; English thus serves as the medium of intercultural communication among users from diverse socio-cultural and linguistic backgrounds. Given this fact, ELT programs necessarily put emphasis on achieving ICC as a key goal of English learning so that students can learn to communicate effectively across linguistic and cultural boundaries and engage in global learning. Intercultural education, or so-called intercultural communicative language teaching (iCLT), is a promising interculturally-related teaching platform to integrate language and culture in diverse cultural and linguistic learning settings [22].

Drawn from Byram's comprehensive model of ICC [15], teachers who intend to implement an intercultural education model in the classroom need to consider the integrated elements of communicative competence and intercultural competence. Accordingly, intercultural education entails linguistic, sociolinguistic, discourse, and intercultural components. The linguistic aspect deals with the acquisition of linguistic codes covering grammatical rules, vocabulary, phonology, and graphology; the sociolinguistic dimension relates to the mastery of socio-cultural codes including appropriate use of linguistic codes, register, politeness, and style in a given situation; and the discourse aspect concerns the ability to select, sequence, and arrange language structures into different types of cohesive and coherent expressions or written texts [23]. Additionally, intercultural components embrace the acquisition of knowledge, skills, and attitudes as well as critical awareness as necessary elements of ICC [15].

The implementation of iCLT has received widespread support from researchers and classroom practitioners. For example, Tran and Duong [24] undertook a study to examine the effectiveness of iCLT in a Vietnamese EFL context and found that a 13-week course using this approach improved students' language proficiency and intercultural competence. Having observed the implementation of iCLT in English-dominant multicultural classrooms in New Zealand, Ramirez [22] investigated teachers’ perspective and practices of iCLT by examining six principles: (a) integrating language and culture from the beginning, (b) engaging learners in genuine social interaction, (c) encouraging and developing an exploratory and reflective approach to culture and culture-in-language, (d) fostering explicit comparisons and connections between languages and cultures, (e) acknowledging and responding appropriately to diverse learners and learning contexts, and (f) emphasising intercultural communicative competence rather than native-speaker competence [22]. The study reported that most iCLT principles were understood and carried out by teachers in the classroom and beyond it although some challenges were identified in fully implementing all six principles.
For iCLT to be successfully undertaken, EFL teachers need to have adequate intercultural teaching abilities. Dimitrov and Haque [9] provide guidelines for teachers to reflect on their competency in teaching across linguistic and cultural settings which embraces three interrelated skills as follows.

a. Foundational competencies: focus on instructor self-awareness and the ability to model intercultural competence for students.
b. Facilitation skills: build on the foundational competencies, allowing instructors to interact with students and encourage interaction among students in ways that are respectful of diversity.
c. Curriculum design competencies: reflect the skills of instructors who not only respond to diversity in their classroom, but also intentionally engage students in global and intercultural learning activities or discussions of social justice issues in order to promote global learning outcomes.

3. Shaping EFL teachers’ critical intercultural awareness

3.1 From cultural awareness to intercultural awareness

Intercultural awareness (IA) is widely acknowledged as an important social element of the 21st century which potentially fosters a willingness to communicate with people from diverse linguistic and cultural backgrounds to increase mutual understanding. From the perspective of ELF, IA is the extension of cultural conceptions from cross-cultural perspectives with an emphasis on understanding of the national and the target culture to intercultural and translanguaging frameworks [25]. Baker conceptualises IA as “a conscious understanding of culturally based forms, practices, and frames of references” and the capacity to make use of these conceptions in intercultural encounters in flexible and culturally appropriate ways [1]. Based on this conception, the acquisition of IA is evident from two standpoints: conceptual and practice-oriented. The former deals with the acquisition of attitude towards and knowledge of culture, and the latter focuses on skills and behavioural aspects to successfully engage in intercultural communication.

Another concept proposed by Byram is that critical cultural awareness/political education refers to the ability to “evaluate critically and on the basis of explicit criteria, perspectives, practices, and products in one’s own and other cultures and countries” [15]. He proposes that intercultural awareness entails the abilities to:

1. identify and interpret socio-cultural values depicted from learning materials (i.e., video-clips) in one’s own and other cultures in a non-judgemental way;
2. critically analyse the events or documents in accordance with explicit perspectives and criteria;
3. interact and mediate in intercultural exchanges referring to explicit criteria.

This article uses critical intercultural awareness (CIA) and discusses the in-progress formation of Indonesian EFL teachers’ CIA when they undertake intercultural education in their classrooms. Developing CIA enables them to achieve two key goals: on-going development of ICC and interculturality-based teaching practices.

3.2 Co-Construction of EFL teacher CIA: A dynamic process beyond classroom instructions

Indonesian EFL teachers are assigned tasks to help assist graduates to have the standardised and specialised skills related to their discipline as well as strongly attain attitudes. The conception of attitudes is informed by the Ministerial regulation on national standard of higher education [26] that all graduates should have affective competencies, such as valuing a variety of cultures, thoughts, religions, faith, ideas, and intellectual property rights, collaboration with others, as well as social sensitivity and compassion for the society and environment. To help students achieve the desired outcomes, EFL teachers should ensure that inclusive education is well-addressed in their classrooms via students’ demonstrating respect for otherness, i.e., language proficiency, ethnicity, race, gender, national origin and other unique differences [27]. They necessarily need to nurture diversity in the classroom through interculturally appropriate teaching platforms to assist students in communicating and engaging effectively in diverse cultural contexts [9]. Addressing intercultural education potentially benefits EFL teachers themselves from developing their CIA.

The ongoing development of teacher CIA can be viewed from two key perspectives: co-construction of interculturality and interculturality-oriented curriculum development. First, intercultural education enables EFL teachers to extend their awareness and understanding of their own culture and worldview frameworks. Their perceptual lenses of interculturality and intercultural teaching are co-constructed when they interact with students discussing various topics on global or socio-cultural issues. Such experiences shape their own
and other cultural identities [9] and promote their awareness and openness to the variety of students’ ideas, assumptions, and ways of learning. Having such views of diversity allows them to critically identify and analyse any possible factors that can influence classroom dynamics. This insight helps them become effective intercultural facilitators that allow classroom members to engage actively in intercultural learning so that they can gain mutual understanding and support the learning of others. Moreover, the subsequent process of intercultural teaching may improve EFL teachers’ perceived awareness and abilities to model to students a variety of communication styles across cultural settings. They would be better able to encourage perspective-taking in the classroom, openness to receive critique, and non-judgemental ways of thinking [9].

Second, building on the co-constructed interculturality, EFL teachers are likely to be more reflective and inclusive in designing curricula and facilitating student learning [9]. The ongoing progress of EFL teachers’ awareness will be likely to transform into actions when they develop curriculum documents by including intercultural features, selecting interculturally appropriate learning resources and pedagogical tasks, and applying authentic assessments which empower them to demonstrate their ICC. Thus, it is likely that EFL teachers would be more aware of and reflective on the approaches of their teaching practices to equip students with skills necessary to communicate and engage effectively in today’s global society. Moreover, EFL teachers’ CIA is manifested to classroom instructions when they scaffold in-class discussions and meet the learning needs of students of varied cultural backgrounds. Intercultural education encourages them to transform intercultural modalities into actions to ensure that the learning practices are learner-centred, that multi-ideological perspectives are negotiated, and that pair/group discussion of heterogonous class members are well-facilitated in or beyond the classrooms. They are likely to equip students with a variety of communication styles in diverse cultural settings, and expose and provide various feedback styles across cultures that fit their needs [28].

4. Promoting intercultural learning: the use of video clip-assisted intercultural learning tasks

The use of video-clips as EFL teaching and learning materials has long been acknowledged to assist with learners’ development of language skills [29]. Some scholars further confirm the use of video clips can enhance learners’ cultural knowledge of practices or products [30, 31]. Video clips thereby offer opportunities to promote and facilitate intercultural learning in foreign language classrooms [32] owing to their rich sources of audio and visual information, particularly about diverse societies and cultures. Digital technology may accelerate intercultural learning since it provides updated technologies that teachers can use in their instruction. Huge numbers of easily accessible digital video files are available online – most via popular video repositories such as YouTube.com and Ted.com. Such sites open up opportunities for teachers to search for appropriate resources to help meet and extend learners’ needs in intercultural learning through films, talks, or conversations about socio-cultural realities.

Video clips serve as potential learning materials to promote students’ awareness of socio-cultural realities embedded in the selected clips. Some studies reveal the effective use of intercultural film clips help to build learners’ intercultural awareness as they address ideas and concepts of intercultural encounters and contain stories that reflect cultural differences [33-36]. Several classroom reports emphasize the importance of incorporating cultural-related video clips in intercultural learning. For example, the use of YouTube videos as realia could stimulate cultural lessons and enhance exposure to English variations from across the world [37]. Likewise, television documentary series taken from YouTube such as “An Idiot Abroad” can promote “cultural values, ethnocentrism, and intercultural communication competence” [38]. Accordingly, video clips can motivate learners and prompt thoughtful discussions on communication in diverse communities. However, EFL teachers need to critically consider the appropriateness of video content, the length, and ways to most effectively present and utilize the clips.

The use of video clips as culturally appropriate learning resources cannot work alone or in isolation to promote learners’ critical intercultural awareness [39]. They mainly serve as learning resources and should be integrated along with other interculturally appropriate learning tasks. In this vein, the tasks function as activities which can assist learners to “communicate or make meanings of sociocultural issues” [39], as depicted in the video clips. Thus, the well-planned tasks by the teachers play an important role in enabling learners to engage in the productive intercultural learning process and develop critical thinking towards the intercultural issues represented in the clips. Since the tasks are intended to facilitate intercultural learning, they generally strive to create learning activities where learners are able to identify and describe the cultural values embedded in the clips, critically analyse the various socio-cultural realities and phenomena through small group talk, and evaluate and reflect on them in class discussions.
Video clip-assisted intercultural learning tasks can be applied across a variety of units, including Public speaking, basic English skills, and cross-culture understanding, as well as general or English for specific purposes in English-major and non-English-major departments. EFL teachers may use video-clips as the main learning materials in a full-time teaching hour or utilise them as supplementary learning aids used for activating students’ background knowledge in a pre-activity or post-activity to aid retention. The following section details how one teacher uses video clips to improve students’ CIA in Public Speaking.

**Before-teaching**

EFL teachers necessarily consider some preparational activities. First, they need to revisit their syllabus documents by including intercultural components as the learning objectives. Generally, Public Speaking (PS) syllabus for undergraduates provide students with basic theories, principles and practical experiences of public speaking. The unit mainly aims to assist students to plan and prepare a variety of speeches (informative, persuasive, demonstrative, and other special occasions), evaluate speeches based on specific criteria of verbal and non-verbal behaviour, and make use of presentation aids to enhance their speeches. Less attention has been given to how students should adapt their speeches to diverse target audiences. Thus, including this objective in PS aims to help students demonstrate awareness of and sensitivity to culturally diverse audiences, more effectively convey ideas in various cultural contexts, thereby preventing them from unnecessary miscommunications [40].

EFL teachers can go online to browse video-clips containing culturally appropriate content that align with the learning outcomes. They can select clips or segmental scenes that represent global or socio-cultural issues related to PS topics, for example about ethnocentrism, stereotyping, judgmental ways of thinking, verbal and nonverbal differences across cultures, religious practices and other related issues. Some topics may contain sensitive or taboo issues, for example, religion, terrorism, and racism; thus, teachers should be aware of and select clips carefully. EFL teachers may anticipate the level of risk by “sequencing learning activities in a way that moves from low- to high-risk disclosure, concrete to abstract concepts, personal to institutional examples, structured to unstructured activities and to sequence topics from low emotional intensity to higher emotional intensity” [9]. They need to guide students to approach and understand such issues from multiple perspectives, know what the sources of controversy are, know how to negotiate and compromise with their peer groups to seek alternative solutions and be able to convey ideas in non-judgmental ways using culturally acceptable and linguistically appropriate language.

EFL teachers also need to spend considerable time preparing a mini-lecture highlighting the importance of intercultural values and intercultural communication competence. This helps equip them with foundational knowledge and awareness of interculturality through analysing the video contents using discourse theory as informed by Schirato [41]. The following questions may serve as guidelines:

1. Who is involved in the clip (role/social status)?
2. What happens?
3. Why does it happen?
4. What discourses are involved?
5. How are the values or issues negotiated?
6. What is the nature of the clip?

**Whilst-teaching**

The use of video clip-assisted intercultural tasks follows several procedures such as input, noticing, reflection, and verbal output [34, 42]. The input stage provides students with authentic exposure to language and cultural knowledge in a variety of contexts by watching video-clip(s). Before playing the clip, EFL teachers need to group students heterogeneously into four or five, and then provide clear instructions on what they need to look for when watching the clip. To assist them to grasp the message or moral values, EFL teachers may give leading questions related to the main points being discussed. This helps activate students’ prior knowledge and awareness of related issues and motivate their learning. While watching the clip, students should make notes on important socio-cultural realities depicted in it. These efforts aim to ensure students can understand the clip, and progress beyond their current understanding, as suggested by Krashen’s input theory [43].

In the noticing stage, each group member is asked to share their observed unique cultural elements, and sociocultural similarities and differences within the group. Comparing and contrasting ideas encourages
students to attend to uncertain features of input and notice gaps between one’s own and others’ beliefs [44]. In so doing, learners practice their ability to identify and interpret socio-cultural values depicted from learning materials (video-clips) [15].

Groups are then asked to reflect on what they have noticed with regard to the guidance questions. EFL teachers can encourage them to discuss what they have understood, negotiate, and exchange perspectives with other members of the group. Developing students’ awareness of and acceptance on different perspectives helps shape attitudes and skills of intercultural communication. Long’s interaction hypothesis [45] underlies this activity, particularly when group members work together to reflect on what they notice. This stage fosters students’ ability to critically analyse the events or documents depicted in the clip in accordance with explicit perspectives and criteria.

The last stage is a verbal output process. EFL teachers can engage students in in-class discussion by employing various activities such as pair talk, group discussion, individual or group presentation, or debates. These activities are conducted to encourage students to produce verbal output [46]. For instance, teachers may voluntarily invite group member(s) to present their ideas and ask the class to respond. Through this in-class discussion and teachers’ scaffolding, students are guided and encouraged to shape their views about socio-cultural issues represented in the clip in critical and non-judgemental ways [15]. Additionally, EFL teachers can extent the activity with an observational home assignment. For instance, students can choose to take out one of the intercultural encounters discussed in class, observe an everyday intercultural communication scenario or search for a short and interesting intercultural communication clip online via YouTube. Students are assigned to write a short reflection paper and share the result in the following meeting.

**After-teaching**

Eventually, EFL teachers are advised to reflect on the intercultural teaching. They can involve students in a Q&A session to elicit their responses towards the intercultural learning process in the classroom and perceived development of intercultural awareness. Student feedback on teaching may be conducted anonymously to encourage students to provide additional information about their learning experience. This enables EFL teachers to reflect on the teaching effectiveness, including issues that need to be addressed in the future.

5. Conclusion

This paper conceptually discusses how the EFL teachers’ CIA is developed in intercultural education and proposes strategies to develop EFL teachers’ CIA in the Indonesian higher education context. Promoting intercultural education through video clips-assisted intercultural learning tasks has several possible impacts. EFL teachers benefit from raising their critical intercultural awareness (CIA) allowing themselves to broaden knowledge of interculturality and engage more in global communication and partnership. The ongoing formation of EFL teachers’ CIA will likely improve their pedagogical skills to design interculturally based syllabi and deliver interculturally oriented classroom instructions to achieve the goal intercultural education. The classroom-based research, for example, is meaningful for EFL teachers to investigate the use of digital technologies or social media in various teaching spaces. Considering the significance of teacher CIA in the dynamic ELT, we call for institutional support for further EFL teacher professional development of their intercultural communication competence necessary for the future.

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Autonomous Learning through English Listening Application

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Abstract. The key concept in communication is listening since lack of ability in listen accurately; communicants are not able to catch the message easily. ESL learners should aim to master one of communication skills, that is listening. As the result, teachers must concern on students’ capability in listening and students as second language learner have to develop their listening skill both inside and outside classroom. An interactive and effective media should be applied in improving listening skills of ESL learners. In interface digital age, teachers are required to explore application technology in listening chore. English listening is one of appropriate application to teach English listening because it assess easily in both students and teachers’ Smartphone. English listening is recommended for ESL learners in university level since it is constructed into three different levels namely beginner, intermediate, and advanced. Furthermore, this application consists of various types of exercises. Through this application, students are able to improve their listening skill and teachers can manage their students’ progress in listening.

Keywords: Autonomous learning, listening, English Listening

1 INTRODUCTION

Technology is used to be mostly familiar in recent day in teaching and learning of second language class. Both teachers and students must be aware in exploring modern technology since the its usage in teaching and learning second language improves teachers’ instructional process and facilitates students’ learning process [1], for instance Mobile-Assissted Language Learning (MALL). In line, MALL promotes interactivity, collaboration, and engagement in various learning activities and personalize learning by giving learners control over what, where, when, and how they will learn, and create a sense of community [2]. On the other word, using MALL in teaching and learning is more effectively by force of time and place. Teachers and students do not usually meet at class face to face but they also are able to do teaching and learning process outside through this technology.

Furthermore, MALL can be accessed in five platforms namely pocket electronic dictionaries, personal digital assistants (PDAs), mobile phones, MP3 players, and ultra-portable tablet PCs [3]. Among those platforms, mobile phone is accessible and familiar in EFL learning since students mostly use this device as communication tool daily. Hence, mobile phone is applicable in improving students’ language capability.
Listening is one of English skill which the students are able to practice as second language learners because over 50 percent of the time that students spend functioning in foreign language will be devoted to listening [4]. In learning second language, through listening, students are going to learn the way in pronouncing and stressing the sound then try to interpret the meaning to understand the message they convey. As that reasons, listening becomes the main of communication that influence the communicants in understanding the message to avoid misunderstanding and distinctive interpretation. To enrich that goal, the second language learners have to improve their ability in listening skill.

In fact, learners mostly assume that listening is difficult subject because of some reasons such as they have to catch the information as the same time as understanding the context, spoken language has different terms with written language in pronunciation, intonation, stress, juncture and so forth. Beside that, traditional learning material and technique in teaching listening are almost used by teachers eventhough today is in digital era. As the consequence, learners have eager in improving their listening ability yet.

To overcome those problem and to enrich the goal of listening, technology such as mobile phone device is needed in EFL teaching and learning process. This device facilitates EFL learners in listening inside classroom and acheive second language learners independently in learning listening. Autonomous learning are expected to take responsibility for students in learning [5]. In line, Littlewood mentioned two central features of autonomy firstly students are expected to take responsibility of their learning and secondly taking responsibility involves learners in taking ownership of their learning [6].

To built up students conciousness in learning listening, mobile phone device is chosen since the students use mobile phone in their communication daily. Therefor, they can access to authentic listening material and increase their autonomy in learning. As the fasilitator and also teacher, the researcher chose English Listening application because of some reasons firstly this application was created for both beginners and advanced English learners. Secondly, it has varios types of exercises for instance filling the blanks, identifying pictures, rearranging sentence, listening to short passages, dictation, listening to long paragraph (monologue). Thirdly, the types of exercises is similar with some test types in TOEFL and TOEIC. Fourthly, the subject of this research took intermediate listening as preparation class in interface TOEFL and TOEIC test like. Thus this research describe the implementation of English Listening Application in built up EFL college students' consciousness in learning listening upon the class activity through five developmental components in emphasizing autonomy of students learning [7].

a. determining the objectives
b. defining the contents and progressions
c. selecting methods and techniques to be used
d. monitoring the procedure of acquisition properly
e. evaluating what has been acquired

2 METHODOLOGY

a. Research Design

Qualitative descriptive were conducted in analyzing autonomous learning of second language learners in listening class through English Listening Application. Huberman argued that researcher preserves chronological flow, see precisely which events led to which consequences and derives fruitful explanations [8]. In this case, the researcher explored
mobile phone application towards learners in order to make learners aware of the language capacity improvement.

b. Subject

Participant in this research was English students of teacher training department at IAIN Ponorogo. They were fourth semester and taken intermediate listening class. As the consideration, the researcher took C class became the subject in this research since the learners varied from educational background such senior high school, Islamic boarding school, Islamic senior high school, and vocational high school. Furthermore, based on their listening rating scale in previous semester showed that they were different levels of rating scale namely super, going beyond, meets the mark, and needs more work than other class.

c. Instruments

This study employs data of observation and documentation. In collecting the data, classroom observation was conducted to know how the learners apply English Listening Application. The observation focused on observing students’ activities and their autonomy in learning listening in using that application and completing the teacher’s tasks. Meanwhile, documentation was in terms of photos and videos during teaching and learning process in listening class. Those enquired students’ activities.

d. Data Analysis

According to the nature of the research, the study used phenomenology as the analysis method. All collected data were clarified clearly as the purpose of this research in describing the autonomous learning in listening class through English Listening Application based on the researcher experience in listening class. In line with Lofland phenomenology is used to describe the researcher’s experience and the idea that this is all research is or can ever be [9].

3 FINDINGS AND DISCUSSION

a. Teaching Listening procedure using English Listening Application

In this research, the Listening class was Intermediate listening of forth semester students. English lecturer used English Listening Application as a mobile phone device to give listening materials and board discussion to the learners. First, lecturer asked the students to open play store in their mobile phone. She suggested downloading thus application
The researcher gave the clear objectives of the activities and the lecturer’s instruction must be followed by the students. They should be as follow indicators:

1. Students are able to analyze meaning each types of text that they listen
2. Students are able to decide their own learning strategy independently in listening class
3. Students are able to do exercises

After downloading the application, students are asked to decide their own learning strategy in accomplishing the exercises. In this step, the researcher explained about the types of exercises that the students have to complete. The exercises were created in 6 different levels of difficulties. Each level of exercises consists of 30 numbers of questions.

It is the first level called beginner I. Here, the students should fill the blanks with the appropriate words based on the audio. To answer correctly, the students have to drug the correct word into the blank space.

The following is the second level namely beginner II. In this exercise, the students chose the best answer by identifying the picture. The students can choose the answer by click A, B, C or D.
The third exercise is beginner III. The students have to rearrange the quotations that they listened. In completing the quotation, the students must drag the words into the blank space.

Intermediate I become the fourth exercise. Here, the students listened to the short talk and the exercise discussed about the main idea of each talk.

The fifth task is intermediate II. The students rewrote the audio file that they have been heard in the column.
Advanced becomes the last level of task in English Listening application. In this case, the students listened to the talk to answer several numbers of questions.

The next direction was given by the researcher to the students about gaining the points in all tasks. Easy lessons are given less points while harder ones are given more points. For instance, lesson #1 is only worth 5 points, while lesson #30 is worth 20 points. Then, the points are less if the students listen to the audio file many times, for example:

- Lesson #1 **5 points** is given when the students listen to the audio file one
- **3 points** is given when the students listen to the audio file twice
- **1 point** is given when the students listen to the audio file many times

Lesson #30

- **20 points** is given when the students listen to the audio file one
- **15 points** is given when the students listen to the audio file twice
- **7 points** is given when the students listen to the audio file many times

The points next to the lesson are the number of points for that lesson. After describing the roles and the point, the students have a chance in determining the way they learn in listening class by using English Listening application.

b. Emphasizing Autonomy of Students Learning in Listening Classroom Activities
In describing learning autonomy in listening class, the researcher applied five developmental components and explained clearly in each single steps as follow:

1. Determining the objectives
   
   Teacher explained the aims of intermediate listening class by using this application and the students showed their awareness about the understanding of course requirements and they also showed their own efforts in learning listening.

2. Defining the contents and progressions
   
   Identifying content in learning based on the learners’ choice has been strong effect in learning autonomy [10]. In this case, the researcher as the lecturer here gave clear instruction and introduced the contents of English Listening application and the students decided the level of exercises they would be taken self to completing all exercises.

3. Selecting methods and techniques to be used
   
   According to James & Garret, in order to help learners to assume greater control over their own learning, it is essential to help them become aware of and identify the strategies that they already use or could potentially use.

4. Monitoring the procedure of acquisition properly
   
   Here, the lecturer gave a chance toward the students to explore the way they learnt by discussing with friends or doing the exercises self. The aim was development students’ awareness in learning listening.

5. Evaluating what has been acquired
   
   Self assessment and evaluating their own learning process are essential components of autonomous learning, enabling learners to undertake more responsibility and identifying their weak and strong areas as well as effective language learning strategies and materials [11]. To see the progress of learning process, the lecture asked the students to show their score of when they finished doing each level of exercises. In the end of this program, the students have to present their weakness and strengthen in learning process using this application.
4 CONCLUSIONS

The study revealed that in implementing English Listening application to stimulate students’ autonomous learning, lecturer make certain teaching procedures by giving the objectives of learning listening, introducing the contents of thus application, and explaining the points or score. Then the implementation of English Listening Application in built up EFL college students’ consciousness in learning listening upon the class activity through five developmental components in emphasizing autonomy of students learning namely determining the objectives, defining the contents and progressions, selecting methods and techniques to be used, monitoring the procedure of acquisition properly, and evaluating what has been acquired.

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Engaged Learning in MOOCs for Teaching Professional Development in the Cyber Era: A Study of Autoethnography

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Abstract. In the Cyber Era, numerous learning platforms exist to fulfill the learners’ needs. One of the platforms is MOOCs (Massive Open Online Courses) in which it provides many materials for promoting autonomous learning. In this research, I implement an autoethnography to share my experiences in joining MOOCs that cover ways to use MOOCs, MOOCs materials, MOOCs assignments completion, and benefits and obstacles in MOOCs. This research uses a qualitative approach that focuses on my learning experiences in MOOCs. The instruments of data collection used are my systematic learning observation and my journal reflection. IMOOC (Indonesian Massive Open Online Course) on Technology for Autonomous Learning 2018 and MOOC AE-E Teacher Program Fall 2018 are the MOOCs that I involve in. Being an enrollee in MOOCs, I can gain many virtues for my teaching professional development. In short, this research will give the contribution to theoretical, practical, and pedagogical significances toward MOOCs.

Keywords: MOOCs, autoethnography, cyber era, teaching professional development

1 INTRODUCTION

In the cyber era, the use of technology plays an important role particularly in an educational system. The supported educational system covers several aspects. One of the aspects is in the teaching and learning process. The success of teaching and learning process cannot be separated from the educational platform or learning management system. In the development of educational platform, MOOCs (Massive Open Online Courses) straightly become phenomenal platform due to it has many virtues to support teaching and learning process in this cyber era. [1] MOOCs are able to be used as ancillary materials for teaching and learning. It can be inferred that by joining MOOCs, the learners can gain knowledge to support their learning toward certain courses in which the courses fulfill the learners’ need. The notion of MOOCs derives to the idea the learning development in the cyber era. [2] “MOOC is a recent development of this open learning movement, which have drawn much attention from both academic and the public sphere.” It shows that MOOCs can be one of alternative educational platforms that help the learners to be autonomous learners.
The trend of MOOCs reveals the idea of promoting open online courses in the universities. [3-4] MOOCs are free and up to date online courses in which the learners enroll them for free instruction, so learners can access MOOCs. Moreover, there are several characteristics of MOOCs. “Among the characteristics of MOOCs is Massive, which means MOOCs easily accommodate large numbers of students; Openness, which involves several key concepts: software, registration, curriculum and assessment, communication including interaction, collaboration, sharing and learning environments” [3]. Those key concepts need to be highlighted for those who enroll in MOOCs in order to pass the courses and reach the learning goal. Another research also follow up that the main characteristic of MOOCs is online and free. “A Massive Open Online Course (MOOC) is a type of online course characterized by large-scale student participation and open access via the Internet. The “Open” part of the MOOC acronym signifies “free” to many people—as in “free to students” [5].

Enrolling in MOOCs courses is one of epic ways to enrich teaching professional development in this cyber era. The development of technology provides many educational platforms that support teachers’ professional development. Teachers’ Professional Development (TPD) derives to the idea of developing teachers’ four competencies that cover pedagogy, professionalism, personality, and social in order to reach the great development of teaching and learning process. [6] “TPD can be considered as an ongoing process of education, training, learning and support activities which is: taking place in either external or work-based settings; engaged in by qualified, educational professionals; aimed mainly at promoting learning and development of their professional knowledge, skills and values; to help decide and implement valued changes in their teaching and learning behavior so that they can educate their students more effectively thus achieving an agreed balance between individual, school and national need.” Regarding to the notion of TPD, it means that I need to enhance my teaching professional development by participating in one of the activities that support the chain of TPD.

Virtues of MOOCs for TPD show the important reasons of enrolling MOOCs. [6] MOOCs help the teachers to explore how to conduct teaching online, to participate in community that has same interests, to deliver e-learning or e-live students experience by having online class, to learn new materials in a structured way, and to find free supported resources toward certain topics. Referring to the epiphany of joining MOOCs for teaching professional development, I have valuable experiences in exploring the path of MOOCs. This study declares my learning experiences in MOOCs and the virtues of joining MOOCs for my teaching professional development.

2 METHODOLOGY

Autoethnography is used as the research design in this study. [7] Autoethnography is the combination between autobiography and ethnography in which it describes about researcher’s personal experiences (my experiences) toward certain phenomenon. Autoethnography is a part of life history research. [8] Life history is the study of the individuals’ life experiences from the viewpoints of how these individuals grasp the phenomenon in their surroundings in which the terms can be called as a biography, a life story, an oral history, a case study, an autobiography, a memoir. In this study, the autoethnography, a life history, is applied as the consideration to get the points for the research topic of MOOCs for teaching professional development. “In educational setting, life history has become a popular approach for studying teacher development.” [8]

The subject of the study is the researcher (I) who has already experienced MOOCs (IMOOC and AE-E Teacher). Moreover, there are several steps of the data collection
procedures. The first step is I surf the IMOOC (Indonesian Massive Open Online Course) and AE-E Teacher program in the platform named Canvas. I focus on the learning history of my participation in joining those MOOCs program. The second step is I describe my past learning experiences and write them in the form of reflexive log in order to keep my learning history in MOOCs. The third step is I recap the given materials and the shared assignments that I have done.

Regarding the data collection instruments, there are several instruments for a life history which consist of diaries, correspondence, professional writing, interview, direct observation, and narrative analysis [8]. Besides, the instruments of data collection used in this study are systematic learning observation in the form field notes and journal reflection in reflexive log. I record my MOOCs learning activities in the reflexive log. When I have already got the data, I analyze the data qualitatively. I sort the data in which they fulfill to answer my research questions. The data are categorized into several themes as the result of this study. Furthermore, the research procedure covers several parts that includes deciding the research phenomenon, deciding the research design, exploring the significances of the research, deciding the instrument of data collection, collecting the data, analyzing the data, displaying the finding, delivering the discussion and conclusion of the study.

3 FINDING AND DISCUSSION
3.1 Learning Journey in IMOOC

One of the big steps in developing my teaching professional development is by enrolling MOOCs and being an elusive course participant in MOOCs. I have to struggle in my MOOCs due to I need to complete my MOOCs and to do my job. It can be stated that I am required to be multitasking person for achieving my goal to be a professional teacher/lecturer. In achieving my goal, I enroll MOOCs. The first MOOC is IMOOC (Indonesian Massive Open Course) on Technology for Autonomous Learning. IMOOC is the program that is initiated by The U.S. Embassy’s Regional English Language Office (RELO) and has team work with fifteen Indonesian university professors from around Indonesia to develop the courses. The Indonesian developers decide to use Canvas E-learning platform as the platform to promote MOOC in Indonesia. The participants in IMOOC that I involve in are thirty (30) participants who are mostly from Central Java.

Furthermore, I join IMOOC in January 14 – May 5, 2018. It takes 82.5 hours for completing the courses. Several steps are passed in joining IMOOC as follows.

a. Getting the information about MOOCs
b. Completing the requirement by taking the online selection.
c. Having face to face meeting as the introduction sessions with IMOOC facilitator and participants for getting know each other.
d. Having the course tutorial to access Canvas as IMOOC platform.
e. Exploring the Canvas platform.
f. Learning the materials given and doing assignments in IMOOC through Canvas.
g. Having online farewell with all IMOOC participants as the IMOOC completion and getting the certificate.

In completing IMOOC, I have a facilitator who is patient and discipline in guiding IMOOC participants. As IMOOC is the open online course, WhatsApp group is also used as the communication platform between the facilitator and participants in order to ease the
completion of IMOOC program. Based on the field notes, it is captured that the materials and assignments in IMOOC train me as a lecturer to develop my teaching. The spread of materials and assignments can be seen below.

Table 1  IMOOC Materials and Assignments for Teaching Professional Development

<table>
<thead>
<tr>
<th>No</th>
<th>Materials/ Modules</th>
<th>Assignments</th>
<th>Teaching Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understanding Autonomous Learning</td>
<td>Understanding the Concept of Autonomous Learning, Autonomous Learning Model, Using an App to Promote Autonomous Learning</td>
<td>I promote autonomous learning in my teaching by using several autonomous learning model and applying several applications for supporting autonomous learning.</td>
</tr>
<tr>
<td>2</td>
<td>Digital Literacy</td>
<td>Understanding Digital Literacy, Digital Literacy for 21st Century Teachers, Creating Infographic about Digital Literacy Mobile Apps Ideas, Creating Teaching Materials Using an App</td>
<td>It helps me in understanding the concept of digital literacy in which it supports my teaching especially in this cyber era.</td>
</tr>
<tr>
<td>3</td>
<td>Mobile Devices for Autonomous Teaching and Learning</td>
<td>Selecting Mobile Apps, Creating Teaching Materials Using an App</td>
<td>I apply several mobile apps in my teaching. Therefore, my students are more interested in joining the teaching and learning process when I use educational mobile apps.</td>
</tr>
<tr>
<td>4</td>
<td>Promoting Autonomous Learning Using Videos</td>
<td>The Importance of Using Video in the Classroom, Effective Educational Video, Creating Tasks Using Videos</td>
<td>I use the videos for supporting my teaching and learning process. Therefore, the students are more active in joining the discussion.</td>
</tr>
<tr>
<td>5</td>
<td>Autonomy for Video Creation</td>
<td>Using Video in the Classroom, Creating a Video, Creating a Lesson Plan</td>
<td>It helps me to make my students become autonomous learners. I ask my students to create a video in a group. The students show their creativity in creating the video.</td>
</tr>
</tbody>
</table>

Based on Table 1, it shows that I get many benefits for my teaching professional development by joining IMOOC. IMOOC provides many supported learning modules that promote autonomous learning in which it is one of core learning in the cyber era. In the cyber era, the students are the millennial generations that are easy to follow the development of technology. Therefore, I must follow the development of technology for supporting my teaching and learning process. Besides, it is essential to catch up the knowledge in IMOOC for promoting autonomous learning in order to develop my instruction.

3.2 Learning Journey in AE-E Teacher

After completing IMOOC, I am nominated to join AE-E Teacher. AE-E Teacher is a MOOC program initiated by U.S. Department of State, FHI 360, and Iowa State University. The main goal of AE-E Teacher is to help the participants to be professional teachers. I enroll AE-E Teacher in September 25 – November 20, 2018 with the topic Using Educational Technology in the English Language Classroom. The participants of AE-E Teacher are one
hundred and seventy three (173) who are from around the world such as Indonesia, Malaysia, Thailand, Philippines, Vietnam, United States, Serbia, Turkey, Montenegro, Brazil, Oman, Angola, Bangladesh, Chile, and etc.

In joining AE-E Teacher, I must follow several stages like joining IMOOC. The difference is in the session of self-introduction. The AE-E Teacher participants introduce themselves in Canvas platform due to the participants are from many countries around the world. Furthermore, AE-E Teacher gives huge opportunity for my teaching professional development. I can share my teaching experiences to another teacher around the world and vice versa.

As an elusive AE-E Teacher completer, I have a Teaching Assistant (TA) from Iowa State University who guide me to complete AE-E Teacher program. According to the field notes of joining AE-E Teacher, several important parts are pointed them out for teaching professional development as follows.

<table>
<thead>
<tr>
<th>No</th>
<th>Materials/ Modules</th>
<th>Assignments</th>
<th>Teaching Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Technology for English Language Learning</td>
<td>Technology Experts Video, Reaction to Technology Expert Video</td>
<td>I apply this knowledge in my teaching especially in this cyber era in which technology plays a core role.</td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary and Technology</td>
<td>Sharing Experiences with Vocabulary Teaching, Using Technology to Teach Vocabulary, Using Social Media to Teach Vocabulary</td>
<td>I get many teaching experiences from others when they teach vocabulary by using technology and social media. I also implement the use of technology in teaching vocabulary.</td>
</tr>
<tr>
<td>3</td>
<td>Teaching Grammar Using Technology</td>
<td>Exploring Grammar Teaching Resources, Grammar Teaching Materials Development</td>
<td>I implement several grammar teaching resources to ease my students understand the grammar materials.</td>
</tr>
<tr>
<td>4</td>
<td>How to Select Reading Texts</td>
<td>Implementing Reading Activities, Reflecting on How to find reading text, Analyzing Reading Text</td>
<td>I try to find suitable reading texts that are based on students’ proficiency.</td>
</tr>
<tr>
<td>5</td>
<td>Writing and Technology</td>
<td>Approaches to Writing and Technology, Using Technology for Teaching Writing, Collaborative Writing</td>
<td>I apply the use of technology in my writing class by considering the approaches to teach writing using technology.</td>
</tr>
</tbody>
</table>

Referring Table 2, it indicates that AE-E Teacher program proposes valuable experiences that help me to achieve the goal of my teaching professional development. AE-E Teacher facilitates the participants to develop their instructions in teaching vocabulary, grammar, reading, and writing by using technology. The materials/modules and assignments given support my teaching and learning process in this cyber era.
3.3 Benefits and Obstacles in MOOCs

Based on the reflexive log, I find many virtues of enrolling MOOCs. MOOCs develop four aspects of being a professional teacher or lecturer. The four competencies are pedagogy, professionalism, personality, and social. The pedagogy and professionalism competencies are revealed by the materials shared in modules and the assignments given that focus on Technology for Autonomous Learning and topic Using Educational Technology in the English Language Classroom. Those materials help me to develop my pedagogy and professionalism competencies in delivering materials by using technology, designing the lesson plan, promoting autonomous learning, applying the educational technology platform to support my instruction.

The personality competency is exposed by doing the assignments in IMOOC and AE-E Teachers. MOOCs assignments are required me to be discipline, punctual, independent, and autonomous learner due to the assignments have strict deadline. If I submit the assignments late, I will get the point’s reduction. Besides, several rules must be obeyed to pass MOOCs. Moreover, the social competency is shown in the way among participants to communicate each other. The communication happens when each participant gives feedback for other participants’ works in the discussion board. I learn a lot how to communicate, socialize, and respect with many people from different educational background, different country, and different culture. I have to pay attention to the way I share my ideas in the discussion and give my feedback so that there is no misunderstanding or misconception among us as the participants in MOOCs.

Those benefits help me to reach my teaching professional development in this cyber era. I utilize all concepts that I have got in MOOCs in my classroom. Currently, I have promoted MOOC in my instructions. I develop my own MOOC for my students. I have already created Canvas for my classes. I apply the knowledge that I get in IMOOC and AE-E Teacher for my own MOOC.

On the other hand, I have found several obstacles in MOOCs. Sometimes, it is difficult to manage my time well. When there is deadline for the assignment, I must be struggle in doing the assignments on time due to I have many things to be finished too. Therefore, it is important for me as the participant to have a great commitment to completing MOOCs. The next obstacle is when I have to learn something new; I need extra time to grasp the materials and to implement it in my instruction. However, it is challenging to understand something new.

4 CONCLUSIONS

The trend of MOOCs arises currently in this cyber era in which it provides virtues and hurdles. In this study, I use an autoethnography as a part of life history research that focuses on learning experiences, benefits, and obstacles in enrolling IMOOC and AE-E Teacher. MOOCs learning experiences build my teaching professional development so that they can be stated as valuable programs for supporting teachers or lecturers’ professional development. Many advantages can be taken by joining MOOC. The obstacles of participating in MOOCs can be handled as long as the participants have high commitment to pass the MOOCs program. It is suggested for the others, particularly teachers and lecturers to join MOOCs in order to face the development of education in this cyber era and to improve teachers’ professional development. All in all, it is hoped that there will be another researchers who concern in MOOCs for enriching the researches toward MOOCs.
About Author
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References
Romanticism and New Awareness in Indonesian Literature: Lombok's Representation in Novel Opto Ergo Sum

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Abstract. This article discusses love in the Opto Ergo Sum novel represented as something that exists not compilation. This article applies Stuart Hall’s representation theory and method and positions the novel in the context of ethnic awareness in Indonesian literature. The context which elevates Lombok's ethnicity in Indonesian literature. Lombok is constructed as an ontological Islam[1]. Krulfeld constructed Islam Lombok in the concept of two, wetu telu (three times) and wetu lima (five times)[2]. Wetu lima Islam originated from Middle Eastern Islam brought back by Lombok pilgrims. In this context, Rahmat brought his love from Lombok but found new love in Cairo, where he studied Islam. Rahmat got his love by not choosing one of the two women who loved him, Auliya (Lombok) and Salma (Cairo). The novel offers a new romanticism that is different from the one found in the Balai Pustaka tradition of Indonesian literature. Romanticism in the Balai Pustaka tradition tends to be a unification of love, whereas in contemporary Indonesian literature, in the case of the Opto Ergo Sum novel, the realization of love is rejected, unrequited.

Keywords: love, representation, Islam, Indonesian Literature, unification, rejection

1. Introduction

The nature of choosing Lombok as a discourse, according to Fadjri, is an Islamic one [1]. Lombok has been accepted as early as Islam. Ontologically Lombok is Islam. Fadjri discovered the original Sasak creed in the Sasak secret dialect. Unlike what was said by Fadjri, Syukur, Jamaludin, Asmawi, and Budiwanti, discourse on the original Sasak religion was a boda [3] - [6]. Hoping ontologically, Lombok is worthy of Islam.

Hunter [7] sees the first “Lombok is Islam” as a modern Sasak identity and the second “Lombok is worthy of Islam” as a traditional identity. The first is a modern Sasak ontology and the second is Sasak tradition. Krulfeld saw one of the two forms of social Sasak society [2]. The social type of the community is the first as the type of society at the time of five and the second type of society at the time of three (wetu telu).

The Sasak Islamic discourse, especially Middle Eastern Islam, dominated the Sasak discourse in the 2000s. Asnawi saw that ‘Tuan Guru’ was present as a complement to Islamic teachings [6]. Fadli showed that the science of Sasak scholars was published from Haramain [8]. Fahrurrozi emphasized the role of ‘Tuan Guru’ in promoting social political change in Lombok [9]. Kingsley and Macdougall chose how ‘Tuan Guru’ were able to become peacekeepers in Lombok [10], [11].

The issue of Islam and ‘Tuan Guru’ is the main choice of novelists in ethnic discussions in contemporary Indonesian literature. The adoption of ethnic discourse in national literature became a contemporary trend in the world of literature. The studies show how ethnicity in America voiced
its ethnic identity in national literature [12]. In the context of Indonesian literature, ethnic consciousness emerged in producing and appreciating novels. Ethnic awareness in national literature has also become a focus of research among Indonesian literary academics [13] - [23].

This ethnic awareness also gave birth to the novels about Lombok. The novel Guru Dane raises the challenge of the uncertainty of the Sasak people in determining the role of anutan [24]. The novel Merpati Kembar addresses preserving Sasak values and culture, especially the culture of elopement [25], [26]. The novel Perempuan Rusuk Dua is a story drawing on the tradition of the smell of nyale [27]. The Tuan Guru novel is a novel that originates from the results of observations and interactions of writers with the teacher's environment [28]. The ‘Tuan Guru” was constructed as an ordinary human and arranged it as a ruler to be dismantled [28], [29]. Sri Rinjani's novel constructs an image of educated Sasak women [30]. The novel Saat Cinta Tak Mau Kembali discusses community stratification based on the inheritance of nobility and through economic means [31]. Satrya sees the novel as a change in Lombok's representation [32].

The representation of Lombok in contemporary Indonesian literature is constructed in three discourses, namely traditional, modern, postmodern. Badrin [24] and Wijaya [25] are influenced by traditional discourse in representing Lombok. Zuhairini [26], Hidayatullah [27], Faozan [28], Akbar [29], Sukmawati [30] and Alaini [31] are influenced by modern discourse in representing Lombok. Satrya [32] was influenced by postmodern discourse in representing Lombok.

Lombok's representation in contemporary Indonesian novels in the case of the novel When Love Doesn't Want to Go uses romanticism as a resistance to feudalism and capitalism [32]. Romanticism itself is seen as a form of resistance to modernism [33]. The romanticism offered by Opto Ergo Sum [34] differs from Indonesian literary romanticism found in Balai Pustaka novels and contemporary Indonesian literature. Romance in the Balai Pustaka novels tends to try to unite even if the effort is unsuccessful [35]. Romanticism in the novel Opto Ergo Sum consciously avoids unification. This is the difference in romanticism in Indonesian literature in the Balai Pustaka tradition with the romance of contemporary Indonesian novels including the Lombok case.

2. Methodology

This article uses Stuart Hall's model representation theory. The representation theory approves two discussions, namely discussing semiotics and discourse. Semiotic techniques are used to find meanings in novels, while an analysis of discourse is used to find sources of meaning. Semiotic data and discourse is obtained from the literature. The meaning of the Opto Ergo Sum novel is analyzed semiotically. In analyzing the novel, Lombok about Lombok learns the importance of determining the meaning of the novel. In this case, the experience as a Lombok person determines the interpretation of the meaning of the novel. The novel Opto Ergo Sum is assumed to have a constructed meaning of Lombok. This meaning is processed through language [36]. Ontologically, language is a sign and an ideological language. In exchanging the meaning of Lombok in the Opto Ergo Sum novel, the position of the Lombok people is very important in determining the meaning. In discourse analysis, meaning is related to knowledge that is dominant in a certain period. In this discourse analysis scientific articles or books about Lombok are used as data sources. Analysis of meaning and discourse is carried out to find the relationship between meaning and discourse whether or not in a representation regime. Data analysis is presented using the results of discourse analysis.
first from the results of semiotic analysis, because discourse increases the meaning of meaning constructed in the novel.

3. Finding and Discussion

Lombok Islamic Discourse

There is a religious relationship between Lombok and the Middle East. Lombok Ulama gained knowledge from Cairo. Lombok Ulama gained religious knowledge in Cairo, especially the new generation of scholars, while the old or old generation of scholars gained knowledge in Haramain. Lombok Ulama practice the teachings of Islam brought from Haramain since the 18th and 19th centuries [4]. Sasak scholars studied Islam in Haramain since the 17th and early 18th centuries [8]. The Sasak scholars studying in Haramain were the TGH Umar Buntimbe, TGH Mustafa sekarbela, TGH Abdul Ghafur, TGH Amin Sesela, TGH Mukhtar Sedayu Kediri, TGH Umar Kelayu [8]. The propagation of the master alumni teachers Haramain until the 1990s did not cause problems. The master graduates of Haramain established many Islamic boarding schools and later were handed over to their children and grandchildren. In the 2000s, the socio-religious conditions in Lombok experienced many problems under the leadership of TGH Zainul Majdi, the Governor of West Nusa Tenggara 2008-2018. The problem identified in January 2007 was the issue of identity. The Sasak community strengthens Islam as a single identity. This continued until the governor's direct election. In order to assert Islamic identity, the local government banned Ahmadiyah settlers coming to Lombok. Whatever is not part of the Middle Eastern Islamic tradition is prohibited. The tradition of gambling of Balinese people in Cakranegara gets operational permission difficulties. Why is the implementation of Islamic teachings under the leadership of TGH Zainul Majdi (also known as Tuan Guru Bajang) different from earlier practices of Islam?

Before 2000, ‘Tuan Guru’ were part of the political movement, while after the 2000s the teacher and politician were masters. Tuan Guru Bajang as governor and at the same time the scholars tried to apply the Islamic teachings he received from Cairo's Al-Azhar University. Tuan Guru Bajang is a graduate of Qur'anic interpretation from the oldest and largest Islamic university in the world. As a person from the region and at the same time as a cleric, Tuan Guru Bajang made his knowledge of Islam, which he obtained in Cairo, as a source of his political policy. Tuan Guru Bajang managed to increase the number of tourists coming to Lombok. The slogan "in Lombok there is Bali" apparently managed to attract many tourists. However, when he was elected as governor, he banned Bali's cock fighting tradition. This issue is not included in the Endless TBG Effort book [37]. Cairo's position in the structure of religious education in Lombok reached its peak since Tuan Guru Bajang was able to become a fully-fledged cleric of the governor. The Tuan Guru Bajang nuclear family sent their children to Cairo. The Al-Azhar University of Cairo is the sole destination for master-teacher teachers from Lombok. This shows the shift from Mecca to Egypt. Guru Bajang's grandfather, who is now a national hero, studied religion in Mecca. Tuan Guru Bajang tends to choose Cairo as a place to gain the knowledge of Qur'anic interpretation.

Rahmat Love: Between Lombok and Cairo
Rahmat loves two women. First, he loved Auliya. Second, he loves Salma. Love is the first love of Lombok, while the second love is love for Cairo. The first is the mind that grows over time and their meeting process by mail, while the second is love at first sight.

While in Egypt, Rahmat often sent photos and letters. Auliya could only see his portrait from the photos sent each month. Over time, love grew in their hearts. Auliya began to feel a romantic attachment. It was unclear what made her like Rahmat. Whether it was because of Rachmat’s goodness or his skill in singing love poetry. I don’t know for certain. That is love. It can’t be measured by logic. But in my thinking I guessed, Auliya liked Rahmat because of his ability to touch Auliya’s emotions. Besides that, my mother and Auliya’s mother also agreed they would make relations closer then continuing to a more serious step, marriage. [34, p. 3]

Rahmat was indeed very close to that woman. Her name was Salma. A university student in the Hadits wa Ulumul Hadits Department. She had just started her second year at the Al-Azhar campus in the Nasr City district. Her figure indeed cannot be understated. An appropriate match for Rahmat’s good looks. A fine-shaped nose, medium eye brows, curled eyelashes, yellowish white skin, a body like the reincarnation of a Spanish guitar, and slender and lissome making Rahmat truly fall for her.

Rahmat had met a long time ago. At the time coinciding with a joint opening of the Indonesian University Students and Students Organisation (PPMI), Egypt. But, some time ago meeting again at the Indonesian Embassy. Since that very time, he began to make approaches to Salma. Communication between them went smoothly. Both of them exchanging telephone numbers. Even sometimes meeting by chance near the Khan Khalili market, after Salma had met with her house friends in Husein district. Rahmat began to tire of keeping a long distance relationship. His reason was simple: they had never met even once. It was become the reason why he sent another letter recently.

His hostel friends knew he was becoming close to Salma. It seemed clear when Rahmat often received calls. Since then, Rachmat never wrote letters again to Auliya. Also he did not answer my mother’s letters. Even though if my mother wrote a letter, it was certain to be answered directly. But his attitudes and habits had now changed. After two months of being close to Salma, the stirring in Rachmat’s soul become stronger. He then emboldened himself to say how he felt in a letter. In the space of two weeks, Salma gave an answer on her heart’s desire. They then at last officially became a couple. One of the main reasons Salma accepted his love was Rachmat’s seriousness in wanting to marry her. In his letter, Rahmat expressed his conviction of overflowing love. And the hopes he wished to make true in the future.

Rahmat feeling to Auliya needs enough time to love each other. The process to bond their love is by sending letters, photos, and romantic poems. While his love for Salma accidentally happens in a meeting of the event open with PPMI. How are the two love defended and chosen? Both choices are born from the problem of distance in love. Ideal love is close love, which can be held and touched not limited by geographical distance. Rahmat’s feeling to Auliya is limited by distance, between Indonesia and Cairo. This distance makes Rahmat bored with his first love, Auliya. Love for Salma is love that is not distant, because Salma is in Cairo. That is, Rahmat and Salma can meet in person. The experience of love is both real. Rahmat can see the full existence of Salma. Rahmat maintains a direct relationship without letter and photo mediation. Rahmat ignores love that is distant, indirect, distant. However, is love for Salma unhindered? Love is faced by friendship. Do you choose love or friend? Rahmat's friends did not agree with his decision to leave Auliya and establish a relationship with Salma. The disagreement arises from the principle of a man who in this sense is
firmness and commitment. Rahmat did not dare to act decisively by stating to Auliya that he was no longer in love or bored with long-distance love. Friends of Grace did not want to see Auliya injured, because the decision was taken unilaterally.

"It's true what Robi stated. Antum, don't take unilateral decisions. Grow up. If you really can't continue the relationship, please tell him. I think it's much better than playing around behind me. Your action will tarnish the good name of Auliya's family" said Hamdi.

I can no longer agree to this relationship Ham, Rob. My heart has also been made up not to inform Auliya. I will accept everything that will happen. "Rahmat replied while looking at Hamdi and Robi [34, p. 32].

Ontology of Love in Novel Opto Ergo Sum: New Awareness in Indonesian Literature

Rahmat decided not to choose both and not to listen to the advice of his friends.

Rahmat did not want to harm one of the two women who had made him in love, Auliya and Salma. Although in the deepest sense of the soul, truly loving both, his great love does not want to end with disappointment and prolonged heartache. Running and wandering as far as possible is the right choice at this time. That way, Auliya and Salma could reconstitute the soul debris he left behind scattered. Rahmat does not want to choose one of them. Because choosing one is the beginning of endless suffering. Rahmat began writing.

"Auliayaku dear"

"You know how longing and faithfulness are so strongly embedded in your soul. You really a tough woman whom I have ever met and possessed.

Thousands of sweet memories of loving you are the most beautiful gift in life. The bond of love between us is deeply rooted. However, I realize that it does not mean having to go hand in hand. Sorry, I will go far away. As far as this heart can see a ray of peace in the soul. Your faithful and sincere love will never be erased from my heart.

***

"Salma the angel of my night."

You know how much I love you. Truly you know all of this. There is no day or night as beautiful in my life except the moments I see and listen to your words of how you miss me. I know your feeling of hatred and disappointment because you know I have a sweetheart who now has opened a wide rift in this soul. But, I still love you, always and as long as I live. I will go because I don’t want to hurt you and Auliya. Choosing a path to travel and roam is the best choice at this time. Each meeting certainly there is a farewell, and the situation indeed does not favour staying together. Forgive me, I have to go far away. Your name and love will remain in innermost part of my heart.

***

“Friend, there is no word more valuable in those we possess than sorry. Sorry for all the mistakes which have incised wounds and hatred within. For Hamdi, now you are can be free of becoming close to and loving Farha. Hopefully you will be happy.
I will not choose Auliya or Salma, because to choose one of them is to cause the other to suffer. Going to a far away place is the best path I can choose because I do not wish to hurt two hearts.

I must go far away for a long time. Remember all the beautiful memories which we have had together. All of this I will not forget til my dying breath. I so much love you, truly. If there is still time. God will certainly bring us together."

After morning prayers, Rahmat finished packing his goods. Only three letters remained strewn on the table. He then left the room when his hostel friends were reading the Al-Quran. Placing a letter on the study table. Whereas for Auliya and Salma it would be sent by post. He left the hostel calmly. While walking slowly he traced the cold of the Cairo streets.

Forgive me friend, you know this is a difficult path of which there is nothing in my memory. But, now my heart has chosen a way so as not to hurt anyone. I have chosen to go because by doing so, I feel what is, I feel I have love. Loving you both, loving Auliya and Salma [34, pp. 183–185]

The above quote shows how Rahmat makes the decision. Rahmat decided to leave Auliya, Salma, and his best friend because he did not want to hurt or hurt anyone. Choosing one, between Auliya and Salma is the beginning of suffering, because choosing one then hurts the other. Rahmat chooses to leave, leaving everything behind. Rahmat last statement confirms the position of his choice. He felt there was only if he left. If he does not leave, he is not there. What is the relationship "there" and "leave" and why does he feel if he is gone. If he doesn't leave, he is there to choose one and that choice will hurt Auliya or Salma. Rahmat is the subject who makes the choice. The choice is directed at Salma. Rahmat’s letter shows that he actually choses Salma. However, if he chooses Salma, his friend will criticize him for his choice. That is, there are two parties who will be hurt, Auliya and his best friend. If he chooses Auliya he denies his love for Salma. If he leaves, he leaves a trail. So the concept in Opto Ergo Sum novel is the concept of trace. The concept of love or having love in the novel is the concept of trace. Rahmat felt he had the love of Auliya, Salma, and his Friends when he did not want to educate everyone and choose to leave. "I go then I am" is something is a trace. That is, ontologically the existence of something is a trace. Love in the sense of Rahmat is a trace. Thus ideal love is a trace. Whole love will never be achieved. Then Rahmat has never experienced unification. Rahmat will never be able to unite with Auliya and Salma. If he chooses to unite with one of them, he is not there.

The concept of love is a form of romanticism in Indonesian literature. The romanticism in Indonesian literature Balai Pustaka is attracted to one pole to carry out unification [35], while in Opto Ergo Sum does not try to do unification. In contrast, Opto Ergo Sum rejects the unification with full awareness. Opto Ergo Sum positions love as the ideal one and does not try to be realized. The position of love in Opto Ergo Sum tends to be strong in the ideal world than in the real world.

4. Conclusion

Islam that developed in Lombok is Islam originated from the Middle East. The Lombok Ulama is studying religion to Haramaian. The subsequent development of the Lombok ulama, who was also the governor of Lombok, took two periods of study to Cairo's Al-Azhar University. Both are central to Islamic studies and both can complement each other. In the reform era, Lombok scholars tend to choose to study in Cairo rather than to Haramaian. Such a position is the basis for Opto Ergo Sum novel which places Rahmat, a student from Lombok, studying religion in Cairo. Rahmat found love at first sight in Cairo, Salma. Love at first glance shifts the love that has long been maintained with Auliya. The relationship with the choice of first love does not go well because
Grace is not supported by her friends. Rahmat decides not to choose both, because he does not want to hurt or hurt both of them. Rahmat decides to leave, leaving Salma, Auliya and his best friend. Rahmat feels he has love when he doesn’t have both. Grace feels there if she leaves. The ontology of love in the *Opto Ergo Sum* novel is a trace, because it exists when it goes away. Because he left, only traces were left behind. Love is a joke. Rahmat consciously chooses not to unite, to choose not to have one of them. This is the difference in love in the romanticism of modern Indonesian literature from contemporary Indonesian literature. Love in the novel Balai Pustaka tends to do unification. In contemporary Indonesian novels with the Lombok case, unification tends to be rejected. This is what is called new awareness in contemporary Indonesian literary novels in *Opto Ergo Sum* novel. That conclusion is certainly not final. That is, it needs to be tested with cases of ethnic Indonesian novels other than Lombok.

**Acknowledgment**

This article is part of my dissertation; therefore, I would like to express my great gratitude to the Directorate of Research and Community Service, Directorate General of Strengthening for Research and Development, the Ministry of Research, Technology and Higher Education who has funded this dissertation research.

**Bibliography**


[27] M. Hidayatullah, “Citra Perempuan Sasak dalam Novel Perempuan Rusuk Dua karya Salman Faris dan Eva Nourma (Kajian Sosiologi Sastra, Gender, Nilai Pendidikan dan
Relevansinya dengan pembelajaran Sastra di SMA),” 2016.


The Implementation of Blended Learning in English Learning

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Abstract. This research was conducted to analyze the implementation of blended learning. This study focused on the implementation of blended learning in academic writing course in English Education Study Program of UNISNU Jepara. The aim of this study is to describe how blended learning is implemented in the teaching and learning of writing subject in English Education Study Program. Observation on the implementation of blended learning in writing class was done 3 times. Station Rotation, consisting of three stations of learning; 1) teacher led instruction, 2) independent works or collaborative activity, and 3) online learning is blended learning model that is used in learning. The model is balanced in combining face-to-face and online learning.

Keywords: implementation, station rotation, blended learning, English learning

1 INTRODUCTION

Education that develops the ability, character and dignity of the nation as mentioned in the UUSPN No. 20/ 2003 should be implemented in an interactive, inspiring, fun and challenging to motivate students to actively participate and provide enough space for innovation, creativity and independence in accordance with their talents, interests and physical and psychological development of learners (PP 65/ 2013). Meanwhile, referring to PP 65 / 2013, learning process will be less interactive if it is not a process of interaction, both the interaction between educators and learners, learners with the media used, learners with other learners and learners with a classroom environment.

Relating with learning resources, there is not only printed material but also a wide range of technological resources such as the internet and technological devices used all over the world to complement Face-to-Face classes. There are virtual resources such as wilds, blogs, podcasts, emails, websites, video links, iPads, third screen devices, etc., which strengthen foreign language learning. Marsh (2012:1) stated that learning a foreign language presents different challenges for different people in different contexts. From this point of view, various methods and approaches should be used to introduce new language, and a variety of classroom management techniques are employed to maximize practice of teaching and learning. [1]

The initial data of the observation of the EFL teaching shows that the majority of foreign language teaching still takes place in the classroom, and as language teachers, we know from experience that achieving the optimum learning goal poses a significant challenge in most foreign language teaching situations where students have limited opportunities to actively engage in using the target language.
As language teachers we understand that to serve the needs of our learners, we need to create an environment that most closely resembles actual use of the target language. “Advances in technology provide new opportunities for teachers to design and deliver their courses in ways that support and enhance the teachers’ role, the students’ individual cognitive experiences, as well as the social environment” (Bath and Bourke, 2010:1) [2].

The advent of new technologies has provided opportunities and challenges for education institutions to seek more effective ways of teaching and learning. Related with this condition, Rosenbaum (2012:5) claims that blended learning is now an established phenomenon in education, and institutions are increasing their effort to offer greater flexibility, more personalized learning, and greater learner satisfaction [3]. Dos (2014:122) stated that Blended learning is a combination of face-to-face learning and online learning. Both learning environments have unique features. One unique instructional feature of a face-to-face learning environment is that it provides direct, place-based, social interaction between students, the instructor and other students [4].

Blended learning is the new learning strategy implemented in higher education at UNISNU Jepara. As such a new strategy, it is very interesting to investigate how it is implemented in teaching and learning.

Based on the observation on the teaching and learning in this study program, the writer got the data that the implementation of blended learning in academic writing subject is more impressing and interesting than that in the teaching and learning of the other language skills. This insists the writer to investigate the implementation of blended learning strategy in the teaching and learning of academic writing subject.

2 METHODOGY

This study investigated some aspects of the implementation of blended learning strategy in teaching and learning of writing subject in English Education study program. They are; the plan, the modes, the models of integration, the distribution of learning content and objectives, the language teaching methods, the involvement of learning subjects, and the location. As it is a certain case happened in a certain subject or context, the same case may not happen to other subject or context, therefore, the study is categorized as a case study.

This study use a single-case design. The case is the implementation of blended learning in teaching and learning within a broader context of English lectures at an institution of higher education. The unit of analysis is the teaching and learning of academic writing.

The unit of analysis was carefully chosen to reflect purposeful sampling used in qualitative research because “we intentionally sample a group of people that can best inform the researcher about the research problems under examination” (Creswell, 2007: 118) [5]. The choice of the unit of analysis was made based on certain consideration, that is the implementation of blended learning in teaching and learning of academic writing.

Those aspects will be investigated and evaluated by doing classroom observation of the implementation of blended learning model in teaching and learning academic writing.

The instrument used to observe the implementation of blended learning is adopted from Neumeier (2005) which covers: a) the plan of blended learning implementation; b) the models of integration; c) the distribution of learning content and objectives; d) the language teaching methods used in teaching reading and writing; e) the involvement of learning subjects; f) the location where the process of teaching and learning takes place [6].
### Table 1. First Observation Result

<table>
<thead>
<tr>
<th>No.</th>
<th>Object</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Main material</td>
<td>Characteristics of Academic Writing</td>
</tr>
<tr>
<td></td>
<td>Modes</td>
<td>Face-to-face and online learning</td>
</tr>
<tr>
<td></td>
<td>Models of integration:</td>
<td>Station rotation model:</td>
</tr>
<tr>
<td></td>
<td>Learning Steps</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Lecturer devided students into 3 groups; 1) Lecturer led instruction (A), 2) on line instruction (B), 3) collaborative activities and stations (C).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Lecturer devided the time allocation for each group to do activities in 30 minutes, they are:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. First circle (first 30 minutes)</td>
<td>In 30 minutes group A joined lecturer based learning. Lecturer explained the main format and structure of academic writing. Group B did online activity by internet browsing related to the topic of learning in 30 minutes. They opened: <a href="https://www.gcu.ac.uk/gsbs/ldc/academic-writing/improveyouracademicwriting/characteristics">com/academic-writing/characteristics -academic-writing</a> (characteristic of academic writing) At the same time group C discussed about learning topic (characteristic of academic writing)</td>
</tr>
<tr>
<td></td>
<td>4. Second circle (second 30 minutes)</td>
<td>In 30 minutes group C discussed about the result of group discussion guided by the lecturer. Group B did on line activity by internet browsing related to the topic of learning in 30 minutes. They opened: <a href="https://www.gcu.ac.uk/gsbs/ldc/academic-writing/improveyouracademicwriting/characteristics">https://www.gcu.ac.uk/gsbs/ldc/academic-writing/improveyouracademicwriting/characteristics</a> At the same time group A discussed about learning topic</td>
</tr>
<tr>
<td></td>
<td>5. Third circle (third 30 minutes)</td>
<td>In 30 minutes group B discussed about the result of group discussion guided by the lecturer. Group A did on line activity by internet browsing related to the topic of learning in 30 minutes. They opened: <a href="https://www.rlf.org.uk/resources/academic-writing-key-features/">https://www.rlf.org.uk/resources/academic-writing-key-features/</a> At the same time group B discussed about learning topic</td>
</tr>
<tr>
<td></td>
<td>6. At the end of the activity, the lecturer confirmed and clarified things related to the topic of learning that already discussed with online and offline meeting as well.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Distribution of learning content and objectives and assignment of purpose:</td>
<td>Learning is done parallely between face to face and online learning at the same time in the class.</td>
</tr>
<tr>
<td></td>
<td>Methods of ELT:</td>
<td>Collaborative learning: Presentation, group discussion</td>
</tr>
</tbody>
</table>
Involvement of learning subjects (student, teacher, computer): In this learning activity, there are 3 supported components. Lecturer as facilitator and source, students as active learner and supported by computer, iPad and smartphone. In this activity, students got autonomy in learning.

Location: In the classroom/learning centre.

<table>
<thead>
<tr>
<th>No.</th>
<th>Object</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Main material</td>
<td>Appropriate ways of writing statements (distancing devices, passive and active voice)</td>
</tr>
<tr>
<td></td>
<td>Modes:</td>
<td>Face-to-face and online learning</td>
</tr>
<tr>
<td></td>
<td>Models of integration:</td>
<td>Station rotation model:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Learning Steps</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Lecturer divided students into 3 groups. 1) Lecturer led instruction (A), 2) online instruction (B), 3) collaborative activities and stations (C).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Lecturer divided the time allocation for each group to do activities in 30 minutes, they are:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. First circle (first 30 minutes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In 30 minutes group A joined lecturer based learning with topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appropriate ways of writing statements; distancing devices, passive and active voice, the use of “I”).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group B did online activity by internet browsing related to the topic of learning (Appropriate ways of writing statements; distancing devices, passive and active voice, the use of “I”) in 30 minutes by opening website.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At the same time group C discussed about learning topic (Appropriate ways of writing statements; distancing devices, passive and active voice, the use of “I”)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Second circle (second 30 minutes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In 30 minutes group C discussed about the result of group discussion guided by the lecturer. In order to get deeper understanding about the topic, group B did online activity by internet browsing related to the topic of learning in 30 minutes. They opened.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At the same time group A discussed about learning topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Third circle (third 30 minutes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In 30 minutes group B discussed about the result of group discussion guided by the lecturer. Group C did online activity by internet browsing related to the topic of learning in 30 minutes. They opened.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="academic-writing/resources/good-academic-writing">academic-writing/resources/good-academic-writing</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>At the same time group A discussed about learning topic</td>
</tr>
</tbody>
</table>
6. At the end of the activity, the lecturer confirmed and clarified things related to the topic of learning that already discussed with online and offline meeting as well.

**Distribution of learning content and objectives and assignment of purpose:**

Learning is done parallely between face to face and online learning at the same time in the class.

**Methods of ELT:**

Collaborative learning: Presentation, group discussion

**Involvement of learning subjects (student, teacher, computer):**

There are 3 supported components in this session of learning. Lecturer as facilitator and source, students as active learner and supported by computer, iPad and smart phone. In this activity, students got autonomy in learning.

**Location:**

In the classroom/learning center.

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**Table 3. Third Observation Result**

<table>
<thead>
<tr>
<th>No.</th>
<th>Object</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Main material</td>
<td>Paraphrasing (convention and explanation)</td>
</tr>
<tr>
<td></td>
<td>Modes</td>
<td>Face-to-face and online learning</td>
</tr>
</tbody>
</table>

**Models of integration:**

Station rotation model:

*Learning Steps*

1. Lecturer devided students into 3 groups. 1) Lecturer led instruction (A), 2) online instruction (B), 3) collaborative activities and stations (C). Each group consisted of 10-11 students.
2. Lecturer devided the time allocation for each group to do activities in 30 minutes, they are:
   1. First circle (first 30 minutes)
      - In 30 minutes group A joined lecturer based learning with topic (how to apply the rules of paraphrasing in writing)
      - Group B did online activity by internet browsing related to the topic of learning (*how to apply the rules of paraphrasing in writing*) in 30 minutes by opening [https://writingcenter.unc.edu/esl/resources/writing-paraphrases](https://writingcenter.unc.edu/esl/resources/writing-paraphrases)
      - At the same time group C discussed about the learning topic (*how to apply the rules of paraphrasing in writing*)
   2. Second circle (second 30 minutes)
      - In 30 minutes group B discussed about the result of group discussion guided by the lecturer. Group C did online activity by internet browsing related to the topic of learning in 30 minutes. At the same time group A discussed about the learning topic
   3. Third circle (third 30 minutes)
      - In 30 minutes group C discussed about the result of group discussion guided by the lecturer.
      - At the same time group B discussed about learning topic
6. At the end of the activity, the lecturer confirmed and clarified things related to the topic of learning that already discussed with online and offline meeting as well.

<table>
<thead>
<tr>
<th>Distribution of learning content and objectives and assignment of purpose:</th>
<th>Learning is done parallely between face to face and online learning at the same time in the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods of ELT:</td>
<td>Collaborative learning: Presentation, group discussion</td>
</tr>
<tr>
<td>Involvement of learning subjects (student, teacher, computer):</td>
<td>In this learning activity, there are 3 supported components. Lecturer as facilitator and source, students as active learner and supported by computer, iPad and smart phone. In this activity, students got autonomy in learning.</td>
</tr>
<tr>
<td>Location:</td>
<td>In the classroom/learning center.</td>
</tr>
</tbody>
</table>

Based on the observation table, resulted from the three observations done by the researcher, blended learning which was implemented in teaching and learning of academic writing course, covers: 1) the modes of integration is face-to-face and online learning, 2) the model of integration is Station Rotation model, 3) Distribution of learning content and objectives and assignment of purpose is done in both face to face and online learning at the same time in the class, 4) the language teaching methods used in teaching reading is methods of ELT consist of collaborative learning, presentation and group discussion, 5) Three supported components; lecturer as facilitator and source, students as active learner and supported by computer, iPad and smart phone are involved in the learning process. In this activity, students got autonomy in learning, 6) the location where the process of teaching and learning takes place in the classroom/learning center; 7) the evaluation of blended learning implementation is by assessing the process.

Station rotation model of blended learning is implemented in class by dividing students into 3 groups, with 3 stages: 1) teacher led instruction (Group A), 2) online instruction (B), 3) collaborative activities and stations (C).

The lecturer divides the time allocation for each group to carry out activities for 30 minutes with the following activities:

First round (first 30 minutes) Group A conducts guided learning activities by the lecturer. Lecturers explain the outline of the material. Group B conducts online activities by browsing the internet related to lecture material which is the topic of lectures for 30 minutes by opening the web. At the same time group C conducts discussions discussing the lecture topics being taught.

Second round (second 30 minutes) During 30 minutes group C conducted discussion activities about the results of group discussion sessions guided by lecturers. Group B conducts online activities by browsing the internet related to lecture material which is the topic of lectures for 30 minutes by opening the web. At the same time group A carried out a discussion about the topic of the lecture being taught.

Third round (third 30 minutes). During 30 minutes group B conducted a discussion about the results of the online session which was guided by lecturers, group A conducted online activities by browsing the internet related to lecture material which was the topic of lectures for 30 minutes, by opening the web. At the same time group C held an offline discussion discussing the topic of the lecture being taught. At the end of the activity the lecturer provides confirmation
and clarification related to the topic of the lecture that has been discussed both through on line and through off line discussions.

This condition shows that the implementation of blended learning that has been carried out in Academic Writing in English Language Education study program (PBI), Unisnu Jepara is linear with the opinion of Staker and Horn (2012: 8) of the four models of blended learning. One of them – station rotation model - has been implemented in teaching and learning Academic Writing courses[7]. It is also in line with the opinion of Lee and Lee (2007: 149) that the blended learning design for language education, prefer to mix the two parts are relatively equally (named balanced face-to-face and online class) [8].

4 CONCLUSION

Based on the findings and discussion about the implementation of blended learning in Academic Writing course of English Education Study Program of Unisnu Jepara, it can be concluded that Station Rotation model was used in the implementation of blended learning in Academic Writing subject in which the class was devied into three station of learning; 1) teacher led instruction, 2) independent works or collaborative activity, and 3) online learning. The blended learning design for language education, in this study prefer to mix the two parts relatively equal, namely balanced face-to-face learning and online learning.

Acknowledgments

This research was supported by the head of English Education Study Program of Unisnu Jepara, who has given me permission to conduct the research. I would also like to show my gratitude to Mr. Muhlas Yusak, the lecturer of Academic Writing and Blended Learnings courses for his precious insight and expertise that actually assisted the completion of the Article.

References

Gender and EFL Student Teachers‘ Self-Efficacy

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Abstract. Teachers’ self-efficacy plays a significant role in determining the success or failure of teaching. The higher teachers’ self-efficacy, the more successful the outcome of their teaching. Some studies reveal that teachers with high self-efficacy produce better students. Furthermore, they feel more satisfied with their jobs of teaching. However, few studies on self-efficacy are conducted with EFL student teachers. In fact, EFL student teachers will be EFL teachers in the future whose self-efficacy will lead them to be what kind of teachers they will be. This study aims at exploring the effects of gender on the self-efficacy of the EFL student teachers at the English Education Department of Universitas Muria Kudus. The participants of the study were the fifth-semester EFL student teachers. The instrument to collect the data is Teachers’ Sense of Efficacy Scale developed by Tschannen-Moran and Woolfolk (2001). The result indicates that gender does not influence self-efficacy of EFL student teachers.

Keywords: self-efficacy, EFL student teacher, gender

1 INTRODUCTION

Teachers’ self-efficacy can be defined as teachers’ beliefs on their ability of teaching and motivating students. Bandura (1977)[1] defined self-efficacy as the “belief in one’s capabilities to organize and execute the courses of action required to produce given attainments” (p. 3). As the concept of self-efficacy is applied to the teaching profession and the teacher’s role in the classroom, self-efficacy is defined as the belief that one’s capabilities can bring about desirable changes in students’ behaviors and achievement (Gibson & Dembo, 1984[2]). Meanwhile, Tschannen-Moran, Woolfolk, and Hoy (1998, p. 233[3]) defined teacher efficacy as, “the teacher’s belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context”.

Teachers’ self-efficacy plays a significant role in determining the success or failure of teaching learning process. Pandergast, Gavis, and Keogh (2011) [4] note that in the context of education, teacher self-efficacy is considered a powerful influence on teachers’ overall effectiveness with students.

Some studies (Ross, 1992[5]; Fives & Buehl, 2012[6]) reveal the relationship between self-efficacy and quality of teaching in which the higher the self-efficacy, the better the quality of teaching. It was found out that teachers with high self-efficacy tend to use various strategies in teaching and implement student-centered learning (Pitkaniami, 2017) [7]. High self-efficacy teachers are also able to give better support to their students and create more positive atmosphere in the classroom (Guo, Connor, Yang, Roehrig, and Morrison, 2012) [8]. Good and Brophy (2003) [9] state that high self-efficacy teachers maintain student participation level at higher levels
that can be seen from their spending more time keeping track of their students, supervising their work during lesson, and providing them with group work and collaborative task. Furthermore, self-efficacy also brings impact on job satisfaction. Carppara, Borgonelli, Borgoni, and Steca (2003) [10] mention that teachers who have high self-efficacy admit that they feel more satisfied with their job of teaching.

The studies of self-efficacy in student teachers also indicate similar results. Kula and Tasdemir (2014) [11] explain that students' self-efficacy contribute directly to their academic success, peer acceptance and reducing depression and problem behaviour that can undermine productive engagement in academic pursuits. Furthermore, Pandergast, Garvis, and Keogh (2011) highlight that if student teachers develop greater beliefs about their self-efficacy, it seems logical to expect that they may be more likely to stay in the profession after five years. This means their self-efficacy will lead them to what kind of teachers they will be.

Pandergast, Garvis, and Keogh (2011) explain that teacher self-efficacy is influenced by four sources. They are the mastery experiences (serving as an indicator of capability), verbal persuasion (verbal influences on your perceived capability), vicarious experiences (modelling and observation of techniques), and emotional arousal (associated with the perceived capability that influence the process and outcomes of the task attempted).

The four sources undergo a form of cognitive processing that determines how the source of information will be weighted and influence the desired teaching task. Mastery experiences are considered the most powerful influence as they provide authentic evidence of teacher’s performance in a teaching situation. Successful performance by a teacher leads to increased self-efficacy, while a failure creates a decrease in self-efficacy. As teachers develop mastery experience that lead to accumulating increases in teacher self-efficacy, they rely on these as memories and interpretations of similar past teaching experiences (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). This is in line with Pitkaniemi (2017) who states that teachers’ self-efficacy may change due to teachers work experience.


However, those studies researched either student and teachers and mostly in the fields of science. None of the studies were conducted in the field of Engls as a Foreign Language (EFL) with student teachers. Therefore, this study intends to investigate the effect of gender on self-efficacy of the EFL student teachers.

2 METHODOLOGY

This study aims at exploring the effects of gender on the self-efficacy of the EFL student teachers. The design of the study is quantitative. It seeks whether female EFL student teachers differ from male EFL student teachers on self-efficacy.

The participants of the research were the fifth semester student teachers at the English Education Department of Universitas Muria Kudus. They were selected as they can provide the adequate data for this research. The EFL student teachers at the English Education Department of Universitas Muria Kudus take four years to complete their study and graduate from the department. This department offers a teacher education program for EFL student
teachers who want to become English teachers. The program provides EFL student teachers with theoretical as well as practical courses.

The theoretical courses are given in the forms of content knowledge and pedagogical knowledge. The content knowledge provides the subject matter of English content which is usually taken by EFL student teachers in the beginning year of their study (first year). Meanwhile, the pedagogical courses provide EFL student teachers with strong theoretical teaching background that familiarize EFL student teachers with the elements, theories, approaches, and methodologies for teaching English as a foreign language. Those courses are usually taken in the second year of their study. The practical courses include teaching practicum in Speaking for Instructional Purposes, microteaching course and teaching internship program. This series of teaching practice courses provides the link between the theories they have taken before and the practice. Thus, the EFL student teachers have teaching practice that offer them to gain insights and understanding as to how this profession of English teacher is about.

Those EFL student teachers have conducted teaching practice in the course of Speaking for Instructional Purposes. This teaching experience might cause them to reveal their self-efficacy. The number of the EFL student teachers as the participants of this study is 64 consisting of 55 female EFL student teachers and 9 male EFL student teachers. The number of female EFL student teachers outstands that of males because of the fact that females tend to be more interested in being English teachers than males.

This study used questionnaire as the instrument to collect the data. It is adopted from the Teachers’ Sense of Efficacy Scale developed by Tschannen-Moran and Woolfolk (2001). It consists of twenty-four questions grouping in three dimensions, namely student engagement, instructional strategies, and classroom management. To answer the questions, the EFL student teachers must choose from the five options presented following the Likert scale. The options range from (1) strongly agree, (2) agree, (3) neutral, to (4) disagree, and (5) strongly disagree. The questionnaire was given to the EFL student teachers in the end of the fifth semester when they have completed the course of Speaking for Instructional Purposes.

To analyse the questionnaire, both descriptive and inferential statistics were applied. Since the study intends to test the difference between two independent groups (female EFL student teachers and male EFL student teachers), it runs the test of the independent sample t-test. The gender difference is calculated in terms of each dimension of self-efficacy that consists of student engagement, instructional strategies, and classroom management.

### 3 FINDING AND DISCUSSION

To find out the effect of gender on the EFL student teachers’ self-efficacy, the means of each dimension of self-efficacy (student engagement, instructional strategy, and classroom management) obtained from the questionnaire were submitted to an independent sample t-test as presented in Table 1.

<table>
<thead>
<tr>
<th>Dimension of Self-efficacy</th>
<th>t</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engagement</td>
<td>-0.799</td>
<td>62</td>
<td>.427</td>
</tr>
<tr>
<td>Instructional strategies</td>
<td>-1.276</td>
<td>62</td>
<td>.207</td>
</tr>
<tr>
<td>Classroom management</td>
<td>-0.605</td>
<td>62</td>
<td>.548</td>
</tr>
</tbody>
</table>

Table 1 illustrates that the difference between the female EFL student teachers and the male student teachers in term of student engagement reached significant level \( t(62) = -0.799, p > .05 \).
Thus, there is not any significant difference between the student engagement dimension of self-efficacy of the female EFL student teachers and that of the male EFL student teachers.

The result of the second dimension of self-efficacy, i.e. instructional strategies indicates that $t(62) = -1.276$, $p > .05$. Hence, the instructional strategies of the female EFL student teachers does not differ significantly from that of the male EFL student teachers.

The similar finding is also found for the classroom management dimension of self-efficacy. The t-test results ($t = -0.605$, $p > .05$) shows that there is no significant difference between the classroom management of the female EFL student teachers and that of the male EFL student teachers.

The results of this study reveal that the female EFL student teachers do not differ significantly from the male EFL student teachers regarding their self-efficacy for student engagement, instructional strategies, and classroom management. This breaks the assumption that females usually have higher motivation and beliefs dealing with teaching. In other words, they might show higher self-efficacy than males.

However, as this study shows, the gender of EFL student teachers does not contribute to their self-efficacy. This might imply that female and male EFL student teachers perceive their beliefs about teaching and motivating students quite the same. In term of student engagement, both female and male EFL student teachers have the same confidence that they can handle not only difficult students, but also problematic students who have academic and psychological problems like low confidence and interest. The general assumption held by many societies admits that females can do better when dealing with students’ attitude and problems as females are mostly more patient than males. This assumption is denied in this study since the female EFL student teachers and male EFL student teachers perform similar beliefs when they engage with their students. In addition, the female EFL student teachers and male EFL student teachers hold the same beliefs that they are able to make their students to be more critical and creative and value learning. Therefore, both gender view themselves to have ability and skills to engage with students, solve the problems emerged with their students, and bring good impact to their students’ academic life.

In term of instructional strategy, the female EFL student teachers and male EFL student teachers also do not display differences. They both believe that they master their material well so that they can answer their students’ questions. Moreover, they perceive that they have the capability to implement the suitable teaching and learning methods and strategies that suit their level of students. This means that both female EFL student teachers and male EFL student teachers believe that they can teach and deliver the material well. Besides, they know what assessment strategies that do best for their class. Finally, the female EFL student teachers and the male EFL student teachers share similar view that they are able to set an interesting teaching circumstance that suits their various levels of students.

The third dimension of self-efficacy that reveals similar perceptions between the female EFL student teachers and the male EFL student teachers in this study is classroom management. It is usually defined as the teachers’ efforts to keep the class organized and the students attentive, focused, and on task. Regarding classroom management, the female EFL student teachers perceive themselves the same as their male colleagues. They both believe that they can handle problems in the classroom like disruptive and defiant students. One of the ways is by establishing a good classroom management system. Both female EFL student teachers and male EFL student teachers have their confidence in this ability. Furthermore, they view themselves to possess such ability and skills to make their students follow the rules and keep the routines done.
The result of this present study seems to contradict some of the previous studies. The studies by Riggs (1991), Huang (2013), and Britner and Pajares (2001) reveal that gender differences exist in self-efficacy. Nonetheless, their studies were conducted either with students or teachers. In addition, their scope of the study is mostly in science and none in EFL. To infer, the studies of gender differences might bring about distinct result due to the participants and field of the study.

4 CONCLUSIONS

Despite many differences found between females and males, they share similarities as well, one of which is self-efficacy. Female EFL student teachers perceive self-efficacy in terms of student engagement, instructional strategy, and classroom management, the same as their male colleagues. This indicates that gender differences do not appear in the beliefs in teaching and motivating students.

This result of study implies that both female and male EFL student teachers view themselves similarly as future English teachers who have the same passion, interest, and efforts in being successful English teachers. Furthermore, they have the same beliefs that they can engage with students well, create good teaching learning process, and manage the classroom successfully.

The pedagogical implication of this present study is intended for teacher educators. They are suggested to treat female EFL student teachers and male EFL student teachers equally. In addition, they should not follow the stereotypes held by most societies about the differences between the female and male EFL student teachers, such as the female EFL student teachers usually have better motivation and performance in teaching, and thus exceed their male EFL student teachers in terms of teaching thingy, including self-efficacy.

This study also had limitation that needs to be explored in further research. This current study made use of quantitative data only to seek the effect of gender on the EFL student teachers’ self-efficacy. Therefore, the direction for further research would be to have the qualitative data in order to explore more on the gender differences in EFL student teachers’ self-efficacy. Such data can be collected through interview or EFL student teachers’ self-reported journals.

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