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The Effect of Increasing Student Talking Time on University EFL Students' Comprehension of Pragmatic Concepts

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Abstract

The present study aims at assessing some practices for increasing the amount of time allocated to students in EFL classrooms. Recently, increasing the student talking time (hence, STT) has become the attention of lots of teachers and pedagogists. For the purpose of the study, a sample of 32 undergraduate students from the English Department, Faculty of Humanities University of Zakho, was selected to assess their abilities to comprehend some pragmatic topics. Dividing the sample into control and experimental groups, the students enrolled in a class of pragmatics were noticed to have some difficulties in understanding such topics, assuming that these topics were new to them. Finally, they were seen as inactive to participate in classroom activities. That is why; some practices, especially group discussions and presentations by students, were conducted to increase the STT. This was an attempt to make the teaching process be a kind of student-centered. By applying the techniques of group discussions and presentations, the researchers followed the methods of observation and evaluation to discover whether different pragmatic topics and vocabularies related to them could be identified and understood easily. In conducting an independent t-test and multiple comparison correlations by SPSS, the results showed that the mean difference was slightly significant in favor of increasing the STT. This means that the STT practices were found to have an observed effect on the comprehension of some pragmatic topics especially presuppositions, the Co-operative Principle, deixis, and reference.

Keywords: *pragmatics, presentations, student talk time, group discussions*

Introduction

The use of strategies in the process of teaching and learning plays a very significant role. As it is known, there are many reading strategies suggested by reading specialists and educators. Strategies differ from one class to another because they are adopted depending on types of texts (i.e. literary or scientific) and the level of education (preschool, elementary, high school, or university). The purpose behind such strategies can be understanding words, phrases, and sentences, organizing information in a certain text, improving attention and concentration, interest, and so on. Failure to achieve these purposes leads to a lack of reading comprehension, Pragmatic failure (Al-Ghamdi, et. al, 2019).

One of the very important practices, i.e. the student talk time (hence, STT), is used in the current study. It has been presented and developed by some teaching specialists including Scrivener (1994), Harmer (2007,2015), Van Lier (2001), Paul (2003), and others. To increase the amount of STT, many strategies have been developed. Harmer (2007) said that overuse of teacher talking time (TTT) lessens the chance for the students to practice their speaking, and it is the students who need to practice, not the teacher. He also said that good teachers give more space to the students to talk in the classroom.

The STT practices under study focus on their quantity and/or quality within the EFL classroom. In other words, the amount of time allocated for students should be increased so that the teaching process will be a kind of student-centered. Here, the learners can practice more skills, organizing brainstormed information about any topic under study. The STT practices help the students master vocabularies and topics to gain knowledge on how to be aware of these vocabularies semantically. In brief, reducing the amount of TTT will make the class more interesting for learners (Lubin, 2018: 1).

Statement of the Problem

It is noticed by some teachers that juniors encounter some difficulties to understand some topics in pragmatic when taught according to the curriculum of the English Department. Moreover, allocating much time to the students teaching such topics was helpful. To enhance the students' learning, the researchers consulted some techniques and practices to increase the amount of time allocated to the students to do tasks on their own in the class. That is, focusing on the student-centered approach to run EFL classes at the Department of English.

Aims of the Study

The present study aims at:

1. Measuring the effect of the STT practices on Kurdish learners of English to comprehend pragmatic topics.
2. Conducting a statistical analysis to show the effect of increasing the STT on understanding these topics.

Moreover, the study aims at proving answers to the following research questions:

1. Is there any statistically significant difference between the mean scores of the control and experimental groups?
2. Does increasing STT enhance the students' learning of pragmatic topics?

Hypotheses

The present study have set the following hypotheses to be tested against the data collected for conducting the present study.

Null hypothesis:

There is no statistically significant difference between the mean scores obtained by the control (decreasing the STT) and experimental (increasing the STT) groups in enhancing the EFL learners' awareness of pragmatic topics.

Alternative hypothesis:

There is a statistically significant difference between the mean scores obtained from the control and experimental groups.

Value of the Study

Lots of research papers have been written on the awareness of words, skills, activities, strategies and assessment, research on mastering and comprehending vocabularies and concepts about the discipline of pragmatics is open to investigate. To the best of the researchers' knowledge, the use of the STT practices to master the topics related to pragmatics with the EFL context at university level, especially at University of Zakho, has not been tackled before. Therefore, it is very important to explain, assess and measure the STT practices, showing the learners' performance and awareness of pragmatic topics. Moreover, the present study would hopefully help EFL teachers run student- centered classes via adopting different techniques to enable the students learn different language skills.

Literature Review

The practices and strategies used in the teaching and learning processes may have any purpose such as understanding vocabularies, organizing information in a text, improving attention, and so on. In this section, the concepts of pragmatics as a discipline, student-teacher interaction, and the application of the STT practices are reviewed.

Pragmatics

As a term, pragmatics has been defined by many scholars and linguists in different perspectives. Morris (1938: 6) defines pragmatics as “the relation of signs to interpreters”. In this definition, pragmatics is considered a part of another discipline called semiotics, the science of signs. On the other hand, Stalnaker (1972: 27) states that "Pragmatics is the study of deixis (at least in part), implicature, presupposition, speech acts, and aspects of discourse structure." All these keywords that are mentioned in this definition are related to the speaker meaning. According to Levinson (1983), pragmatics is an inferential process:

We can compute out of sequences of utterances, taken together with background assumptions about language usage, highly detailed inferences about the nature of the assumptions participants are making, and the purposes for which utterances are being used. (p.53)

This idea has also been supported by Yule (1996: 4) later, claiming that “Pragmatics is the study of the relationships between linguistic forms and the users of those forms”. This means that any aspect of language can be understood via pragmatics. Hence, we, as human beings, can understand people’s intended meanings, their background beliefs, their purposes, their actions, etc. Thomas (2006: 92) defines pragmatics as “the study of meaning in use”. Here, the focus is on how language is utilized by native speakers in everyday life situations.

Student-Teacher Interaction

In EFL classrooms, the interaction between teachers and students is very crucial for making the learning process more successful (Gillies, 2014: 794). According to Scarino and Liddicoat (2009: 39), the term *interaction* is defined as “a social process of meaning-making and interpreting, and the educational value of interaction grows out of developing and elaborating interaction as a social process”. This definition explains that the process of teaching and learning is not only manifesting language to the students, but also a kind of social interaction. This has been widely argued that “only through interaction the learners are able to decompose the target language structures and derive meaning from classroom events”

(Chaudron, 1993: 82). Hence, the meaningfulness and effectiveness of classroom events depend on the type of communication constructed between the teacher and the learners. According to O'Neill (1994), the social and academic interaction between the students can provide them with "a feeling of security" in the sense that they will not be asked things that are beyond or higher than their level of understanding.

In brief, the teacher-student interaction, whether inside or outside the classroom, is itself communication. This idea has been supported by Brown (2001: 165), saying that interaction is "in fact, the heart of communication: it is what communication is all about". Thus, when talking about classroom interaction, it is always linked to the STT (Martinez, 2016: 61). The STT, i.e. the amount of time allocated for the student, is tackled in the following sub-section.

Student Talking Time (STT)

The interaction between teachers and students was rare in traditional classrooms. That is why, the process of teaching was often seen as "teacher centered", where teachers could only pass their knowledge, without having any real interaction with the students (Liu and Zhu, 2012: 117). On the other hand, the STT, which is a significant teaching practice, is widely applied nowadays. The STT simply refers to "how much the students talk during a lesson in contrast to teacher talk time (TTT). Student's talk includes all student utterances directed to the teacher and peers as they perform a task (Martinez, 2016, 57)."

It can be said that the more a classroom is interactive, the more the learner will get the opportunity to practice and learn second language successfully. Today, the STT is given a considerably greater role, regarding it as an essential factor for the learning of a new language (Cardenas, 2013: 21).

It is worth noting that for the STT to be influential, there should be a kind of balance between increasing and decreasing the STT and the teacher talk time (TTT) in the classroom. If the amount of STT is decreased, it may affect the teaching process in a way or another, making the students inactive with no talk or participation (Lei, 2009: 75). Hence, it will be difficult for the teacher to assess the students whether they have understood the material well or not, leaving them without any responses as well as a boring atmosphere (Incecay, 2010: 278). So, it is more enhancing if the amount of STT is increased and the amount of TTT is decreased because it is the students who want to learn, not the teacher. Harmer (2015:181) pointed out that asking students to work in pairs and groups maximises STT and minimises the danger that TTT will dominate. Likewise, Paul (2003: 41-42, 125) says that group discussions are very beneficial in the teaching and learning process because they keep all the students

engaged in classroom activities. Similarly, Arends (1997: 201) states that discussions give the students public opportunities to talk about and play with their own ideas, providing them motivation to engage in discourse beyond in the classroom. Hence, the students will be able to construct more knowledge. In this respect, Burke (2011: 88) lists six basic advantages of group discussions: gaining much information, creativity, comprehending topics easier, yielding greater satisfaction, better understanding of the group members, and having better social relations.

Practices for Increasing the STT

It is very important and practical to increase the amount of STT. According to Imbertson (2017: 5), the student talk refers to “the variety of ways students share ideas”. These activities comprise his/her communication. However, this communication can be achieved inside and outside the classroom, between teachers and students, students and students, small or large group discussions, presentations, etc. Alzeebaree & Hasan (2020). Cardenas (2013: 31), Quintana (2017: 5) and Lubin (2018: 5) present some techniques that could be beneficial for teachers to increase the amount of STT:

1. Participation: to encourage the students to participate in every event in the class (presentations, instructions, examples, exercises, etc.)
2. Eliciting: to stimulate the students to talk in the classroom.
3. Giving instructions: to make the instructions provided by the teacher simpler as much as possible.
4. Team work: Setting up pair work and teamwork.
5. Repetition: helping the students to repeat correct and meaningful utterances.
6. Concept checking: asking open questions rather than yes-no questions to check the students’ understanding. The teacher remains patient. In this way, the students are promoted to answer their questions.
7. Students’ confidence: to be positive about making errors by the students.
8. Non-verbal cues: these cues may grasp the attention of students quickly.

Implementing these techniques in the EFL classroom can facilitate the decrease of TTT and increase the STT. Concerning the amount of time allocated for the students in the class, Wright (1975: 338, cf. Yan, 2006: 55) claims that: “As a general rule, we may say that the teacher should do no more than 25 percent of the talking in class, and that the students should be permitted to do 75% of the talking.”

Previous Studies

A number of research papers and case studies have been conducted on the techniques and practices of increasing the time allocated for student talking in EFL classrooms. These studies have shown the advantages and effects of increasing and/or decreasing the amount of the STT. For example, Kareema (2014) provided some systematically tested ways to increase the amount of the STT. The focus of her study was on the idea of creating a good environment for the learners where they no longer depend on their teacher. Further, in order to achieve a successful communication, there must be interaction between teacher and student or student and student. For assessing the STT, the learner center approach (LCA) was implied for the purpose of learning a new language. This approach motivates students by giving them some control over the learning processes. For collecting and analyzing the data, a questionnaire was distributed among 50 undergraduate students. Being unaware of the terms such as student talk or teacher talk, they answered the questions easily. The results showed that 98% of the students want to talk in the classroom. Also, in an answer to the question “Why do students want to speak in English?”, 50% of the students have the desire to speak in English for improving speaking skills and fluency. For that reason, it is recommended that the class greatly benefits from limited talking by the teacher, giving opportunities of talking to the students. Interaction of students in the discussion and academic endeavor greatly help their scholastic standing instead of doing irrelevant activities as espoused by Bangayan- Manera (2020).

In her thesis, Martinez (2016) made an attempt to increase student talking time through task-based interaction in University of Piura, Peru. Adopting the models of task-based learning (TBL) and presentation-practice-production (PPP), she intends to answer the question: Does the application of a PPP or a TBL teaching approach create a significant difference between the average talking time students get within a lesson? The selected sample consisted of two groups of high-school level: a class of 23 students (the control group with the institution’s approach), and a class of 24 students (the experimental group with the TBL approach). The results showed that in the experimental group the STT was 52% and the TTT was 48%; while in the control group there was 44% of STT against 56% of TTT. This proves that TBL is definitely a good option.

Sedova et al.(2019) conducted a study on 639 ninth grade students at Czech middle schools. The data were collected via observing the classes of language arts and recording talk time and the utterances of each student. They wanted to link between the students’ talk time and their achievement. They found that there is a strong link between a given student's talk

time and number of utterances featuring reasoning and that student's achievement , and that students in talkative classrooms had better results.

Pragmatic Topics Selected for EFL Students

The discipline of pragmatics covers a variety of topics given to EFL students in any course book. Hence, the pragmatic topics given to the third year students in the English Department, Faculty of Humanities, University of Zakho, are shown in Table 1:

Table 1: Pragmatic Topics for EFL Students

No.	Pragmatic Topics	Objectives
1	Context	To define context and list its main types
2	Presuppositions	To let the students know about definitions, types, triggers.
3	The Co-operative Principle	To tackle Paul Grice's theory, maxims of conversation, clashes of maxims, flouting, etc.
4	Deixis	To shed light on the types of deixis
5	Implicatures	To show the relationship between implicatures, entailment and presuppositions
6	Reference	To focus on the different types of reference, focusing on mutual knowledge.
7	Speech acts	To explain speech act theory, performative verbs, Austin's hypothesis and classification, Searl's taxonomy, felicity conditions.
8	Politeness	To let the students know about definitions, Brown and Levinson's theory of politeness, politeness strategies, Lakoff's rules of politeness, Leech's politeness principle.
9	Presequences	To explain the main techniques of presequences (turn-takings)

The above topics were taken from different sources: *Pragmatics* by Levinson (1983), *Linguistics* by Akmajian et al. (1995), *Pragmatics* by Yule (1996), *The Study of Language* by Yule (2006). For assessing and measuring the STT practices and for the purpose of our study, only four topics (i.e. presuppositions, the Co-operative Principle, deixis and reference) were selected as categorized content for showing the applicability and functionality of increasing the

amount of STT, allocating much more time to the students' role, group discussions and mini presentations. In brief, such practices are regarded as very significant tools in stimulating the EFL learners work together as one unity, getting remarkable benefits from their classroom interaction.

Methodology

The research technique used in the current study is observation and evaluation. Participants (i.e. students) were 32 juniors who were enrolled in a course of 8-weeks of explaining the topics of pragmatics at the English Department, Faculty of Humanities, University of Zakho. In an attempt to assess and evaluate the participants' understanding of these topics, the participants were divided into two groups (each of 16-people): control and experimental. Increasing the amount of time allocated to the participants (i.e. the STT) in the class was considered as an independent variable in this study. Hence, for the control group, the selected pragmatic topics understudy were given to the students by the teacher according to the English Department curriculum. That is, the teaching process was more teacher-centered. In contrast, the same topics were discussed by the students in terms of different techniques in the experimental group to increase the amount of STT.

Tools and Procedures

The tools used for collecting the data were a quiz out of 10 administered to the control group and a rubric of evaluation used for the experimental group (see Appendix I). As an independent variable, the structure and criteria of the rubric are taken into consideration in the current study. Most of the practices mentioned above were included in the rubric so that much time was devoted to the students' talk. Criteria such as language, delivery, voice quality, and allocating time for questions were given much attention than the other criteria in the rubric. The reason is that when students are provided with learning activities, they can "maximize their use of the language" (Van Lier, 2001: 103). For evaluating the student's presentation, the teacher (i.e. the researcher) prepared one form of the rubric for each student. During each presentation, the teacher put a tick (✓) in the appropriate box under the evaluation scale. Finally, the average mark out of 10 was found out, using an Excel sheet.

In order to assess the students' awareness of pragmatic topics, the researchers followed the procedures below:

1. In the control group, the pragmatic topics (i.e. presuppositions, the Co-operative Principle, deixis and reference) were explained to the students according to the curriculum of the English department. That is, a teacher-dominated style with an increase of the TTT was presented. No activities were carried out in this class. Hence, the STT was reduced.
2. The control group had their test (i.e. a quiz) about the target topics. The obtained marks were stored on a computer for further analyses.
3. In the experimental group, the students were divided into four groups, each of four. Each group was given a topic for discussion.
4. After completing their discussions, every group presented their topic in a form of a seminar, using slides. These seminars were presented in later classes. The teacher, who played the role of observer, evaluated the students' presentations by using a previously prepared rubric of evaluation (see Appendix I). In other words, the TTT was reduced.
5. The average marks of the experimental group participants were stored on a computer for further calculations.
6. The results (i.e. the obtained marks) of the control and experimental groups were compared to each other, showing statistically significant differences.

Data Analysis and Discussion

1. Is there any statistically significant difference between the mean scores of the control and experimental groups?
2. Does increasing STT enhance the students' learning of pragmatic topics?

As mentioned in the methodology part above, one test (quiz) out of 10 marks was administered to the control group and the participants enrolled in the experimental group were evaluated using a rubric. The main objective of the test and evaluation was to measure the students' comprehension of some selected pragmatic topics. Such comprehension was the dependent variable, on the one hand, because it was the observed effect for both groups. On the other hand, the STT amount, whether increased or decreased, was actually the independent variable, changeable across the groups. In the control group, the STT was decreased. In contrast, the STT was increased for the experimental group, observing whether there were any statistically significant differences. Then the data were analyzed by comparing the mean scores, using statistical descriptives and independent t-tests, which were run by SPSS (version 18). The results are discussed as follows.

Mean (M) and standard deviation (SD) of the results obtained from the quiz administered to the control and the rubric evaluation for the experimental group were taken for analysis. The means obtained by the experimental group are slightly higher than those obtained by the control group. This means that there was a slight difference in the means scored by both groups. The means obtained for increasing the STT (M=7.88, SD=1.45) and decreasing the STT (M=5.94, SD=1.34). Such a comparison of mean differences is presented in Table 2 below:

Table 2. Group Statistics of the Control and Experimental Groups

Increasing STT		N	Mean	Std. Deviation	Std. Error Mean
Marks	Control	16	5.94	1.340	.335
	Experimental	16	7.88	1.455	.364

When statistics was done for calculating the mean differences, the control group was defined and coded with numerical value “1” while the experimental group was given the value “2”. Since there was a remarkable difference between the means of the results calculated for the two groups, it was very necessary to find an evidence of significant difference between the two groups. This evidence is usually measured via calculating the p-value. In conducting an independent t-test by SPSS, the results are presented in Table 3 below.

Table 3. Independent Sample Test Showing Significance and Mean Differences of the Control and Experimental Groups

Marks		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Equal variance	.435	.515	-3.91	30	.000	-1.93	.495	-2.94	-.928	
Equal variance			-3.91	29.80	.000	-1.93	.495	-2.94	-.927	

As it is shown in the above table, the statistical Sig. of Leven's test equals (.515), that is, $p > 0.05$. In other words, there was no such homogeneity of variances between the control and experimental groups. Here, the null hypothesis is accepted because the two groups were totally independent in terms of decreasing the STT (i.e. the control group) and increasing the STT (i.e. the experimental group). In measuring the mean differences of the students of the two groups, the students in the experimental group performed a wider range of abilities in understanding the pragmatic topics after adopting the STT practices (i.e. group discussions and presentations). Here, it can be concluded that the research hypothesis is accepted because P-value (= .000) is smaller than the level of significance 0.05, that is, $p < 0.05$. In other words, increasing the student talk in a way or another presents an observable effect in developing the students' awareness of pragmatic topics. The results showed that the students developed their skills in the awareness of these topics. This was due to the fact that the students were more comfortable, freer in talking about their topics in teamwork settings. Further, the presentation of any topic by a student can encourage him/her to speak. This idea is suggested by Scrivener (1994: 85) stating that "students can learn to speak by speaking". Moreover, Tables 2&3 provides answers to the research questions set at the beginning of the study. As shown in data analysis that the experimental group scored better means than the control group. That is to say, that increasing student talking time in the classroom helped to enhance students' learning of the pragmatic topic covered in the teaching course.

Conclusions

The points of conclusion that are arrived at throughout the current study are the following:

1. The results showed that there are statistically significant difference between the means scores obtained by the control (decreasing the STT) and experimental (increasing the STT) groups.
2. Concerning the mean differences between the marks obtained from the quiz and rubric of evaluation, the results confirmed the existence of such a slight statistical difference.
3. Increasing student talking time in EFL classrooms is seen as an observable effect in developing the students' awareness and understanding of pragmatic topics.

Implications of the Study

The present study recommends the following pedagogical implications:

1. Since one of the basic issues in EFL classes is to enable the students to talk in the classroom, teachers have to look for the techniques that motivate and encourage the students

to talk. For example, asking questions and giving enough space to the students to have a role in answering such questions, in terms of switching the roles in case if somebody fails to answer the question; assigning role-play tasks for the students representing real life situations; through group or team work, the students can show their learning achievement; through doing presentations; sharing the students' feedback of the topics covered will give the students positive impression of the teaching and learning process, and in turn this will get them believe in themselves, become more confident and also establish good rapport between the teacher and the students. This will also results in good learning environment for the students to achieve good learning.

2. Another important issue to take into consideration is the students' preference of an activity before carrying out in the classroom. Teachers are recommended to explore students' interests and skills concerning any teaching and learning task before adopting.

3. Proving students with projects and tasks outside the classroom as part of their self learning to encourage them to take care of their own leaning. This will make the students get equipped with more knowledge about the topics assigned to them.

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Appendixes

Appendix 1: Rubric for Evaluating the Experimental Group

Student Name:		Evaluation Scale					
		5	4	3	2	1	0
1	Introduction (clarity and simplicity)						
2	Speech body and language: grammar						
3	Knowledge depth (preparation of topic)						
4	Voice quality (volume)						
5	Delivery (conciseness and expressiveness)						
6	Audio-visual aids (boards, slides and others)						
7	Objectives of the presentation						
8	Non-verbal cues (gestures, postures, proxemics, eye contact, etc.)						
9	Panel questions (allocating a time for questions)						
10	Conclusion (clarity and summarizing)						
Total							

Appendix II: Marks Obtained from both the Control and Experimental Groups

Control	Experimental
4	9
4	8
5	7
5	8
4	9
7	10
8	10
3	6
7	7
6	8
5	8
6	9

5	8
6	8
4	9
5	9



Utilizing the Visible Thinking to Encourage Indonesian EFL Learner to Speak English

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Abstract

The majority of problems crossed to this project is the students' speaking ability, which affected the learners to study English. In the pre-observation research, many Indonesian learners in Parepare lack verbal communication ability when they are acquiring English

speaking in classroom interaction. This condition leads them to be an unmotivated learner to study English.

The central idea of Visible Thinking is straightforward: existing the visible thinking way, (Cotta, 2015). We have the best thing from learning on observing and hearing that is "visible thinking." In other words, visible thinking generally available to the senses, perception which is accessible to speak, not just we see through our eyes. We watch, listen, imitate, adapt what we find to our styles and interests, and build from the object. Now, how the dancer performs dancing around the people who are all invisible. Imagine learning of sport when the players who already know the game is not a real situation (Miller & Calfee, 2008).

This research aimed to find out the students' ability after encouraging through the treatment of visible thinking approach. The collected data was analyzed by using Quantitative design. The source of data is the students of senior high school in South Sulawesi of Indonesia. The researcher work in a random sampling technique to choose the respondent for this research. In data collection, the researcher used a speaking test as the instrument of this research. This research study revealed that the students' speaking ability is getting much better after obtaining the lesson and practice of speaking through an invisible thinking approach. The other, words the invisible thinking approach, is effective in encouraging the student to speak English in the classroom interaction.

Keywords: *students, visible thinking, and ability.*

Introduction

In the global area of world relationships, English speaking ability is essential to be able to participate in the broader world of work (Liu, 2007). The speaking skill got a measurement in terms of the power to carry out international communication by using a foreign language (Farabi et al. 2017). This fact makes teachers and parents think that their students and children should master speaking ability (Souriyavongsa et al. 2013)

Teaching speaking in Indonesia is mostly considered a crucial activity (Mattarima & Rahim Hamdan, 2011). It needs the mastery of vocabulary, pronunciation, structure, discourse, and the social context of culture and situation (Latifa et al. 2015). In short, it needs mastery of linguistic and communicative competence (Remache, 2016). Furthermore, speaking required more effort to reach success. It is not enough to listen or to speak only. The teachers need to give a more exciting strategy for the student to practice (Mu'in et al. 2018). On the other hand,

it means that practicing speaking needs much time to fulfill the requirements of the mastery of spoken English, either from school or the environment.

The teachers must be creative in designing various activities in the classroom if they want to build up their students' abilities (Latifa et al, 2019); (Hannah, 2013). Moreover, the teacher should use the kinds of methods, techniques, and new materials (Johnson & Barrett, 2017). Interest in learning speaking is the feeling that people have when they want to know or learn more about the subject or something (Leong & Ahmadi, 2017)

In learning to speak, the learner always encounters many problems in studying a language (Nasir, 2018). The problem frequently exists in their native language, which causes them to have the challenge of using a foreign language in the target situation. Another reason is the lack of motivation to communicate the foreign language in their daily activities. Furthermore, they are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students. Speaking skills, namely the students. Interest, the material, and the media, among others, including the technique in teaching English (Fadilah, 2016) There are some activities we can use to stimulate the students to improve their speaking ability. According to namely: discussions, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, find the difference.

In this research, the study proposes applying strategies to help students to think and probe beyond the facts in their learning. Moreover, this study also helps the teachers to find out how the students attack problems, Latifa & Rafi'ah (2019), and use that knowledge to develop new methods to help students succeed called visible thinking.

After using the visible thinking, teachers often realize their previous class discussions which had often been a one-way street, with the teacher leading the students to get specific answers a process that limited their students' thinking (Ritchhart et al. 2012), When those limitations get moving, the class discussions take on new and exciting directions. By asking students what puzzled them or what they wondered about time, the students took the lesson far beyond a standard math curriculum to one encompassing history and philosophy, asking questions such as who invented time? Moreover, what would happen if time did not exist? The teacher followed the students' lead, bringing in guest speakers, and exploring these ideas. As a result, the students became more invested in the subject and learned not only the mechanics of telling time but also about the concept of time.

The condition above the researcher's interest applies this technique in the teaching and learning process at Senior High School in Indonesia. Most of the students cannot communicate

because they cannot create their ideas to speak; there is also only very little time for students to practice in the classroom while speaking ability is considered very important. Therefore speaking needs continuous practicing to reach speaking skills perfectly.

Based on the previous description, the researcher is interested in applying visible thinking techniques under the title "the effectiveness of visible thinking technique to improve speaking ability the second year students Senior High School in Indonesia.

Review of Literature

What is Visible Thinking?

We have the best thing through the learning process in observing and hearing that is visible thinking. It means the visible thinking activity generally available to the senses, a perception that is easy use to speak by language users (Maley & Peachey, 2010.) It is not just what we can see with our eyes).

We watch, we listen, we imitate, we adapt what we find to our styles and interests, we build from there. We can imagine how dancers learning to dance around people. This dancing performance is all invisible; it is only about an imagination. Imagine, we playing a sport when the players who already know the game is not in reality. Sometimes the people explain their thoughts behind a particular conclusion but, they do not. Mostly, the thinking activity happens under the hood, within the marvelous engine of our mind-brain (President and Fellow of Harvard College:2009).

Visible thinking includes several ways of making students' thinking visible to themselves, to their peers, and their teacher, so they may have more engagements and come to manage it better for learning and other purposes (November 2017). Ritchhart claims that if the visible thinking activity occurs in their studying process, the students perform the activity to think the case study metacognitive.

When are the people doing visible thinking? The answer to this question if the thinking activity becomes apparent, which is not about memorizing the content of thinking but constructing ideas. Teachers may have a benefit if they can identify the pupils' thinking (Miller, 2018).

Some factors may not be called as visible thinking of the thinking activity; they are prior knowledge, misconceptions, degrees and, reasoning ability, of understanding thinking. This factor is more likely to be uncovered when the thinking activity occurs. Teachers can promote these challenges and extend students' thinking by starting from where they are. So in teaching speaking, the teacher should find an unusual method so the students enjoy learning (Melendez

et al. 2014). One of the new methods is how to think when asked so we can get what we are going to say to respond to that question (EMTEK, 2019)

How Does Visible Thinking Work?

The goals of visible thinking varied in the deepen subject matter and cultivate a disposition of students (Ritchhart & Church, (2012) and David Perkins, (2008). To reach these goals, the teachers used thinking routines or mini-strategies (Drdoak, 2019). They integrate these activities into the content of learning. By then, routines, students have methods not only to connect new information to what they have previously studied and known but also to see how this new information challenges their thinking. It also helps students form new questions. In the normal flow of teaching, this gets lost. With Visible Thinking, we give students a structure to process new content.

According to Morataya (2011), the visible thinking provides seven routines which remotes the speakers when they are interacting in the target. These routines are classified in some themes, namely, what makes it say that? (an interpretation of a justification) imagine Puzzle Explore (sets the stage for further inquiry), Think Pair Share (active reasoning and explanation), a Viewpoints circle (an exploration of diverse perspectives); I used to think...Now I think (reflection on how and why our thinking changed), see Think Wonder (exploring works of art and other exciting things), and connect Extend Challenge (making connectivity, identifying a piece of new information, and questions of posing).

Moreover, to these core routines, Visible Thinking includes routines on fairness, truth, and creativit. Each routine has specific questions associated with it. For example, the See Think Wonder routine (a favorite among teachers in the Cultures of Thinking Project) has three basic questions: "What do you see?", "What do you think about that?" "And what does it make you wonder?". At the beginning of a unit, these questions m with an object that connects to the topic to motivate interest. At the end of a unit, the routine encourages students to apply their new knowledge.

Another critical step of visible thinking study is to document the students' thinking (Ritchhart et al. 2012). This critical step serves several purposes: it gives teachers insight into the students' development, can provide the basis for a rubric on what makes a right interpretation of what constitutes sound reasoning, and can be a springboard for further discussion about students' explanations and ideas.

Teaching Visible Thinking

Teachers who have used Visible Thinking find it has numerous benefits (Dajani, 2016). As mentioned above, the strategies help students learn to think and probe beyond the facts in their learning, and it helps teachers find out how students attack problems and use that knowledge to develop new methods to help students succeed, (Zivic et al., 2018). Visible thinking also changes the character of class discussions, and it changes the way teachers teach (Resnick et al., 2018.).

After using Visible Thinking, teachers often realize their previous class discussions had often been a one-way street, with the teacher leading the students to get specific answers – a process that limited their students' thinking, (Ritchhart & Church, 2012). When those limitations changed, class discussions and learning take on new and exciting directions. In her second grade class. By asking students what puzzled them or what they wondered about time, the students took the lesson far beyond a standard curriculum to one encompassing history and philosophy, asking questions such as who invented time? Moreover, what would happen if time did not exist? The teacher followed the students' lead, bringing in guest speakers, and exploring these ideas. As a result, the students became more invested in the subject and learned not only the mechanics of telling time but also about the concept of time.

As there is often no longer one correct answer to a question, teachers should get a warning that teaching can become a little messy. The teacher may have two contradictory answers that are both correct, says a teacher who uses the strategy. As a teacher, one must get used to having a "very vague product" at the end of a lesson.

By working to make thinking visible, It potentially opens a discussion to help the students to appreciate each other's ideas and input (November 2017). Furthermore, the students have a sense of excitement about learning and share a bond that did not exist before. One of the most substantial indications of Visible Thinking's success is that it does not stop at the classroom door (Maley & Peachey, 2015). Teachers report that they hear their students talking about the ideas discussed outside the classroom, and they see their students adapting the strategies for their use (Faize, 2014). The students ask the questions among themselves, give evidence for their ideas, and ferret out other students' thoughts, (Arslan, 2006). A second-grade teacher of Dalton School in New York, even noticed students spontaneously using a routine she introduced in a math lesson earlier that day during reading to help them comprehend a story.

The teachers see many benefits of visible thinking; this fact revealed in some research results that warned the teachers still had to make sure the students learn the necessary skills

(Dajani, 2016). Other teachers said the visible thinking strategies take time to learn and implement (Gholam 2017). Also, it may be challenging to determine which strategy to use with a particular lesson (Bell et al., 2019). Some teachers addressed that issue by planning the tasks and objectives for the content learning and then deciding the best routine to use (Brophy, 2019). Besides, teachers say sometimes students need additional practice in necessary skills, and in those instances, the thinking routines are less applicable (Mcguinness et al., 2016). Based on the explanation above, the researcher concludes that teaching speaking through visible thinking is more fun and exciting because the students can collaborate when they communicate in pairs or groups.

Methodology

In this research, the researcher applied a quasi-experimental method that applied a pre-test and post-test design. It involved two groups; the experimental group visible thinking technique, as the control group without visible thinking, lecturing way. Both groups worked on the pre-test and post-test. The population was the second year students of Senior and Junior High school. The researcher used cluster sampling in both classes in this research. The obtained data through the test were analyzed using inferential statistics. In conducting the research, the researcher used interview activity as a speaking test to know the students English' achievement and the effectiveness of the visible thinking approach, which covered the three components of speaking, namely accuracy, fluency, and comprehensibility.

The Findings

1. Pre- test

No	CLASSIFICATION	SCORE	EXPERIMENT		CONTROL	
			F	%	F	%
1	Very good	86 –100	0	0	0	0
2	Good	71– 85	0	0	0	0
3	Fair	56 – 70	1	4.54%	0	0
4	Poor	41 – 55	3	13.64 %	2	9.0%
5	Very poor	<40	18	81.82 %	20	91.0%
TOTAL			22	100%	22	100%

Table 1. The frequency and percentage student's score of a pre-test for experimental and control class Pre-test

The data in Table 1 explains that no one student's got very good and good classification in the pretest either in the experimental or control class. It showed that from 22 (twenty-two) students only 1 (one) or (4.54%) student got pair score, 3 (three) or (13.64%) students got poor classification and 18 (eighteen) or (81.82%) students got very poor classification while in control class from 22 students there are 2 (two) or (9.0%) students got poor classification and 20 (twenty) (91.0%) students got very poor classification, so no one students got in very good, good, and fair classification. The data of the students' score in pre-test between experimental and control class indicates that the students' speaking achievement have little different quality and there were significantly different between experimental and control class, in pretest most of both of classes in very poor classification.

Information data of the experimental class showed that the students' achievement frequencies and percentages at the pre-test were still low, and most of the students got a poor and very poor classification achievement. After giving treatment, the students' achievement in the post-test significantly improved. It recorded most of the students achieved a good score in their test, but no one students got a very poor, fair, and poor classification score. It means that teaching is speaking to the students through visible thinking techniques significantly improved the students' speaking ability. Table 2. The mean score and standard deviation of the students' pre-test in experimental class and control class.

Table 2: Mean Score and Standard Deviation

Groups	Mean Score	Standard Deviation
Experimental	6.86	1.45
Control	6.77	0.95

Table 2 discussed the mean score and standard deviation of the students' pre-test both in the experimental class and control class. The data of Table 2 indicated that the mean score of the students' pre-test in experimental and pre-test in the control class was not different significantly. It revealed that the mean score in the experimental class and control class only got a very poor classification. It means that the students' ability in experimental and control class relation has the same ability before giving treatment.

2. Post-test

The frequency and percentage of students' score of post-test for

experimental and control class:

Table 3. The frequency and percentage student's score of posttest

No	CLASSIFICATION	SCORE	EXPERIMENTAL		CONTROL	
			F	%	F	%
1	Very good	86 – 100	1	0	0	0
2	Good	71 – 85	6	0	0	0
3	Fair	56 – 70	8	4.54%	3	0
4	Poor	41 – 55	7	13.64 %	9	9.0%
5	Very poor	<40	0	81.82 %	10	91.0%
TOTAL			22	100%	22	100%

The table.3 explains that no one student got very poor classification. It can be shown that from 22 (twenty two) students there is 1 (one) or (4.55%) students in the experimental class got very good classification, 6 (six) or (27.27%) students got good classification, 8 (eight) or (36.36%) students got fair classification, 7 (seven) or (31.82%) students got poor classification. It revealed that there is a significant improvement score from pretest to posttest after giving treatment through visible thinking technique. It's mean that the students' speaking achievement significantly improves. While in the control class most of the students got poor and very poor classification furthermore from 22 students there are three (13.64%) students got fair classification, nine (40.91%) got poor classification and ten (45.45%) got very poor classification. It indicates that the students' speaking achievement is not significantly improved in the control class.

Table 4. The mean score and standard deviation of the students' post-test in experimental class and control class.

Groups	Mean Score	Standard Deviation
Experimental	11.72	2.17
Control	8.09	1.72

The data of Table 4 informed that the mean score of the students' post-test of the experimental class improved significantly than the mean score of the students' post-test in the control class. On the other hand, the students' achievement of speaking in the experimental

class is more progressive than in the control class.

As the additional progress of teaching speaking through thinking visible is the standard deviation of the post-test in the experimental class is higher than the standard deviation of the control class. This progress revealed that the teacher succeeds in reducing the level variant of students' achievement from under expectation to target expectation.

The data of Table 3 discussed the t-table of the students' pre-test in experimental class and control class with a degree of freedom = 42 and $\alpha = 0.05$. This table showed that the t-table value is higher than the t-test value. The data shows that the alternative hypothesis (H_i) is rejected. It is meant that the speaking ability of the second year students of Senior High School in Indonesia is still low. It showed that the speaking ability of the experimental class and control class almost have the same ability before giving treatment.

The data of Table 4 discussed the t-table of the students' post-test in experimental class and control class after giving the treatment with a degree of freedom = 42 and $\alpha = 0.025$. It informed us that the t-test value is higher than the t-table value. The data shows that the alternative hypothesis (H_i) is accepted, and the null hypothesis is rejected (H_0). It means that the students' speaking ability in the experimental class was significantly different from the speaking ability in the control class. It indicates that the student's speaking ability in the experimental class significantly improved from pre-test to post-test. It means that teaching is speaking to the students through visible thinking techniques better than teaching speaking through lecturing method.

Based on the previous explanation, It the hand, we can say that the visible thinking technique (VTT) is beneficial to improve the speaking ability of the students. Because it can give students more opportunities to practice speaking and reduce teacher speaking time in the class in order for students can freely express their opinion or ideas to share with their pair. In teaching speaking through visible thinking techniques, teachers and students have an essential role because the teacher can select and decide a suitable theme with the students' level.

Furthermore, it confirmed the premise of some scientists and researchers, namely: Ritchhart (2009) explains in her book (doing visible thinking) states that the thinking is visible in the classroom if the students are in a metacognitive position to pursue about their thinking. In other words, visible thinking becomes a clear definition of that where the school is not about working on memorizing the content but working on exploration ideas. Teachers feel happy if they can see students' thinking because misconceptions, prior knowledge, reasoning ability, and degree of thinking understanding are more likely to be uncovered. He also said that Visible Thinking includes a large number of classroom routines, efficiently and flexibly integrated with

content learning, and representing areas of thinking such as understanding, truth and evidence, fairness and moral reasoning, creativity, self-management, and decision making.

Based on the Ritchhart statement, the researcher says that visible thinking is a discussion in pair, they will share their opinion or idea each other, so when teaching in the classroom especially speaking in visible thinking technique, the teacher selects the exciting topic for the learning process in order to activate and involve the students in classroom discussion. According to Marianne (2001), several steps should be done by the teacher before starting the discussion activity; that is: first, planned (versus random) grouping or pairing of students might be necessary to ensure a successful discussion outcome. Second, students need a remaining that each person should have a specific responsibility in the discussion, whether it has framed on time, take note, or report results. Moreover, finally, students need to be clear about what they are to discuss.

On the other hand, Ritchhart (2002), explains that teachers' attention to the eight cultural forces presented in every place of academic activity such as school, and group learning situation. These forces act as shapers of the group's cultural dynamic and consist of expectations, language, time, environment, opportunities, routines, modeling, and interactions. As teachers should have a lot of effort to create cultures of thinking in their classrooms, they make time for thinking, develop, and use a language of thinking, and make the classroom environment more productive. Furthermore, their visible thinking interacts with students in a way that demonstrates an interest in and respect, and send clear expectations about the importance and value of thinking in learning.

From the statement above, the researcher concludes that teaching speaking with visible thinking technique is useful to improve students' speaking ability, not only for the students of Senior High School in Indonesia but other schools because they are easier to express their opinion and share to their pair related to topic learned.

Conclusion

Based on the findings and the discussion of the previous chapter. The researcher would like to draw some conclusion as follow:

Based on the finding on the test, the researcher concludes that the speaking ability of Indonesian EFL learner of the second-year students at Senior High School in Indonesia become better after studying speaking English through visible thinking technique. It revealed that by looking at the different frequencies, and the percentage score in the experimental class and control class were significantly different.

Based on the finding on the questionnaire, the researcher concludes that visible thinking technique is not only one of a good methods in teaching speaking ability, but it also increases students' interest in learning English, especially learn to speak English. The visible thinking provided more opportunities for the students to speak English and reduced the teacher speaking in the class. Furthermore, invisible thinking technique, there was much interaction among students and gave students opportunities to express their opinions and ideas and share them with their friends. It means that the visible thinking techniques could improve students' interest because students can interact not only with their teacher but also with their friends.

Pedagogical Implication

The result of this research will support the teacher and students' effort in practicing teaching and learning English, especially in speaking subjects for Indonesian EFL learners. This teaching activity gives more priority to the synthesizing of thinking as a process of developing the students' speaking ability in a various topics. Therefore, all the English practitioners will be very enthusiastic and optimistic to encourage the English EFL learner to study English speaking in the classroom setting.

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Saving the Face: Language Courtesy Strategies Among Students

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Abstract

Politeness is an essential social behavior. It is needed to maintain harmonious relations among humans. Using a language does not only involve knowing how to read, write, speak and listen to it. It also involves how to behave linguistically. This study was conducted to explore the language courtesy strategies used by students when engaged in different communicative situations. Using the Brown and Levinson (1978) Theory of Politeness, this study analyzed how the students of Cagayan State University express politeness in asking for permission, asking for apology, asking for favor and expressing disagreement. A questionnaire was used to elicit responses among respondents on how do they express courtesy when faced with the situations included in the study. The results show that the students employed all the strategies to save the hearer's face namely the positive, negative, bald-on (on-record) and indirect speech act (off-record) strategies. The students considered age difference and social distance in using the politeness strategies. They also used polite markers like "please" and "sorry" in their expressions of courtesy. This study also delved into which among the politeness strategies used by the students are the most acceptable among the faculty members who are considered to be

the “adults” in the social interaction. Results of this study can be a basis in designing classroom intervention in maintaining and improving the communication process among interlocutors.

Keywords: *Politeness, language courtesy strategies, social interaction, Philippines*

Introduction

Politeness is a virtue among Filipinos. It is usually what a person looks first from another person to consider the latter with good personality. It is expected that the home teaches the children with their first lessons in politeness. Similarly, schools, specifically in the elementary and high school emphasize this value, such that courteous expressions are pasted in the walls of the classrooms. In college, though there is no particular subject focusing on values development among students, teachers still remind the students about their attitudes in school particularly politeness with classmates and teachers.

Cruse (2000) defines politeness as a “matter of what is said and not a matter of what is thought or believed”. He said the purpose of politeness is the maintenance of harmonious and smooth social relations in the face of the necessity to convey belittling messages.

Politeness is equated with courtesy, respect, humility and manners. Burke as cited by Gallozi (2009) said “manners are of more important than laws. Manners are what vex or soothe, corrupt or purify, exalt or debase, barbarize or refine us, by constant, steady, uniform, insensible operation, like that of the air we breathe in”. This line underscores how important politeness is in our daily lives and more often than not, a courteous person is appreciated by people around him.

Naturally, humans aim for peaceful environment, thus, maintain politeness. Kasper (2009) described Politeness as purposeful –rational activity based on Weberian view of communication. The use of politeness is seen as deliberate and free decision of the individual based on consideration of context and the face wants of involved participants.

In their Politeness Theory, Brown and Levinson work on the assumption that every member of society has a public self-image, or “face”. Their notion of face is based on Goffman (1967), who defines face as “positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact” (p. 5). Face can thus be likened to a person’s self-esteem (Huang, 2007). It represents the way a person is perceived and since it is not a constant value and it continually develops, it has to be attended to in interaction.

In the process of maintaining face, every person has two aims: saving their own face (defensive orientation) and saving others’ faces (protective orientation) (Goffman 1967).

Brown and Levinson argue that the cooperation in maintaining face is based on the mutual vulnerability of face (1987,). Since any participant's face could be harmed by any other participant, it is in everyone's interest to show concern for others' faces and thus help to defend one's own face.

Whenever we want to talk to somebody about an issue or make a request, we have the potential to commit a Face Threatening Act (FTA). Typical FTAs include acts such as accusations, insults, interruptions, complaints, disagreements or requests.

Given these situations, people are still expected to show politeness, thus the use of politeness strategies to save his face and the hearer's face. Failure to use politeness strategies may be tantamount to being tagged as "rude", and "impolite".

There have been many researches about politeness, but few dealt with strategies applied on dealing with FTAs and how acceptable these strategies are to the hearer.

This study is an attempt to analyze politeness strategies used by students in different Face Threatening Acts they encounter in school or at home with their parents, with their teachers or with their classmates. These Face Threatening Acts include asking for permission, asking for apology, asking for favor and expressing disagreement. It is also the aim of the study to see which of these strategies are the most acceptable as perceived by the teachers.

With this, it is the hope of the researcher that the institution may come up with a common desire to promote politeness in the school to maintain harmonious relationship between and among its members.

Conceptual Framework

Humans have universal desire to be treated with politeness. This being so, one tries to use politeness strategies in order to satisfy this desire. Doing otherwise may cause the potential of conflict and confrontation.

This study is anchored on Brown and Stevenson (1978) Politeness Theory. This Theory is the most influential among models explaining how politeness works. It was first introduced in 1978 as a part of collection of essays *Questions and politeness: Strategies in Social Interaction* edited by Esther N. Goody. It is based on "Weberian view of communication as purposeful-rational activity" (Kasper, 2009, p. 160).

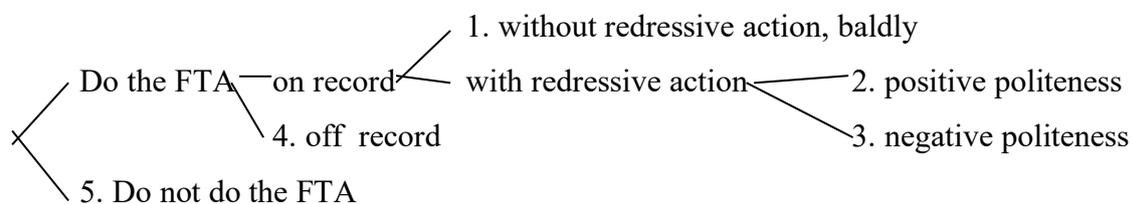
In this theory, Brown and Stevenson argues that in every interaction that takes place, a Face Threatening Act (FTA) may happen.

Acts that threaten someone's face are called face threatening acts (FTAs). Although it is in every participant's interest to avoid face threatening acts in an interaction, it is not always

possible, as some acts are intrinsically face threatening and cannot be performed without posing a threat to either hearer's or speaker's face. Typical FTAs include acts such as accusations, insults, interruptions, complaints, disagreements or requests. A disagreement threatens the positive face, because of the fact that it implies a lack of acceptance for the hearer's opinions. A request is always threatening to hearer's negative face, since the demand represents an imposition and restricts the addressee's independence. At the same time, a request can represent a danger for the positive face if the addressee intends to decline it.

Even though FTAs cannot be sometimes avoided, there are certain strategies to minimize the threat. Brown and Levinson list five options a speaker can choose from in case a face threatening act should be performed; each strategy requiring a different amount of face saving effort.

This study utilized these FTA avoiding strategies illustrated below



This model explains that each individual bears a face. *Face* means our desired self - image or the way we want to be seen. Whenever we talk to somebody about an issue, or make a request, we have the potential to commit a Face Threatening Act (FTA). To avoid committing these, we apply the Politeness Strategies as proposed above.

Speakers have several possibilities to commit FTAs varying in the amount of face threat each act possesses. They can decide not to commit an FTA at all (5). If speakers decide to commit an FTA they can do so either on record or off record (4). On record means that their intent is clear and unambiguous and can be so interpreted by the addressee. To minimize the threat, however, it is also possible to commit an FTA off record, so that it cannot be unambiguously interpreted as such. If speakers commit the FTA on record they can then either commit it without redressive action (baldly) (1) or with redressive action is “action that ‘gives face’ to the addressee, that is, that attempts to counteract the potential face damage of the FTA”

The greater the threat to stability, the more politeness, facework technique, is necessary. Facework which aims at positive face is called “solidarity politeness”, while facework that needs with negative face is known as “respect politeness” (Renkema, 1993). The five strategies are sorted by degree of risk ‘losing of face’; the higher the risk of losing face, the less likely the speaker did FTA. In this case, Renkema gives example of the strategies:

A: Hey lend me a hundred dollars (Baldly)

B: Hey, friend, could you lend me a hundred bucks? (Positive politeness)

C: I'm sorry, I have to ask, but could you lend me a hundred bucks. (Negative Politeness)

D: Oh, no, I'm out of cash! I forgot to go to the bank today. (Off the record)

(E: Do not do the FTA)

This study used this framework to discover how the respondents express politeness in the different communicative situations by avoiding the Face Threatening Acts.

Obectives

Generally, the aim of this study is to analyze the politeness strategy used by the students when confronted with Face Threatening Acts (FTAs). Specifically, it aims to answer the following questions:

1. How do respondents express politeness in the following FTAs?
 - a. Asking for permission
 - b. Asking for apology
 - c. Asking for a favor
 - d. Expressing disagreement
2. Which of these expressions comply with Brown and Levinson (1978) Politeness Theory specifically on Strategies in Avoiding FTAs
3. Which of these strategies of avoiding FTAs are acceptable as perceived by teachers?

Methodology

Research Design

This study used the descriptive methods utilizing qualitative and quantitative research designs. The quantitative part of the study consists of determining the percentage of students who used similar politeness strategies in avoiding the FTAs. The qualitative part consists of the analysis of politeness strategies used by the respondents in avoiding the FTAs in asking for permission, asking for apology, asking for favor and expressing disagreement.

Respondents of the Study and Sampling Procedure

This study utilized 93 students. These 93 students came from the four sections of fourth year students in the College of Information Technology, one of the colleges in Cagayan State

University. They were the ones who answered the questions on how to express politeness in different situations. Total enumeration was used. It also utilized the 12 faculty members of the college who indicated which they think is the most acceptable statement in expressing courtesy in a given situation.

Research Instruments

The main instrument used in the study was the questionnaire. The questionnaire consists of questions which elicit answers on how students expressed courtesy in situations like asking for permission, asking for apology, asking for a favor and expressing disagreement. Before including these in the study, the researcher asked the faculty members of the College of Information Technology to validate whether they really observe and think the students perform these situations either in school or at home.

From the answers, the researcher categorized what Politeness strategy has been used in order to avoid the Face Threatening Acts (FTAs)

The students could answer using their first language so that they could express themselves authentically.

Procedure

Upon approval of the study, the researcher determined the respondents. Then the questionnaire was floated to gather the data. She then proceeded to the analysis of data using appropriate statistical analysis and categorizing the data using Brown and Levinson Politeness Strategies in avoiding the FTAs. After dealing with the data from the students, the researcher proceeded to getting the ideas of the faculty members as to which of the politeness strategies used by the students are the most acceptable.

Data Analysis

The researcher used frequency count and mean to determine the number of respondents using common strategies in avoiding the FTAs. These statistical tools were also used to get which of these strategies are the most acceptable to the faculty members.

The researcher classified the students' responses based on Brown and Levinson Politeness Strategies in Avoiding FTAs: *A. bald on-record strategy B. positive politeness C. negative politeness D. off-record / indirect E. Do not do FTA*

Results and Discussion

I. Asking for Permission

Asking for permission means getting the blessing of someone to do something. Permission can be asked from parents, teachers, or even with someone of the same age. In the Filipino setting, asking for permission is usually being done when a child wants to go somewhere or wants to do something, but needs the approval.

Asking for permission can be categorized as a face threatening act as it requires the hearer to respond immediately with an approval or disapproval. In requiring so, the hearer may be placed in an uncomfortable situation. Similarly, the speaker may be threatened if the hearer intends not to give the permission.

The table below presents the politeness strategies used by the respondents in the different situations they encounter in which they need to ask for permission:

Situation1: You wanted to attend a friend’s birthday party, what will you tell your parents?

It can be seen on the table that the respondents used three strategies in asking permission from their parents

First, 46 (49.46%) of them say, “Ma, Pa, pwede mag-attend ng birthday party (Ma, pa, may I attend a birthday party)?”. This way of asking permission is considered under *positive politeness strategy*. The use of “Ma”, “Pa” as identity markers for parents denotes this strategy. In the Philippines, addressing parents with “Ma, Pa, Nay, Tay” and the like is considered respectful and courteous. These markers signify the distance between the speaker and the hearer. In this case the relationship of the speaker-hearer is parent-child relationship which requires a high degree of respect. With the use of these markers, the speaker reduces the threat on the part of the hearer to be imposed.

Second, the table shows that 33(35.48%) of the student-respondents used the *off-record strategy* by saying “Ma, Pa, may magbe-birthday na kaklase ko (Ma, pa, someone in my class is having a birthday)”. The off-record strategy is also called the *indirect politeness strategy*. Informing the parents that someone is having a birthday in class is actually indirectly saying that the student-respondents want to attend a birthday party. This strategy removes the speaker(student –respondents) from the potential to be imposing. Using the off record strategy in asking permission avoids the hearers (parents) to be face threatened since they have the options to react or not. This kind of politeness strategy can also save the speakers (student-

respondents) face in the case the hearers (parents) do not give their permission. Since the former is stating an indirect statement, he may not necessarily feel the embarrassment of being disapproved or rejected.

Third, 14 (15.05) of the student-respondents used the *bald-on record strategy* by saying “I will attend a birthday party.” The *bald –on strategy* is also called the *direct strategy* as it allows the speaker to say what he exactly wants. In using this, the speakers (student – respondents) inform the hearers (parents) what they want or their future action with the intention of performing it whether permitted or not. This is considered an FTA on the part of the parents because it is a custom in the Philippines to approve or disapprove their children’s actions and so when their children just inform them what they are going to do, parents may be put in an uncomfortable situation. They may feel violated of not being able to give their reaction regarding the situation.

According to the speakers (student-respondents) this strategy can still be considered under politeness strategy considering that they informed their parents about their action, which means that they do not have the plan to leave their parents unknowing of their whereabouts.

Table 1. Politeness strategies used by the respondents in asking for permission from parents

Responses	Frequency	Politeness Strategy	Percentage
1. Ma, pa may magbe-birthday na kaklase ko (Ma, pa, someone in my class is a having a birthday)	33	Positive politeness	35.48
2. Ma, Pa, pwede mag attend ng birthday party? (Ma, Pa, May/Can I attend a birthday party?)	46	Positive politeness	49.46
3. I will attend a birthday party.	14	Bald-on	15.05
Total	93		100

Situation 2: You wanted to take home a book from the library because you are not done taking down note yet. What will you tell the librarian?

The table shows how the respondents asked permission in borrowing a book from the librarian. It can be seen on the table that the respondents used only the positive politeness strategy where asking permission is done by using the identity marker “Ma’am” when

addressing a teacher or someone with a position in the school. The courteous expression “po” also helps the speakers (student-respondents) express their utmost respect to the librarian who is an employee or an official in the school. The courteous expression “po” is a common word among Filipino children who wish to express politeness towards the elders or people in authority. With the identity marker “ma’am” and the courteous expression “po”, the speakers reduce the threat of face threatening act, thus, considered to be positive politeness.

It can be noted that the speakers (student-respondents) did not use the bald-on record or the direct strategy probably because of the position of the hearer (librarian). The hearer is a school personnel who has an authority to implement policies in the library specially in borrowing books. Stating directly that the speakers wants to take home the book (e.g. I want to borrow the book or I will take the book home) is actually a violation of the policies in the library. Thus, the speakers did not use this strategy.

Table2. Politeness strategies used by the respondents in asking permission to borrow a book from the librarian.

Responses	Frequency	Politeness Strategy	Percentage
1. Ma’am, pwede ko po bang hiram in itong book? (Ma’am, can/may I borrow this book)	93	Positive Politeness	100%

II. Asking for a Favor

Since requesting anything may impinge on the hearer’s independence of choice or action, it is considered a face threatening act. The tables below show the strategies used by the respondents when they encounter different situations that they need to ask for a favor or a request.

Situation 1: You need a pen or a paper and you do not have one. What will you tell your classmate?

This situation is very usual in a college class. The students are often observed not to have papers or pens and so whenever there are quizzes, the class suddenly becomes noisy.

It can be seen on the table that most of the respondents (44 or 45.16 %) used the Negative Politeness in asking for a paper from a classmate. Negative Politeness strategy is intended to

avoid giving offense or showing deference. This may include questioning, hedging and presenting disagreement as opinions (Brown and Levinson, 1987).

The use of the courteous expression “please” denotes this strategy because it usually softens or lessens an imposition. In the Philippines, the courteous expression “please” is highly regarded as a signal for politeness. Generally, when a speaker uses this expression, that means he/ she humbles himself/herself in front of the hearer, thus, minimizing or avoiding to impose on the hearer, even if the speaker badly needs an approval to his/her request.

Other responses of the student respondents e.g. *give me one* (39 or 40.86 %) and the *non-verbal sign for asking something* (10 or 10.75%) which both fall under the bald – on strategy because the speakers (student-respondents) directly expressed what they want leaving the hearer (classmate) the option of granting the request or not. The dropping of the courteous expression “please” may be because of the distance between the speaker and the hearer. In this situation, both are of “same – age” level and are familiar with one another, thus, the lesser need to use the word “please” and the greater tendency to become direct.

Table 3. Politeness strategies used by the respondents in asking a favor

Responses	Frequency	Politeness Strategy	Percentage
Pahingi ng papel, please (Please give me a piece of paper)	44	Negative Politeness	45.16
Pahingi (give me one)	39	Bald-on	40.86
Isesenyas na lang (Do the Non – Verbal sigh of asking for a paper	10	Bald-on	10.75
Total	93		100

Situation 2: You want to ask help from a classmate to explain to you a concept you do not understand.

The next situation given to the student-respondents is asking for help from a classmate to explain an unclear concept.

It can be noted from the table that most of the students – respondents (65 or 69.89%) of the respondents used the *negative politeness* from which they used the courteous expression “please”. Asking someone to extend a help in explaining an unclear concept can be very imposing or demanding, putting the hearer into a negative situation. Using “please” to

accompany the request lessens and softens an imposing request, thus, avoiding offense and negativity.

On the other hand, 28 or 30.11 % of the respondents used the *indirect way* of asking a help by saying “Do you have time? I don’t understand this” Asking an indirect question is a common structure in making a request. By asking indirectly, the speaker distances himself from the object of request and lessens the imposition that the request creates.

Silvia (2016) claims that some linguists believe that politeness is one of the reasons of why there are so many indirect speech acts. Indirect speech acts are considered more polite than direct speech acts. People are trying to be polite, either in making request, prohibition, asking for help, or order and thus they use indirect speech acts. These acts are avoiding the listeners to be face-threatened or to save their ‘face’ and at the same time, also saves the speaker’s face. The listeners’ face are saved as they have options, either to do the act or simply apologizing for not being able to comply the request. On the other hand, the speakers’ face are saved as they are considered as a having credit in making a polite request which is not threatening the listeners’ face. For these reasons, indirect speech acts can also be classified in the negative politeness strategy, which respects a person's right to act freely.

Table 4. Politeness strategies used by the respondents in asking for help

Responses	Frequency	Politeness Strategy	Percentage
Paki explain ito (Please explain this)	65	Negative Politeness	69.89
May time ka? Hindi ko maintindihan ito. (Do you have time? I can’t understand this)	28	Off-record	30.11
Total	93		100

III. Asking for Apology

Expressing an apology is considered a Face Threatening Act because it places the hearer into a situation where he has to decide whether to accept the apology or not. He has to act on it and his response may be desirable or undesirable to the one requesting it. Below are situations which students usually experience and may feel the need to apologize.

Situation 1: You are late in class and the teacher has already started his lecture.

The table below reflects how the respondents express regret when in an apologetic situation:

It can be seen on the table that 36 or 38.70% of the respondents use the strategy “Sorry ma’am, may I enter the class?”; “Good morning ma’am, sorry I am late (24.73%)” and ; “Sorry ma’am (21.50%)”.

All of these statements can be categorized as both positive and negative politeness strategies. The use of the identity marker “ma’am” makes the statements of the speaker fall under positive politeness strategy. On the other hand, the courteous expression “sorry” which denotes apology makes the statements fall under negative politeness strategy.

According to Brown and Levinson (1987) apologizing is one of the ways to denote negative politeness strategy. By apologizing for doing FTA, the speaker can indicate his reluctance to impinge of hearer’s negative face and thereby partially redress that impingement.

It is also reflected on the table that 14 or 15.05% of the respondents said they opt not to enter the class anymore when getting late. This can be considered “not doing the Face Threatening Act (FTA)” When randomly asked for the reason, the students said they are afraid and ashamed of how the teachers may react when they still attempt to enter the class knowing that they have violated a classroom rule. So to avoid putting themselves and the teacher in an uncomfortable situation, they’d rather not enter the class anymore when they are already late.

Table 5. Politeness strategies used by the respondents in asking for apology from their teachers.

Responses	Frequency	Politeness Strategy	Percentage
1. Good morning ma’am, sorry I am late.	23	Positive/Negative politeness	24.73
2. Sorry ma’am	20	Positive /Negative Politeness	21.50
3. Sorry ma’am, may I enter the class?	36	Positive/Negative politeness	38.70
4. (I don’t enter the class anymore)	14	Positive/Negative politeness	15.05
	93		100

Total			
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Situation 2. You accidentally destroyed a valuable material your classmate owns. What would you say?

The table below reflects how the respondents express their apology when faced with this kind of situation.

It can be seen on the table that the respondents used the Negative politeness strategy by saying “Sorry, I didn’t mean it (53 or 56.61%)” It can be noticed that the courteous expression “sorry” has been notably used in expressing apology and there seems to be no substitute for this expression seems to ease the tension and helps in making the apology sincere. These may lighten the feeling of the other person and could erase the negative feeling the broken property, hence, is considered positive politeness.

On the other hand, “Sorry, I will replace it (39.41%)” falls under positive politeness strategy. One of the ways to denote positive politeness strategy is to offer or give a promise. As proposed by Brown and Levinson (1987) offers ad promises are natural outcome of choosing positive politeness. Even if they are false or may be difficult to fulfill, they demonstrate the speaker’s good intention in satisfying hearer’s positive face wants.

Table 6. Politeness Strategies Used by the Respondents in Asking for Apology from their classmates/friends

Responses	Frequency	Politeness Strategy	Percentage
1. Sorry, I didn’t mean it.	56	Negative Politeness	60.21
2. Sorry, I will replace it	37	Negative Politeness	39.78
Total	93		100

IV: Expressing Disagreement

Disagreeing with someone tells that we do not share the same opinion or values regarding an issue. The very act of disagreeing expresses the speaker's indifference towards a person, thus poses a Face Threatening Act.

Situation 1: You disagree with the idea of your parents, teachers and classmates, how do you express your disagreement?

A: Disagreeing with teachers:

The table below shows that most of the respondents (77 or 82.79 %) use “deadma (no reaction)” as their strategy in expressing disagreement with both to their parents and teachers. This action can be considered “not doing the FTA. It can be noticed that the student - respondents do this when dealing with older people like teachers and parents. According to them, “not answering” when they disagree is better than answering back, which may only cause further argument.

Deadma is a slang word which is a combination of the English word “dead” and “malice” with a Filipino translation of patay- malisya (Patay-malisya= dead malice). This means pretending not to know something amiss.

This kind of reaction is usually being mistakenly taken as an equivalent of silence. Truly, in a random interview with the respondents, they understand deadma as just “keeping silent” or “not to react at all”. According to them, this is their indirect way of being polite in expressing disagreement.

Other respondents (16 or 17.20 %) used the negative politeness in disagreeing with their teachers by apologizing. In a random interview with the respondents, they explained that disagreeing with parents can be done sometimes to inform the latter what the former truly feels and think about an issue. According to them, being direct in disagreeing may solve the issue better and faster because both parties were open about the disagreement. In the Philippines, where respecting parents is a very big deal, disagreeing with them may be very difficult. However, for the respondents, their familiarity and closeness with their parents can allow them be bald or direct

On the other hand, the table shows that the respondents use the “bald – on “ or direct strategy when disagreeing with a classmate. They use the “direct strategy” by saying “That’s not it ” and “I don’t think so, I have my own idea.” This strategy is being used because the respondents and their classmates are of the same age.

Moreover, the table also shows the politeness strategies used by respondents when disagreeing with their parents. Similar to how they disagree with their teachers, the respondents

(65 or 69.89%)also used the “deadma” style to show that they do not agree with their parents. Again, in this situation, the respondents tend to show that by saying nothing (No FTA), they will not spark an argument with their parents.

However, it can also be seen on the table that 28 or 30.10% also directly disagree with their parents by saying “It’s not like that, this is what I think”. For these respondents, they can openly disagree with their parents because their parents are open to their opinion. According to them, they are close to their parents that is why they can express themselves even if their opinion is opposite to what their parents think.

Table 7. Politeness Strategies Used by Respondents when Expressing Disagreement

Responses	Frequency	Politeness Strategy	Percentage
Teacher			
I am sorry ma’am/sir,I don’t really agree with the idea	16	Negative Politeness	17.20
Deadma (No reaction)	77	No FTA	82.79
Total	93		100
Classmate/ Friend			
Hindi ganon (That’s not it)	34	Bald -on	36.55
I don’t think so, I have my own idea	59	Bald-on	63.44
Total	93		100
Parents			
Deadma (No Reaction)	65	No FTA	69.89
Hindi ganon, ganito ang alam ko (It’s not like that, but this is my idea)	28	Bald-on	30.10
Total	93		100

The next tables show which of the strategies the student respondents express their courtesy in different situations are more desirable to the adults, specifically the faculty members.

I. Asking for Permission

Situation A: You wanted to attend a friend’s birthday party, what would you tell your parents?

It can be seen on the table that the faculty respondents (8 or 66.66%) prefer the question form of asking for permission categorized as positive politeness. According to the respondents, when they are confronted with this kind of situation, it is easier to respond with a question. They can just say a YES or a NO if somebody asks for a permission by asking the question.

Table 8. Politeness strategies preferred by teachers in asking permission from parents

Responses	Frequency	Politeness Strategy	Percentage
1. Ma, pa may magbe-birthday na kaklase ko (Ma, pa, someone in my class is a having a birthday)	2	Positive politeness	16.67
2. Ma, Pa, pwede mag attend ng birthday party? (Ma, Pa, May/Can I attend a birthday party?)	8	Positive Politeness	66.66
3. I will attend a birthday party.	2	Bald-on	16.67
Total	12		100

Situation B: You wanted to take home a book from the library, what will you tell the librarian?

The table shows that all the faculty members favored the use of the question form under positive politeness strategy to be used when asking permission to borrow a book from the library. This strategy may seem demanding because it requires an immediate response, but the faculty -respondents see it just proper, because they believe the student -respondents need to know whether they could borrow the book or not immediately.

Table 9. Politeness strategy preferred by teachers in asking permission from the Librarian in borrowing a book.

Responses	Frequency	Politeness Strategy	Percentage
1. Ma'am, pwede ko po bang hiram in itong book? (Ma'am, can/may I borrow this book)	12	Positive Politeness	100%

II. Asking for Favor

Situation A: You need a pen or a paper and you do not have one. What will you tell your classmate?

The table below shows most of the faculty-respondents (8 or 66.66%) favor the use of “*please give me a piece of paper*” under negative politeness strategy to be used.

“Please” is a common courteous expression used when asking a favor. Using it usually signifies the politeness of the speaker especially so that he is the one in need of attention. According to the faculty-respondents, students should not miss using the word please when asking a favor. This makes the hearer feel the sincerity of the speaker and will likely to grant the request.

Table 10. Politeness strategies preferred by teachers in asking for favor

Responses	Frequency	Politeness Strategy	Percentage
Pahingi ng papel, please (Please give me a piece of paper)	8	Negative politeness	66.66
Pahingi (give me one)	4	Bald -on	33.33
Isenyas na lang (Do the Non – Verbal sigh of asking for a paper	0	Bald-on	0
Total	12		100

Situation B: You want to ask for a help from someone to explain a lesson you do not understand

The table below shows that the faculty members chose “Paki-explain ito (please explain this)” under negative politeness strategy as a way of asking a help from classmates. As it has been said, the word “please” is a courteous expression used in the Philippines which does not only

show sincerity in asking a favor, but also expresses humility on the part of the person asking for a favor. As presented on the table the faculty-respondents favored asking favor with the inclusion of the courteous expression “please” to be used by the student-respondents.

The second way of asking for favor among students have been identified by the faculty-respondents to be indirect. According to them, when this is going to be used, the receiver may not understand that the speaker meant to ask for help and not literally just asking for available time. Furthermore, the faculty-respondents emphasized that when asking for help, it is really advisable to be humble enough to accept you need one, and so telling the hearer you wanted assistance, coupled with a courteous expression is really more favorable.

Table 11. Politeness strategies preferred by teachers in asking for help

Responses	Frequency	Politeness Strategy	Percentage
Paki explain ito (Please explain this)	12	Negative Politeness	100
May time ka? Hindi ko maintindihan ito. (Do you have time? I can't understand this)	0	Off-record	
Total	12		100

III. Asking for Apology

Situation A: You are late in class and the teacher has already started his/her lecture, What will you say/do?

The table below shows the preferred way of expressing apology among the teachers when students get late in class. It can be seen on the table that most of teacher-respondents (9 or 75%) approved the statement “Good morning ma’am, sorry I am late” which is considered both positive and negative politeness because of the use of identity marker “ma’am” and the use of “sorry” respectively. According to the teacher-respondents they feel sincerely respected when students use these words.

On the other hand, the statement “Sorry ma’am, may I enter the class” was also chosen by 3 or 25% of the teacher-respondents. According to the teacher-respondents, they consider this expression as polite because of the use of sorry, and also because of the polite insert “may” which lessens an imposing request.

Lastly, no faculty-respondents favored not doing the FTA by not entering the class anymore when getting late. According to the faculty respondents not entering the class when getting late does not at all signify politeness. For them, when you don't enter the class, it means the students are not apologetic and a more serious violation is committed, that is being absent in class.

Table 12. Politeness strategies preferred by teachers in asking for apology

Responses	Frequency	Politeness Strategy	Percentage
1. Good morning ma'am, sorry I am late.	9		75%
2. Sorry ma'am, may I enter the class?	3		
3. (I don't enter the class anymore)	0		25%
Total	12		100

Situation B: You accidentally destroyed a valuable material your classmate owns. What would you say?

The table below reflects what the teacher-respondents accept as a polite way of expressing regret when one destroys a valuable material owned by a classmate. It can be seen on the table that 8 or 66.66% of the teacher respondents prefer "Sorry, I didn't mean it" over "Sorry, I will replace it" with 4 or 33.33% preferring it. According to the faculty respondents, while promising may lessen the impact of the owner of a valuable material being broken, it may add frustration when one can not fulfill the promise.

Table 13. Politeness strategies preferred by teachers when asking for apology from classmates/friends

Responses	Frequency	Politeness Strategy	Percentage
1. Sorry, I didn't mean it.	8	Negative Politeness	66.66%
2. Sorry, I will replace it	4	Positive Politeness	33.33%

Total	12		100
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IV. Expressing Disagreement

Situation A: You disagreed with the idea of your teacher, your classmate or your parents.

The following table shows what the teacher-respondents prefer to be used when students disagree with their teachers, fellows and parents.

When disagreeing with teachers, fellow -students and parents the teacher- respondents think it is really better for students to baldly say they do not agree with the idea rather than using “deadma” or no reaction at all. According to the teacher-respondents it is better if students do not agree with their ideas all the time as long as the disagreement is given in a polite way.

Table 14. Politeness Strategies preferred by teachers in expressing disagreement

Responses	Frequency	Politeness Strategy	Percentage
Teacher			
I am sorry ma'am/sir,I don't really agree with the idea	12		100
Deadma (No reaction)	0		0
Total	12		100
Classmate/ Friend			
Hindi ganon (That's not it)	8		66.66
I don't think so, I have my own idea	4		33.33
Total	8		66.67
Parents			
Deadma (No Reaction)	0		0

Hindi ganoon, ganito ang alam ko (It's not like that, but this is my idea)	12		100
Total			

Conclusions

Politeness can have an instrumental role in social interaction. It is being used in order to maintain harmonious and smooth relationship between and among human beings. It is governed by intimacy, closeness, relationships and social distance between the speaker and the hearer. In this study, the respondents used the different politeness strategies as proposed by Brown and Levinson (1987). This means that students where this study was conducted are mindful of the ways they speak when confronted with the different situations like asking permission, asking for favor, asking for apology and expressing disagreement. The used of different politeness strategies proves that the respondents do not like to create a Face Threatening Act when interacting with their parents, with their teachers, classmates and friends.

To be polite means to show good manners and respect towards others. This study revealed how students show politeness in different situations and which of these ways are more acceptable to the adult community. Results of this study are hoped to bring awareness and understanding between and among the students and the faculty members on appropriate ways of expressing politeness in some given situations.

Recommendations

Politeness among students may be enhanced when adults like teachers remind them to use courteous expressions and let them understand that there are appropriate actions or words to be used to express courtesy between and among people. Teachers could integrate the value of courtesy in their everyday lessons. The school can also organize a symposium about language courtesy to educate the students about appropriate actions or expressions in given situations. In this forum, the students can express their ideas about how courtesy is being shown at their age. In this way, there would be a common understanding between the students and the teachers or employees on how courtesy is being expressed between them. More researches maybe conducted using other genre, like writing, to widen the horizon of the students and the teachers/employees about courtesy in written communication. Classroom interaction and other

actual communicative interactions of students and employees may also be documented to authentically capture how they express courtesy in different situations.

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Increasing the Students' Ability in Writing Announcements through Guided Writing Technique

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Abstract

Writing is one of the English skills that must be learned by students. One skill learned by high school students is writing announcements. In writing announcements, many students encounter difficulties, for example how to start writing, how to use the right words, how to compile the words so that they become true sentences and understood by the readers, etc. The situation is a big challenge to a teacher. The teacher should find a good technique to help the students to write. This paper presents how the researcher conducted research related to the students' difficulties by offering guided writing as a solution. The purpose of the study was to improve students' ability in writing announcements through the guided writing technique. The researcher took one class as a sample. The subject of the research is grade seven. The study consisted of two cycles. The result of the research analyzed qualitatively. The result of cycle 1 explained that the students still found difficulties in some aspects of writing related to content, organization, vocabulary, grammar, and mechanic. Most of the students were only in fairly good level. There were no students in a very good and excellent level. After executing some treatments in cycle 2, the students' ability improved. Most of the students were in good and

very good level. It means that guided writing technique can increase the students' ability in writing announcements.

Keywords: *Writing ability, guided writing, writing an announcement.*

Introduction

Language is the most important aspect of the life of all human beings. We use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture. One of the languages used to communicate is English.

English as a foreign language has an important role in the world. It is influenced by many factors such as business, cultural, political and educational factors. English used in communication by almost people in the world. According to Crystal (1997), the language is now spoken by over two billion people with different assents and competency levels. He observed that the native speakers are now less in number when compared with the non-native speakers because the use of the language has spread.

Mochtar Marhum in his article explained that English is the first foreign language now being taught in Indonesia. It is based on the Regulation of Ministry of Education and Culture No.096/1967 (Kartono, 1976: Alwasilah, 1997) regulating the status and function of English. It has been used as the first foreign language in Indonesia since 1955. Halim (1976, p.146) argued that English has some official functions in Indonesia: (1) Means of communication among nations, (2) means of development supporter of Indonesian language to become modern language, and (3) means of science and technology transfer for national development.

English has been a very important subject in Indonesian education. The government has proclaimed that English is one of the compulsory subjects and it becomes a part of the National Exam. English has also been prestige in Indonesian curriculum. Those who are good in English subject will always be as smart students. The prestige of English occurred because English has always been considered as a difficult subject, the same as mathematics and science. Other reasons how important English are first all people understand that English is an international language that is used in various fields. Second, people believe that by mastering English or being able to speak English, they will have more chances to get better jobs. Third, if the students can master English well, they will be able to study in other countries.

It is not easy to learn English, especially to those who do not use English as a daily language. They are faced by many problems of the four language skills (Listening, speaking,

reading and writing) and language components (pronunciation, vocabulary, and grammar). The problems are also found by the students at school. Some students can read but can not write or vice versa. Some students can speak but poorly pronunciation. This phenomena, of course, has a close relation to the teachers' role. The teachers should know the way to make the students understand and see what the students'need. Palmer focuses here on the consciousness towards his students and how strongly he wants to be close to the students. Parker Palmer (1998, p 2) emphasizes the teacher's intention to see well his students; he must know himself before and when teaching his students. It is clear to know how able we, as teachers, are to make our students understand. The teachers should understand first the material before teaching the students.

Based on the description above, the researcher offers guided writing technique to overcome the students' difficulties in writing announcements.

Research Method

Setting and Subject of Research

This study was conducted in class 7 A of SMP Negeri 2 Pangsid of the academic year of 2015 – 2016. It consists of 14 girls and 11 boys

Research Design

The research design used in this study is classroom action research. According to Wallace (1998:12), Action research models is a process of a reflective cycle on professional action. By implementing this action research, it is hoped that the problems found in the class will be solved and the student's achievement can be improved by several settings of the research design. Moreover, Cohen, Manion, and Morrison, (2007:30) adds that action research develops through the self-reflective spiral; planning, acting (implementing plans), observing, reflecting and then re-planing further implementation, observing, and reflecting

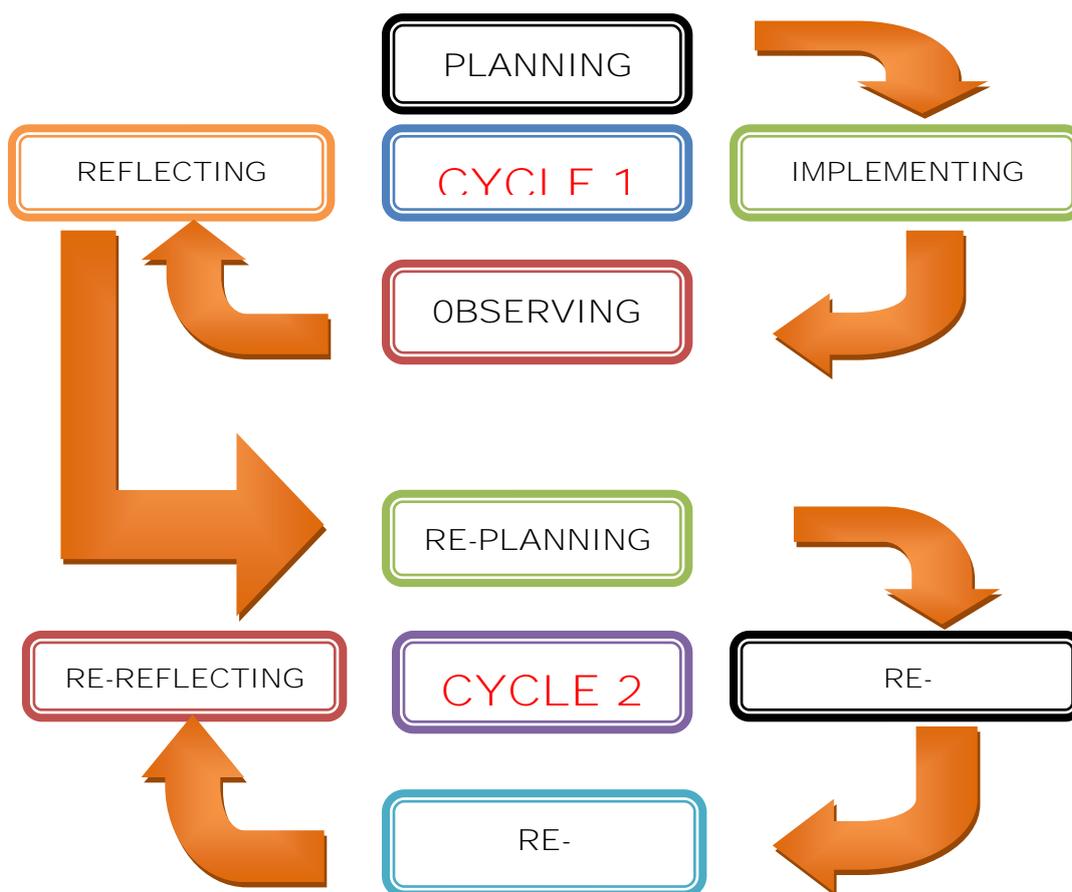
In this classroom action research, the cycles depended on the indicators, whether the indicators have already been achieved or not. The indicators can be achieved in one cycle or more. The first cycle was conducted based on the problem faced by the students in writing announcement mastery. Writing announcement through guided writing as a teaching media based on the lesson plan and after that, the researcher administered the test of writing. Then, she analyzed the result of both the writing test and observation. Furthermore, if the results have reached the indicator of the research, the researcher stopped at the first cycle only, but if the

results have not reached the indicators of the research yet, she would conduct the next cycle. It focused on the weaknesses of the previous cycle and so on. Each cycle consisted of:

- 1) Planning.
- 2) Action or implementation
- 3) Observation and Interpretation.
- 4) Analysis and Reflection.

The cycle in the classroom action research happened repeatedly. If the indicators of the research were not fulfilled in the second cycle, the third cycle would be conducted to make it better. These steps formed a cycle, and the cycle was followed by the other cycles. It is like a spiral. The description of the Cycle of Classroom Action Research (Arikunto, 2006: 16), can be seen as follows

**Picture 2.1 The Cycle of Classroom Action Research
(Arikunto, 2006: 16)**



Based on the figure above, the cycles of the action research explained as follow:

Cycle 1

First meeting

➤ **Planning 1**

Based on the teacher's experience of teaching learning process in the class, the researcher identified the problem causes. By knowing the problem, the researcher formulated the problem as focus problem, which is very important to be given implementation. Based on the formulation of the problem, the researcher made a lesson plan about material investigated.

➤ **Implementing 1**

The researcher, as a teacher, taught the students in the class by using lesson plan made before. During the teaching learning process, the researcher observed the students' activities.

➤ **Observing 1**

Observation and interpretation toward the action in the class was done during the researcher teaches in the class using Guided Writing as a technique. In other word, the observation was done together with actions which have already been mentioned in action stage.

➤ **Reflecting 1**

The analysis and reflection was done after teaching learning process. The researcher checked the test and the class observation. This stage was done to see the weaknesses and the strengths in this cycle.

Second meeting

➤ **Planning 2**

The researcher did the following activities:

1. Analyzing the objective of learning 'writing announcement' material which was stated in the CurriculumBased School.
2. Reviewing a lesson plan which has been made on planning 1, which part was succeed or not
3. Arranging tasks for the students.

➤ **Action 2**

The researcher did the following activities:

1. Executing the activities which have been planned on planning 2.
2. Giving tasks to students

➤ **Observation 2**

The researcher made a note about the students' attention when the process of teaching and learning was taking place. She observed everything happened in the classroom.

➤ **Reflection 2**

At this step, the researcher analyzed the students works and the result of observation. In other words, Reflection 2 described the result of action 2 and observation 2

✚ **Evaluation of Cycle 1**

After giving material and applying a technique in the first and second meeting, the researcher evaluated the students scores and the students participation in order to get information how far they master the material. The result of evaluation was used to determine whether the research must continue or stop. It can also be used to make plans or steps to perform cycle 2.

Cycle 2

✚ **First meeting**

➤ **Planning 1**

The result of cycle 1 did not achieve the researcher's target. Then, she decided to continue to cycle 2. She analyzed the previous lesson plan and compare it with the students' scores. She made a lesson plan and formulated tasks for the students

➤ **Action 1**

The researcher implemented the activities stated in the lesson plan and also gave tasks to the students. In this phase, she applied guided writing as a technique which can help the students to improve their ability in writing announcements

➤ **Observation 1**

The researcher focused to observe the students' scores whether the technique applied has a significant impact or not.

➤ **Reflection 1**

The result of reflection 1 still needed to determine the next steps because it recorded what was happening in action 1 and observation 1. She also noted the students' difficulties and success.

✚ **Second meeting**

➤ **Planning 2**

The activities on planning 2 were not as difficult as the previous planning. The researcher just corrected the mistakes or completed the activities. She continued the activities from the lesson plan which was made on planning 1.

➤ **Action 2**

The researcher guided the students to complete their tasks and motivated to be more creative.

➤ **Observation 2**

The researcher observed the students activities, how they created good announcements.

➤ **Reflection 2**

After doing teaching activities, the researcher checked the students' score and the result of observation.

✚ **Evaluation of Cycle 2**

An Evaluation was done to see how far the improvement of the students' ability in writing announcement through guided writing. Hopefully that there was a significant change at the evaluation of cycle 2

Data Collection

In this study, the researcher occupied questionnaire and observation in collecting the data. Giving a questionnaire is to know the students understanding about announcements. The observation conducted to know the real situation in the process of teaching-learning before and after implementing the guided writing technique in writing announcements. Writing in pre-test and post-test were conducted to know the students writing skill.

The data collected were from:

- Class VII A students of SMP Negeri 2 Pangsid.

- The students'score in the pretest.
- The process of teaching and learning activities.
- The students' participation in the classroom.
- The result of the evaluation in cycle I and II.

Data Analysis

The data analyzed qualitatively. According to Prof. Dr. Sudjana, M.A., M.Sc., the notion of statistics is a knowledge related to methods of data collection, data processing, analysis, and conclusions based on data collection and analysis carried out.

The researcher interpreted students' attention and participation during the implementation of the guided writing technique and then analyzed them qualitatively. While in Statistical, the researcher put the result of pre-test and post-tests in tables to know the students' improvement.

The data (the students' scores) were classified into seven classifications by referring to the scoring

the system as follows:

Table 2.1 Scoring classification

CLASSIFICATION	SCORES
Excellent	96 – 100
Very Good	86 – 95
Good	76 – 85
Fairly Good	66 – 75
Fair	56 – 65
Poor	36 – 55
Very Poor	0 – 35
TOTAL	100

(Depdiknas:2008:38)

Reflection activities were done to see which part of the material that the students could do well and which part of the material where the students met difficulties at cycle 1. The result of

doing reflection at cycle I was a consideration to determine planning or steps to perform cycle II.

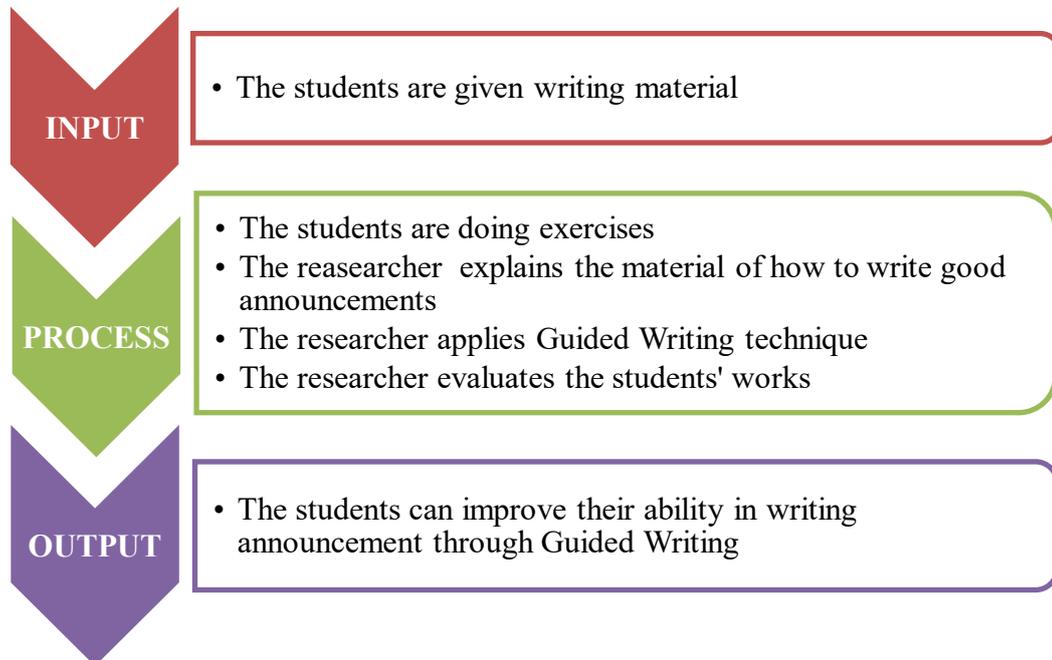
Literature Review

Writing

Kirby and Crovitz (2013:6) state that writing is an act of creation, which makes writing instruction uniquely different from many other kinds of teaching. Writing teachers impart to the students a body of knowledge, but they also teach habits of mind, choices for self-expression, strategic thinking, and self-awareness. When they do all of this well, their students are able to assess new situations and call upon their skills to literally create something new that fully meets expectations.

We can say that writing is an activity which needs knowledge about how to write, braveness to express the ideas and creativity to formulate the ideas in order to be good writing. Harmer (2004: 4-5), the writing process is the stages a writer goes through in order to produce something in its final written form.

Picture 3.1 Writing Steps



To see how far the students master the material, of course we need a test. “Testing is an aspect of learning that enables learners to grasp what they have missed previously and the teacher to comprehend what can be done in subsequent lessons to improve learning” (Chastain, 1988). Therefore, teaching and testing are so closely interrelated that significant teaching

process requires effective testing procedure or vice versa. Chastain (1988) considers testing as “the final step in the sequence towards mastery of content and accomplishment of objectives”.

Furthermore, Heaton (1989) describes five components in testing writing. They are:

1. Content
2. Organization
3. Vocabulary
4. Grammar
5. Mechanic

The scores for the five components are 30 for content, 20 for organization, 20 for vocabulary, 25 for grammar and 5 for mechanic. The difference of the score depend on the role and the contribution of the components in writing as a whole. Below is the assessment that used by the researcher. Then followed by the explanation of the components evaluated with their scores.

Table 3.1 Writing Assessment according to John Brian Heaton

COMPONENTS	DESCRIPTIONS	CATEGORY	SCORES
CONTENT	Mastery of knowledge substantially	Excellent to Very Good	30 – 27
	Mastery some adequate knowledge about the substance.	Good to Fairly Good	26 – 22
	Mastery limited knowledge about the topic or content	Fairly to Weak	21 – 17
	Mastery of knowledge on the topic and lacking substance	Very Weak	16 – 13
ORGANIZATION	Disclosure ideas clearly and fluently written	Excellent to Very Good	20 – 18

	Somewhat less organized, but the main idea remains the focus	Good to Fairly Good	17 – 14
	Not smooth or sometimes ideas tend to be confusing and incoherent	Fairly to Weak	13 – 10
	not connected and not meaningful and disorganized	Very Weak	9 – 7
VOCABULARY	Use and choice of the word / idiom / phrase proper, appropriate and effective	Excellent to Very Good	20 – 18
	Once in a while there are errors form of words / phrases / idioms, the choice of words and their use but does not affect the meaning essentially	Good to Fairly Good	17 – 14
	Often there are errors form of words / phrases / idioms and word choice and usage	Fairly to Weak	13 – 10
	In principle tends to be translated and the choice of words and the use of inadequate	Very Weak	9 – 7
GRAMMAR	The use of complex sentences correct and effective	Excellent to Very Good	25 – 22
	Effective use but construction likely to be modest	Good to Fairly Good	21 – 19
	There are many problems in the construction of sentences	Fairly to Weak	18 – 11
	The use of sentence construction totally lacking appropriate	Very Weak	10 – 5

MECHANIC	Master writing conventions, spelling and punctuation, and capitalization with excellent	Excellent to Very Good	5
	Sometimes errors are made in the use of writing conventions, spelling and punctuation and capitalization	Good to Fairly Good	4
	Frequent errors in the use of writing conventions, spelling and punctuation and capitalization	Fairly to Weak	3
	No mastery of writing conventions, and many errors in spelling and punctuation and capitalization	Very Weak	2

Announcement

An announcement is a statement which contains information about an event that has happened or is going to happen (eg school graduation, engagement, wedding, birth, moving, etc). Announcements allow you to communicate with your students about course activities and post interesting course-related topics. The definition of an announcement relating to learning English functional text is an official notification about something. So publicly people know what, when, and where it is about.

In school, the announcements might say whose birthday it is and what clubs are meeting after school. In a store, an announcement might mention a sale or a lost kid who's looking for her parents. The President makes lots of formal announcements, like the decision to run for re-election. So basically, if it's announcing something, it's an announcement.

An announcement usually placed on:

- A public area
- Wall
- Announcement board, and others

Below are examples of announcements that might be found at school:

1.

ANNOUNCEMENT

The student association holds a student gathering for students of grade VII on August 15th at the hall. Please, all students come.

For more information, contact Rafael at the Student's Association office.

Student Association

2.

Announcement

For students of grade nine!
Before you leave the classroom:

1. Clean the white board.
2. Sweep and mop the floor.
3. Put the rubbish in the dustbin.
4. Turn off the AC.
5. Close and lock the door.

Thank you

Classroom Advisor

3.

Attention!

SMA Englishiana Cerdas Bermartabat Basketball Club opens recruitment for new members. For all students who are interested in basketball can come to the basket court at Wednesday and Saturday at 3 pm to fill in a registration form and join our scheduled training.

For more information you can contact Donny Rendra at 0857123472635

1. The purpose of announcement

The purpose is to inform the announcement text information clearly and

Concisely about an event, job vacancies, new enrollment, new admissions, and so on. An announcement gives certain people some information to what has happened or what will happen. By writing an announcement, you will inform people about some news. In High schools, an announcement encourages students in their writing.

2. Kinds of announcement

Based on the using of language and the announcement comes from, there are two kinds of announcement:

1. Formal announcement

A formal announcement is a kind of announcement that uses formal language, usually, this announcement is an announcement from office, and others.

2. Informal announcement

An informal announcement is a kind of announcement that uses informal/daily language, usually this announcement is from personal, and others.

Based on the way to make, there are two kinds of announcement:

1. Written announcement

A written announcement is a kind of announcement that is made by written

2. Oral announcement

An oral announcement is a kind of announcement that is directly said by the announcer.

3. The Characteristics of Announcement

Generally, the characteristics of an announcement are using language that simple, clear, and easy to understand by other people who read, hear or see it. The generic structures of an announcement are:

- Stating Purpose: The text that contains what event will be held
- Stating Day and Date and time: Day and Date realization. The text that contains when the event will be held
- Stating Place: The text that contains where the event will be held
- Informing Sender: The text that contains the name of the person who will be contacted.

About the content, below are some suggestions:

- write in plain English to make your content as understandable as possible
- structure your content so that the most important information is at the top
- break content up into sections that are easy to read
- use headings to structure the content and help users to navigate
- consider breaking up long sentences or paragraphs with a lot of information into bulleted lists
- make sure your headings follow the same principles as when writing the title

c. Guided Writing

Guided writing involves a teacher working with a group of learners on a writing task. The aims of the task are based on what they have previously been learning about the writing process. Guided writing aims to support learners in this psychologically and cognitively difficult activity. In the classroom Guided writing can be fully exploited by providing learners with the language they need to complete the task together with the teacher.

Guided writing is an instructional writing context chiefly teaching the writing process through modeling, support, and practice (Tyner, 2004). Holdich and Chung (2003) indicated guided writing offers greater opportunities for young writers to make valuable connections between text, sentence and word level decisions and help children shape and redraft texts with particular criteria in mind. Most importantly, with such a writing strategy, the instructor should think how to guide young students into independent writing and help them discover their own abilities by providing opportunities for choice, peer response and further scaffolding (Oczkus, 2007).

Guided writing is taught to small groups in briskly paced, 20-minute lessons. These groupings should be flexible, based on observation of students' current needs, and might be implemented following a whole-class writing lesson.

2. Engage students in a brief, shared experience. You might read a short but fascinating section of an informational text, for example, or conduct a brief experiment.
 - Engage students in a rich conversation during this experience, expanding their linguistic ability for this topic.
 - Have students explicitly rehearse the ways in which they may decide to write about this experience.
3. Teach one or two specific strategies for writing.
 - Remember to teach strategies for all levels of writing decisions, including composing, text and sentence structures, spelling, and punctuation.
 - Provide brief examples or cue cards of strategies in order to support students' immediate use.
 - Hold brief discussions with students about how they will integrate these strategies into their own writing during today's lesson.
4. Provide students with time (5-10 minutes) to write at the small-group table but individually and as independently as possible.
 - Provide immediate individual guidance and *feed forward* while students write, assisting individual students in *anticipation* of needed reminders or assistance). Monitor students while they write and "lean in" in order to prompt and guide their thinking.
 - Students should experience sustained attention to writing, producing a short but complete piece of writing.
5. Include a brief sharing activity in which each writer's immediate work is shared with an audience. This sharing will allow each writer to experience his/her newly written text as a whole.

Result And Discussion

The Result of Questionnaire

After analyzing the result of questionnaire done by the students, the researcher concludes that basically most of the students know well about 'Announcement' because they have listened, read and even learned it from their Indonesian teacher. They listened to announcements from the teachers, television, radio, mosque, and

schools. They read announcements from newspapers, wall magazines, and public area. The announcements that they have listened or read were in Indonesian text. They did not know how to write English. That's why when the researcher asked them about how to write announcements in English, they said that it is very difficult.

a. The Result of Pre-test

After giving the first test to the students which were held on Monday, January 11th, 2016, so the result as follow:

Table 4.1 The Result of Pre-Test of Class VII A Students

CLASSIFICATION	SCORE	STUDENTS	
		FREQUENCY	PERCENTAGE (%)
Excellent	96 – 100	-	-
Very Good	86 – 95	-	-
Good	76 – 85	2	8
Fairly Good	66 – 75	3	12
Fairly	56 – 65	7	28
Poor	36 – 55	13	52
Very Poor	0 – 35	-	-
TOTAL		25	100

From the table above we know that the only 2 students or 8 % got Good score. Then followed by Fairly Good 3 students or 12 %. Next position there were 7 or 28 % students got Fair score and the last those who were at Poor level. There were 13 or 52 % of students at that level. There were not students in Excellent and Very Good level. In other words, only 3 students achieved the minimum passing grade of 75. The higher score was 77. The students found difficulties in all components (content, organization, vocabulary, grammar and mechanic). The reasons were:

- The students did not have enough knowledge about the material.
- The students could not communicate or organize their idea very well.

- The students did not use suitable words. They did not state the words in the correct position.
- The students tended to translate the sentences using their mother tongue rule.
- The student had difficulties how to arrange the sentences.
- The students did not know how to write using correct punctuations

b. The Result of Cycle 1

The students were given a final evaluation of cycle I on February 15th, 2016. After giving the students a test on cycle I, the researcher got data and then she analyzed it. The result as follow:

Table 4.2 The Result of Cycle 1 Test of Class VII A Students

CLASSIFICATION	SCORE	STUDENTS	
		FREQUENCY	PERCENTAGE (%)
Excellent	96 – 100	-	-
Very Good	86 – 95	-	-
Good	76 – 85	5	20
Fairly Good	66 – 75	20	80
Fairly	56 – 65	-	-
Poor	36 – 55	-	-
Very Poor	0 - 35	-	-
TOTAL		25	100

From the table above we can see that the students' score were at 'good' and 'fairly good' level. There were 5 (20 percent) students at 'good' level and 20 (80 percent) students at 'fairly good' level. There were not students in Excellent and Very Good level. There were only 10 students achieved the minimum passing grade of 75. The higher score was 81.

There was a change between the result of pre-test and the result of evaluation 1 on cycle 1. It means that there was some progress in the students' ability in writing announcements. The researcher thought that there must be more treatment toward the students' difficulties. The researcher concluded that:

1. The number of tasks should not be too much but could be focused on the students to the material because the students level of knowledge was different.
2. The researcher's explanation should be little by little, based on the students' ability.
3. The researcher must prepare more examples of announcements.
4. 'Guided writing', as a technique that has been chosen, should be varied.

Based on the problem above, the researcher decided to continue the activities to Cycle 2.

c. The Result of Cycle 2

The students were given a final evaluation of cycle II on Wednesday, March 9th, 2016. After giving the students a test, the researcher analyzed the data and the result as follow:

Table 4.3 The Result of Cycle 2 Test of Class VII A Students

CLASSIFICATION	SCORE	STUDENTS	
		FREQUENCY	PERCENTAGE (%)
Excellent	96 – 100	-	-
Very Good	86 – 95	14	56
Good	76 – 85	9	36
Fairly Good	66 – 75	2	8
Fairly	56 – 65	-	-
Poor	36 – 55	-	-
Very Poor	0 – 35	-	-
TOTAL		25	100

From the table above we know that there was significant progress if compared with the result in cycle I. In cycle II, the highest score was in Very Good level. There were 14 students or 56 % in Very Good level. Then followed by the students who were in Good level (9 students or 36%), Fairly Good level (2 students or 8%). No more students in Fair, Poor, and Very Poor level. The higher score was 95. Most of the students (23 students) achieved the minimum passing grade of 75.

After applying the technique Guided Writing (giving more examples of announcements, explain the parts of the announcement, how to write a good sentence, etc), the researcher found a significant improvement to the students' ability in writing announcements.

Conclusion

Based on the research finding and discussion in the previous chapter, the researcher comes to the following conclusions:

Guided Writing technique improved the students' ability of class VII A of SMP Negeri 2 Pangsid in writing announcements. It was proved by the result of pre-test were that there are only 2 students or 8 % got Good score. Then followed by Fairly Good 3 students or 12 %. Next position there were 7 or 28 % students got Fair score and the last those who were at Poor level. There were 13 or 52 % of students at that level. There were not students in Excellent and Very Good level. In other words, only 3 students achieved the minimum passing grade of 75. The higher score was 77. The students found difficulties in all components (content, organization, vocabulary, grammar and mechanic). The reasons were:

- The students did not have enough knowledge about the material.
- The students could not communicate or organize their idea very well.
- The students did not use suitable words. They did not state the words in the correct position.
- The students tended to translate the sentences using their mother tongue rule.
- The student had difficulties how to arrange the sentences.
- The students did not know how to write using correct punctuations

There result of final evaluation of cycle 1 explained that there were 5 (20 percent) students at 'good' level and 20 (80 percent) students at 'fairly good' level. There were not students in Excellent and Very Good level. The higher score was 81. There were only 10 students achieved the minimum passing grade of 75. This cycle was not successful.

In cycle II, the highest score was in Very Good level. There were 14 students or 56 % in Very Good level. Then followed by the students who were in Good level (9 students or 36%), Fairly Good level (2 students or 8%). No more students in Fair, Poor, and Very Poor level. The higher score was 95. Most of the students (23 students)

achieved the minimum passing grade of 75. This cycle was successful because it reached the criteria of success.

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Achievement Goal Orientation, Self-Efficacy, and Classroom Climate as Predictors of Writing Performance of Filipino Senior High School students

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Abstract

Improving one's writing skills is an important curricular endeavor, since it is a conduit to many academic tasks expected for students to carry out in school. Guided by the assumptions of the Social Cognitive and Goal Orientation theories, this investigation examined the influences of achievement goal orientation, self-efficacy, and classroom climate on the writing performance of Filipino senior high school students ($n = 150$). Writing performance was measured using scores from two essays (i.e., narrative and argumentative) that the participants wrote in their English language class. The essays were rated by three English teachers using an analytical rubric. Standardized self-report scales, on the other hand, were used to measure the three predictor variables. Findings revealed that achievement goal orientation and self-efficacy significantly influenced the scores of the participants for both narrative [AGO; $F(2, 144) = 8.74$, $p = 0.00$, SE; $F(2, 144) = 3.41$, $p = 0.03$.] and argumentative [AGO; $F(2, 144) = 7.33$, $p = 0.00$, SE $F(2, 144) = 3.41$, $p = 0.03$] essays. Classroom climate predicted only the narrative essay scores [$F(1, 144) = 5.98$, $p = 0.01$.]. Different types of goal orientation have had varying impacts on one's writing performance based on the results. In terms of level of difficulty of the essays, no significant difference between the narrative [SD = 5.53, $t(298) = -0.64$, $p = 0.52$] and argumentative [SD = 5.49, $t(298) = -0.64$, $p = 0.90$] essay scores was found. Implications of the results are discussed in the latter part of the paper.

Keywords: *achievement goal orientation, self-efficacy, classroom climate, writing performance*

Introduction

Widely held beliefs posit that writing skills are necessary in one's academic life. It is connected if not the primary skill to some of the most important academic tasks that students carry out in school. This may explain why, recently, there has been a growing interest in investigating the role that select psychological variables play in the language performance of ESL students (Atay & Gökce, 2006; Dewaele & Al-Saraj, 2015; Lee & Chen Hsieh, 2019; Liu, 2014; Macayan, Quinto, Otsuka, & Cueto, 2018b; McEown & Sugita-McEown, 2020; Poupore, 2013; Quinto, 2018; Quinto & Macayan, 2019). Thus, the researchers looked at individual psychological variables that could predict writing performance with the hopes of contributing to a more nuanced understanding of factors that lead to success in writing.

In this study, one of the hypothesized predictors is achievement goal orientation which is defined by Elliot and Murayama (2008, p. 614) as “a goal is conceptualized as an aim that one is committed to that serves as a guide for future behavior.” This phenomenon can further be explained by the Goal Orientation Theory (also referred to as Achievement Goal Theory) which states that students have distinctive orientations towards a certain type of goal (Was, 2006). Over the past decades, achievement motivation literature has used an achievement goal perspective. Originally, there were two achievement goals identified based on the definition of personal competence: mastery and performance goals (Dweck, 1986; Dweck & Leggett, 1988). But in the trichotomous model of Elliot and McGregor (2001), these types of goals are the following: mastery goals and performance goals (performance-approach and performance-avoidance). Achievement goals emphasize motivation to behave competently or to have the eagerness of doing well or avoiding poor performance on a task (Elliot, 2005). The conceptions of achievement goals are made even more interesting by recent theoretical positions that claim cross-cultural differences in students' achievement goal orientation (Boyle, Wongsri, Bahr, Macayan, & Bentler, 2020; Macayan, 2012). To date, limited studies have explicitly investigated the interaction between achievement goals and writing performance among Filipino students (Macayan, Quinto, Otsuka, & Cueto, 2018a; Quinto & Macayan, 2020). Macayan et al. (2018) conducted a study on the influence of learning goals to Filipino students' L2 writing and L2 speaking and showed that performance-oriented students to L2 learning performed significantly better than the two other orientations which are the mastery and multiple goal orientation. Quinto and Macayan (2020), on the other hand, found significant interactive influence of goal orientation and anxiety on Filipino engineering students' writing task performance. Whether these will hold true in the context of Filipino senior high school students learning to write remains unexplored.

Aside from achievement goal orientation, self-efficacy based on Bandura's general Social Cognitive Theory (1986, 1997) is also a variable of interest in this investigation. Particularly, the domain that the researchers focused on is writing. Writing self-efficacy is defined as one's beliefs in their ability to write (Martinez, Kock, & Cass, 2011). It also refers to the strong sense of self-confidence in doing a writing task wherein individuals become more assertive and facing difficulties with perseverance when doing a writing task (Khojasteh, Shokrpour & Afrasiabi, 2016). Language classrooms are underpinned by an aim to produce self-efficacious learners. Self-efficacious learners are almost always highly motivated, and high levels of motivation have always been one of the desired outcomes of language teaching (Borlongan & Quinto, 2015; Gomari & Lucas, 2013). Research showed that writing self-efficacy and writing performances are consistently and significantly related (e.g., Pajares & Johnson, 1994, 1996; Pajares, Miller, & Johnson, 1999). Students' academic achievement and attitudes can also be influenced by positive learning environments (Fraser, 1989). There are a lot of factors that play roles in the learning environment and examples of these are self-efficacy and classroom climate (Pitkaniemi & Vanninen, Prior studies of Bandura & Locke (2003) strongly support the role of self-efficacy on improvements of people's activity. Relationship between self-efficacy and general performance of the individuals was also observed. Experimental studies of Stajkovic & Luthans (1998) found positive relationship between the self-efficacy and the performance. Furthermore, the relationship of self-efficacy and academic achievement was also found from Moulton Brown & Lent's (1991) research on 38 studies from 1977 to 1988. Previous studies had provided strong evidence that self-efficacy positively predicts the performance outcomes on different subjects (Schunk et al., 2008; Usher & Pajares, 2008). In a study of Liem and colleagues (2008), it has been proven that self-efficacy predicts English test scores of secondary school students. A study conducted by Mahyuddin and colleagues (2006) concluded that achievement in the English language will improve when students have high self-efficacy in the said language. However, in the context of writing, it is defined as one's beliefs in his/her ability to write (Martinez, Kock, & Cass, 2011).

Another variable of interest in this study is classroom climate. While the two variables mentioned are both internal factors, classroom climate is an external factor. Classroom climate, as defined by Muijis and Reynolds (2011), is the mood or atmosphere made by the instructor in a certain classroom. It is a way the teacher interacts with pupils and the set out on the physical environment. Students' motivation can also be influenced by the context – what are they learning language for and where (Quinto, 2012, 2015a; Quinto & Castillo, 2016). By these environments, the students' interpretation regarding the terms of school and what

makes up achievement and success affect their goal orientation, and as a result play a significant role on how they engage in learning tasks (Ames, 1992; Maehr, 1984; Nicholls, 1989). Phan (2008) showed that achievement goal orientations and engagement are influenced by the student's psychosocial environment in the classroom. Samrat (2015) concluded that classroom climate had played a part in the higher secondary students' academic performance. Several factors can motivate students in learning a language and in being willing to use it in communicative situations. The literature suggests that many of these factors can be traced back in the classroom climate, including instructor presence and feedback, peer feedback and support, social comparison, subject matter anxiety, and even a learner's emotions (Amiryousefi, 2018; Quinto, Ofalia, Bae, & Salonga, 2019; Quinto & Velasco, 2013). Samrat (2015) further maintained that most preferred leadership by the teacher was democratic and their most preferred mode of participation was collaborative.

Given these background knowledge about possible predictors of writing performance, the researchers opted to pursue this study to determine the predictors of senior high school students' writing performance. Particularly, following trend set by previous studies, writing performance is hypothesized to be influenced by students' achievement goal orientation, self-efficacy, and perceived classroom climate.

This study then intends to examine the predictive influence of achievement goal orientation, self-efficacy, and classroom climate to the writing performance of Grade 12 Senior High School students. Further, the study seeks to find out if there are significant/individual separate effects among Achievement Goal Orientation, Self-efficacy, and Classroom Climate to the Writing Performance

Theoretical Framework

Drawn from Bandura's general Social Cognitive Theory (1997), self-efficacy is defined as a person's judgment in his or her capability in completing a task successfully. Self-efficacy has been found to be a significant predictor of superior performance as it is defined by "belief in one's capabilities to organize and execute the courses of action required to produce given attainments" (Haron, Jaafar, & Baba, 2010). Similar to self-efficacy, classroom climate is also adapted from Bandura's Social Cognitive Theory (1997), which is the student's view on how learners in the classroom can be influenced by environmental factors.

Aside from self-efficacy and classroom climate, achievement goal orientation is also a theory that could explain this phenomenon. As stated by Elliot and Murayama (2008), "a goal is conceptualized as an aim that one is committed to that serves as a guide for future behavior."

This phenomenon can be further explained by the Goal Orientation Theory (also referred to as Achievement Goal Theory) which states that students have distinctive orientation towards a certain type of goal (Was, 2006). Based on the trichotomous model, these types of goals are the following: mastery goals and performance goals (performance-approach and performance-avoidance). Mastery goals are when a student looks at the things s/he does in school positively, such as efforts, values, and is willing to develop competence by gaining new skills and knowledge and goes through activities that will make him/her learn and improve (Bouffard & Couture, 2003). On the other hand, performance goals are when students see their efforts negatively. Students with performance goal orientation perceive intelligence as fixed and they avoid tasks that will result to negative evaluations (Gonzalez, et al. 2001, p. 182). Performance goals have two categories which are the performance-approach and performance-avoidance orientation wherein, performance-approach is when students view themselves with a good deal of ability. They also wish to compare their performance to others. Hence, they perform their ability. In contrast, performance-avoidance orientation is when one views self as someone who lacks ability that s/he wishes to avoid public demonstrations of achievement which will confirm his/her lack of ability (Was, 2006).

Methodology

This study employed a non-experimental quantitative research design, particularly, cross-sectional, predictive design (Johnson, 2001). In the study, academic goal orientation, self- efficacy and classroom climate are conceptualized as predictor variables, while writing performance is the outcome variable. The types of academic goal orientation (i.e, mastery and performance), levels of self-efficacy (i.e, high, average and low), and the perceived classroom climate (i.e, positive and negative), served as the cross-sections for analysis. This study was set in two local universities in Manila, the Philippines, a country boasts of a rich tradition of applied linguistics research (Quinto, 2015b). The participants were Grade 12 senior high school students ($n =150$). There were 74 Science, Technology, Engineering, and Mathematics (STEM) students enrolled in a research class, and another 76 students were from Accountancy, Business and Management (ABM) strand who were in a language class. The mentioned academic strands were chosen because students from these technical courses tend to give greater attention to technical courses over language classes and tasks (Macayan & Quinto, 2015). Such a condition may provide an interesting context for the examination of the influence of psychological factors on language performance tasks.

The participants were asked to answer self-report scales. For Academic Goal Orientation, the researchers administered Writing Achievement Goal Scale (WAGS) ($\alpha=.77$) in order to identify the participants' writing achievement goal orientation. This scale determines whether they espoused a mastery or performance (performance-approach and performance-avoidance) goal orientation (Tadlock & Zumbrunn, 2012). Self-efficacy in Writing Scale (SEWS) ($\alpha=.92$), was used to measure the strength of beliefs in terms of students' ability in writing (Bruning, Dempsey, Kauffman, Mckim, & Zumbrunn, 2012). Finally, College and University Classroom Environment Inventory (CUCEI) ($\alpha=.75$ to $.90$) was used to determine the perceived classroom climate of the participants, particularly whether they perceive a positive or a negative classroom climate (Fraser & Treagust, 1986).

Two types of essays were written by the students as the basis of their writing performance scores. One was narrative that did not require external sources and evidence, while the other was argumentative that required evidence and citations, synthesis and paraphrasing. Topics for both essays were given by their respective teachers. Afterwards, the essays were scored by three English professors from different schools based on a given rubric provided by the researchers. The topics for the essays given to the STEM respondents were: The Importance of Language in a country (Narrative) and Between Filipino and English, what should be the medium of instruction in the Philippines (Argumentative). For the ABM students, the topics were: How do you see the Philippines ten years from now, in terms of business? (Narrative) and what is the most effective way: referral or online selling? (Argumentative). For the second class of STEM and ABM respondents, the topics were: Importance of the Filipino subject in the educational curriculum. (Narrative) and Are you in favor on the removal of the Filipino subject in the college curriculum? Why? (Argumentative).

An analytical rubric adapted from Bachman and Palmer (1996) and revised by Ghalib and Al-Hattami (2015) was used as basis for the scoring of the narrative and argumentative essays. The rubric is a five –point scale consisting of five sub-domains of writing ability which are mechanics of writing, vocabulary, syntactic features, cohesion and content. The rubric indicated a reliability value (α) of $.958$. The rubric was given to three English teachers. Specifically, Raters 1 and 2 are high school teachers and Rater 3 is a college faculty member. The researchers analyzed the gathered data using the Main Effects Analysis of Variance (ANOVA). It was used to answer the first research question: *“Would there be significant/individual separate effects among Achievement Goal Orientation, Self-efficacy, and Classroom Climate to Writing Performance?”* Descriptive statistics was also used to determine the mean and standard deviation of the measured variables. To determine whether a significant

difference exists between the narrative and argumentative essay scores, independent samples T-test was used. The relationship of the domains on the rubrics that was used to measure the writing performance was also tested using the Canonical Correlation Analysis. Lastly, Tukey’s Honest Significant Difference (HSD) was conducted to determine if there was a significant difference between the scoring among the three teacher raters of the two essays.

Results

Descriptive Statistics of Achievement Goal Orientation, Self-Efficacy, Classroom Climate and Writing Performance

Tables 1-4 present the mean and standard deviation of achievement goal orientation, self- efficacy, classroom climate, and writing performance as follows:

Table 1: *Descriptive Statistics (Achievement Goal Orientation)*

	N	Mean	SD	Range
Mastery	119	3.38	0.46	1-4
Performance- Approach	3	3.42	0.63	1-4
Performance- Avoidance	28	3.53	0.36	1-4

Table 1 shows the mean, standard deviation and number of respondents classified under the given orientation. Results suggest that 119 out of 150 students are mastery goal oriented. However, based on the range of scores, the mean score of all goal orientations fall on the high end of the range indicating high levels.

Table 2: *Descriptive Statistics (Self-efficacy)*

	N	Mean	SD	Range
High	47	83.00	5.39	0-100
Average	82	63.38	6.75	0-100
Low	21	38.18	8.94	0-100

Table 2 depicts the mean, standard deviation, and the number of respondents who were classified as having high, average, and low self-efficacy. Results show that 82 out of 150 students have an average level of self-efficacy in writing. Based on the range of scores, the mean score on the self-efficacy falls within the average level which indicates that most students have average beliefs in their ability on the context of writing.

Table 3: *Descriptive Statistics (Classroom Climate)*

	N	Mean	SD	Range
Positive	90	2.84	0.19	1-4
Negative	60	2.95	0.24	1-4

Table 3 shows the mean, standard deviation, and the number of respondents who were classified as having either positive or negative perception of classroom climate. Results suggest that 90 out of 150 students have a positive perception of classroom climate. However, the mean score of both perceptions of classroom climate falls on the high end of the range, indicating high levels.

Table 4: *Descriptive Statistics (Writing Performance)*

	N	Mean	SD	Range
Narrative Essay	150	9.24	5.53	0-20
Argumentative Essay	150	9.65	5.48	0-20

Table 4 shows the mean and standard deviation of the two essays that were conducted. Findings indicate that respondents scored partially higher in argumentative essay writing but mean scores for both essays fall in the middle end of the range, indicating average levels.

The gathered data were analyzed through the Main Effects Analysis of Variance (ANOVA). The independent variables were achievement goal orientation, classroom climate and self-efficacy, while the dependent variable was writing performance measured through the writing scores of participants in the narrative and argumentative essays.

Main Effect of Academic Goal Orientation, Self- Efficacy, Classroom Climate to Writing Performance

Table 5: *Main Effect (Analysis of Variance) (narrative essay)*

Factors	SS	Df	MS	F	p
Goal Orientation	449.35	2	224.68	8.74	0.00*
	0				
Self-efficacy	175.70	2	87.80	3.41	0.03*
Classroom Climate	153.82	1	153.82	5.98	0.01*
Error	3701.4	144	25.70		
	5				

*p<0.05

Table 5 established that the main effect ANOVA yielded significant results. All of the aforementioned variables yielded a significant effect on the narrative writing performance.

In the succeeding figures are the graph representations on the main effect of the independent variables of narrative essay writing scores.

Independent Effects of Academic Goal Orientation, Self- Efficacy and Classroom Climate to Narrative Essay Writing Scores

Figure 2 depicts the graph representation on the main effect of achievement goal orientation to narrative essay scores which implies that the given types of goal orientation perform differently from each other. Students who are performance-approach oriented obtained partially higher scores than with those who are mastery-oriented but both received average scores. While, performance-avoidance oriented students scored lowest among the other orientations. The results attained significant results with a value of $F(2, 144)=8.74$ $p= 0.00$.

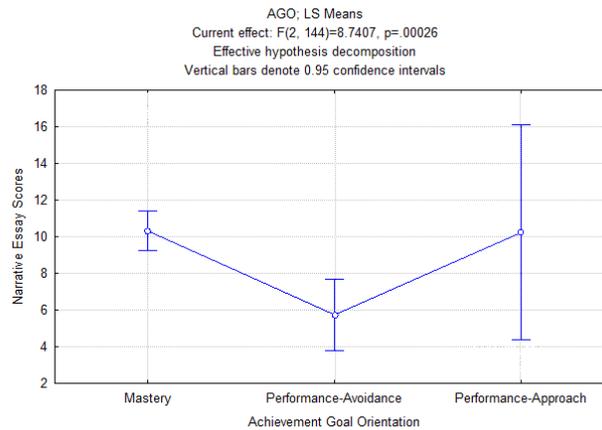


Figure 2. The Main Effect of Achievement Goal Orientation (Mastery, Performance-avoidance, and Performance-approach) to Narrative essay scores

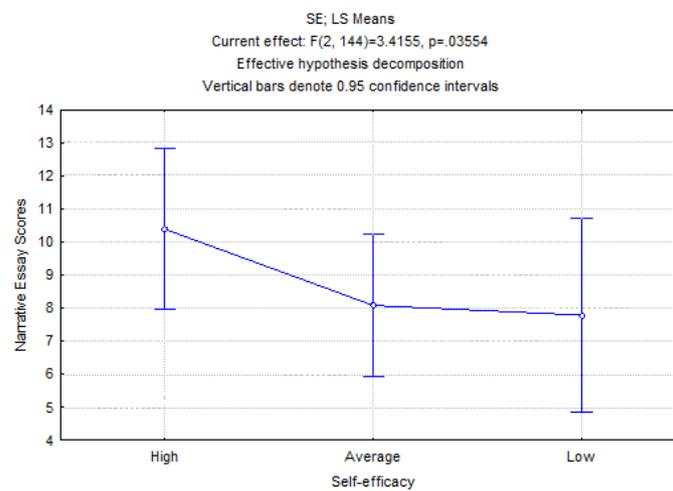


Figure 3. The Main Effect of Self-efficacy (High, Average, and Low) to Narrative essay scores

Figure 3 depicts the graph representation on the main effect of self-efficacy to narrative essay scores which suggest that self-efficacy is directly proportional to narrative writing performance. As the level of self-efficacy goes higher or lower, so does the narrative writing performance of students. The results were found to be significant with a value of $F(2,144)=3.41, p= 0.03$.

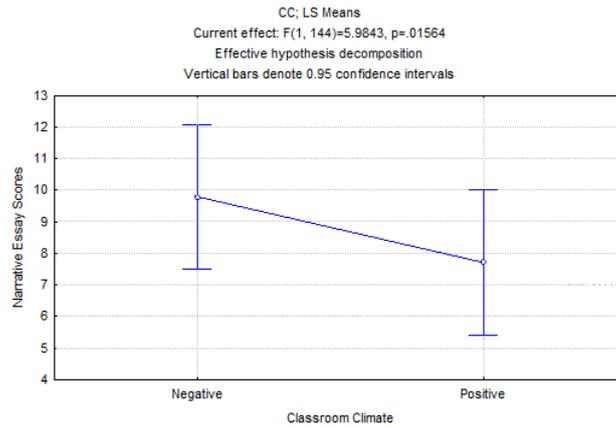


Figure 4. The Main Effect of Classroom Climate (Positive and Negative) to Narrative essay scores

Figure 4 depicts the graph representation on the main effect of classroom climate to narrative essay scores which established that students with a negative perception of classroom climate obtained higher scores in narrative essay writing. The results were found to be significant with a value of $F(1,144)=5.98, p=0.01$.

Independent Effects of Academic Goal Orientation, Self- Efficacy and Classroom Climate to Argumentative Essay Writing Scores

Table 6. Main Effect (Analysis of Variance)(argumentative essay)

Factors	SS	Df	MS	F	p
Goal Orientation	357.70	2	178.85	6.81	0.00*
Self-efficacy	213.91	2	106.95	4.07	0.02*
Classroom Climate	1.80	1	1.80	0.06	0.79
Error	3778.31	144	26.24		

* $p<0.05$

Among all the independent variables, classroom climate had no effect on argumentative writing performance, however, achievement goal orientation and self-efficacy yielded significant results.

In the succeeding figures are the graph representations on the main effect of the independent variables on narrative essay writing scores.

Figure 5 shows the graph representation on the main effect of achievement goal orientation to argumentative essay scores. This suggests that the given types of goal orientation perform differently from each other. Performance-approach oriented students performed favorably than the other orientations in the argumentative type of essay. While, performance-avoidance oriented students scored lowest among the other orientations. The results attained significant results with a value of $F(2, 144)=7.33, p= 0.00$.

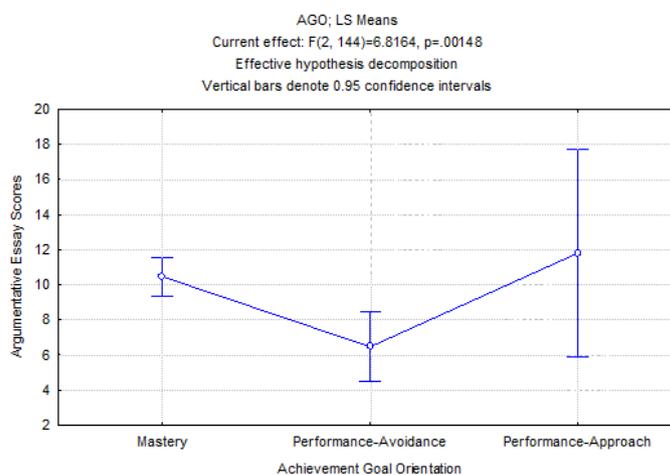


Figure 5. The Main Effect of Achievement Goal Orientation (Mastery, Performance-avoidance, and Performance-approach) to Argumentative essay scores

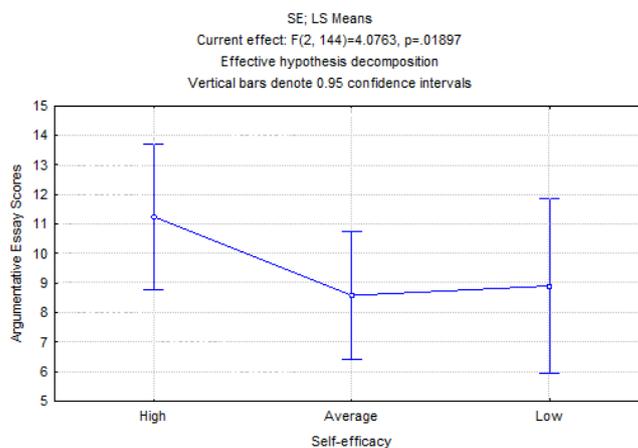


Figure 6. The Main Effect of Self-efficacy (High, Average, and Low) to Argumentative essay scores

Figure 6 shows the graph representation on the main effect of self-efficacy to argumentative essay scores which supported the idea that self-efficacy is directly proportional to performance. As the level of self-efficacy goes higher, so does the argumentative writing performance of students. The results were found to be significant with a value of $F(2,144)=3.41, p= 0.03$.

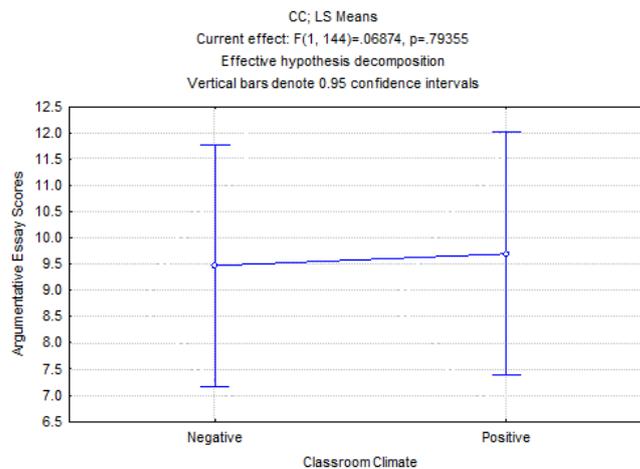


Figure 7. The Main Effect of Classroom Climate (Positive and Negative) to Argumentative essay scores

Figure 7 shows the graph representation on the main effect of classroom climate to argumentative essay performance which established that higher scores were obtained in writing tasks among students with a positive perception of classroom climate. The results were found to be not significant with argumentative essay writing with a value of $F(1,144)=0.06, p=0.79$.

Test of Difference of Narrative Essay and Argumentative Essay

With all of the analyzed results, the researchers also opted to test the difference between the two conducted types of essays to know whether it implied a significant difference in its level of difficulty since both types of essay had a different given topic and requirements in writing.

Table 7: *T-test for Independent Samples (Narrative Essay vs. Argumentative Essay)*

	NE	AE	t-value	df	p	SD	SD	F-ratio	p
NE vs. AE	9.25	9.65	-0.63	298	0.52	5.53	5.48	1.02	0.91

*p<0.05

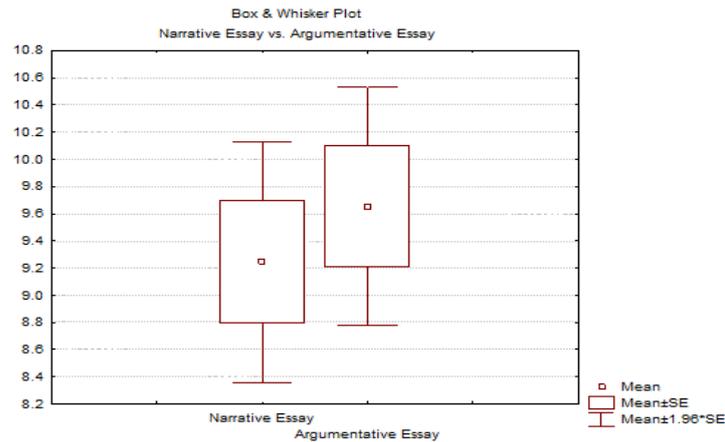


Figure 8 Box & Whisker Plot of Narrative Essay vs. Argumentative Essay

Table 7 and Figure 8 show the results of the t-Test for Independent Samples of narrative and argumentative essays. The results found no significant difference in the scores of narrative [SD= 5.53, $t(298) = -0.64$, $p = 0.52$] and argumentative [SD=5.49, $t(298) = -0.64$, $p = 0.90$] essays. These results suggested that the level of difficulty on both essays were just the same.

Correlation between the Dimensions on the Rubric

Aside from testing the differences of the two essays, the researchers also tested the correlation between the dimensions on the rubric used to score the essays of the respondents. These dimensions were the following: Mechanics of Writing, Vocabulary, Syntactic Structures, Cohesion, and Content. This was done to further explore on the rubric and to ensure its validity in the present study.

Table 8: Canonical Analysis Summary

Canonical R: .66 Chi²(25)=135.54 p=0.00		
	Narrative Essay	Argumentative Essay
No. of variables	5	5
Variance extracted	100%	100%
Total redundancy	35.07%	33.33%
Variables:	Mechanics of	Mechanics of
1	Writing	Writing
2	Vocabulary	Vocabulary
3	Syntactic Structures	Syntactic Structures
4	Cohesion	Cohesion
5	Content	Content

Note: Canonical R: .66 Chi²(25)=135.54 p=0.00, *p<0.05

Table 8 depicts the summary on the canonical analysis. The overall canonical R with a value of 0.66 suggests strong correlation between the above dimensions and high significance with a p-value of 0.00.

Post-hoc Analysis for Narrative and Argumentative Essay Scoring

Different raters were asked to grade the two types of essays that were conducted. Due to this, post-hoc analysis was utilized by the researchers to determine if there was a difference among the three raters with how they scored it through the given rubric. Tables 9 and 10 presented the said post-hoc analysis.

Table 9: Post-hoc Analysis (Tukey's honest significant difference) for Narrative Essay Scoring

Rater		
Rater #1	0.08	0.00
Rater #2	0.08	0.14
Rater #3	0.00	0.14

Note: Approximate probabilities for post hoc tests error: between MS = 27.433, df = 147.00

Table 9 suggests that among the three raters there is a significant difference with how they scored the narrative essays. However, results implied that only Rater #1 and Rater #2 scored it similarly.

Table 10: *Post-hoc Analysis (Tukey's honest significant difference) for Argumentative Essay Scoring*

Rater		
Rater #1	0.43	0.00
Rater #2	0.43	0.01
Rater #3	0.01	0.01

Note: Approximate probabilities for post hoc tests error: between MS= 27.099, df = 147.00

Similar with the post-hoc analysis conducted to narrative essay scoring, Table 10 also suggests that among the three raters there is a significant difference with how they scored the narrative essays. However, it was also found that only Rater #1 and Rater #2 scored it similarly.

Discussion

Writing is found as the most complicated and compound expertise to master among the four skills in English. In the academe, writing skills are evident for it is used in presentations, journals, and book publications that influence the circulation of new ideas and concepts. It is considered as one of the major tasks being done by students, thus, it is one of the constructs that should be considered in improving the quality of education in the country. The researchers explored the different factors that may influence their writing performance namely: achievement goal orientation, self-efficacy and classroom climate.

With all of the analyzed data, the researchers found that the aforementioned orientations performed differently from each other. Performance-approach oriented students to perform favorably than the other orientations on both essays than with those who are mastery-oriented but both orientations received average scores in the narrative essay. It has been evident on the results that if a student is performance-approach oriented, s/he would perform better than the

other types of orientations in writing tasks which support the study of Kaplan and colleagues (2009) which results have shown that only writing performance-approach goal orientation directly related to the writing grades of students and adapting mastery orientation for writing does not also result to an increased writing outcome.

On the other hand, performance-avoidance oriented students scored lowest among the other orientations in both essays which support the claims of Eccles and Wigfield (2002) that students who adapt performance-avoidance goals are more concerned about failing and looking incompetent than learning.

The researchers also investigated self-efficacy which has been found to be directly proportional to performance in argumentative essay writing. The value of self-efficacy as a predictor of writing performance has been studied by several researchers (Zimmerman and Bandura, 1994; Beach, 1989; Shell, Murphy & Bruning, 1989; McCarthy, Meier & Rinderer, 1985; Meier, McCarthy, & Schmeck, 1984) as cited by Erkan and Saban (2011) which led to the conclusion that writing performance is being predicted by self-efficacy. It is well established in the literature that having a high self-efficacy level is significant with one's performance in any task. Similar in this research, self-efficacy was found to be significant on both narrative and argumentative writing tasks but partially differ on their level of significance. Argumentative essay writing obtained higher significance than the contrary since it was more difficult and required higher standards such as the inclusion of paraphrasing, citation, and synthesis that may have challenged and urged one's belief in his/her writing capability.

One notable finding in this investigation is the influence of classroom climate to one's writing performance. Based on the results, if students perceive the classroom as negative, they will more likely to score higher in their narrative essay. A classroom with a negative atmosphere may entail pressure and challenges coming from the professors or teachers. And since a narrative essay is less challenging, it can be assumed that students who are less pressured and less challenged will score low in this endeavor. Contrariwise, students who feel pressured and challenged will more likely to score higher in this type of essay. For argumentative essays, classroom climate has no significant influence. This means that regardless of the climate, students will either do well or do poorly in an argumentative essay. Since argument essays are already perceived as challenging, no pressure and challenges may influence or impact one's performance.

Significant difference between the two types of essays were tested, however, the results did not show any discrepancies in their level of difficulty (NE: $p= 0.52$; AE: $p= 0.90$). This might have occurred because the topics given to the students for narrative and argumentative

writings were just similar to the content of each other. Correlation between the domains of the rubrics which was the measure for the writing performance of the respondents was also tested for both essays. Significant relationship was present for the five dimensions of the rubric, namely, Mechanics of Writing, Vocabulary, Syntactic Structures, Cohesion, and Content with a value of 0.66 and a high p-value of 0.00. This suggests that all of the named dimensions are highly related which makes the rubric valid.

Each educator has his/her own subjective and level of set standards when evaluating the output of students. Similar in this study, the researchers found that there is a significant difference with how the raters used the given rubric. This may be due to the differences of their level of standards in assessing each writing domain included in the rubric. Aside from that, they also have distinct teaching background such as the difference on the educational level of the students that they handle which may have influenced their subjectivity.

Conclusions

Findings showed that the achievement goal orientation influences the writing performance of the students for both narrative and argumentative essays and given types of goal orientations perform differently from each other. Performance-approach oriented students performed favorably than the other orientations on both essays than with those who are mastery-oriented but both orientations received average scores in the narrative essay. On the other hand, performance-avoidance oriented students scored lowest among the other orientations on both essays. It has been evident on the results that if a student is performance-approach oriented, s/he would perform better than other types of orientations in the writing tasks. Meanwhile, self-efficacy only influenced the argumentative type of essay writing. It has been found to be directly proportional to performance in argumentative essay writing which suggests that as the level of self-efficacy lowers, so does the performance in the said type of writing. Classroom climate, on the other hand, only has an influence on the narrative type of essay writing. It has been established that with a negative perception of classroom climate, higher scores will be obtained in narrative writing tasks. Argument essays, on the other hand, are not influenced by classroom climate.

The results of the investigation can be utilized as a component on the instructional strategies utilized by instructive organizations so as to improve the scholarly experience of the students at the classroom level. Writing self-efficacy is by large a belief that is also addressed in a classroom setting. Therefore, seeing more about the complementary connection between the classroom climate and students' self-efficacy beliefs ought to be a productive focus for the

learning environment research. Student self-efficacy convictions with respect to writing performance can have imperative implications on enhancing learning environments and student outcomes. Results can be employed to further explore what factors influence the writing performance of senior high school students. Future researchers are advised to solely focus on a specific academic strand that is in the field that focuses on tasks that involve other performance related tasks such as speaking. Writing is a basic fundamental skill in College that Grade 12 Senior High School students are expected to have. Considering that the Senior High School education system has just started years ago in the country, this study will contribute knowledge about the various factors that could affect a student's performance in a specific domain which is writing. Thus, this study could be used as one of the bases on the various factors to consider in improving the composition skills of Senior High School students.

Achievement goal orientation is found to be significant on both types of essay writing and most students are mastery oriented, the researchers suggest that educators should build a positive classroom climate because mastery oriented students treat the classroom as a safe place (Svinicki, n.d.). In writing, mastery oriented students could be fostered through giving positive feedback that focuses on personal improvement and what could make their paper better rather than what is lacking on their paper. However, for students who adapt performance goal orientations, the researchers suggest that teachers should create a learning environment where positive feedback is also present; this promotes extrinsic motivation which involves positive reinforcement such as showing appreciation for work well done and non-verbal gestures like smiling and nodding. These implications could also be applied in promoting self-efficacy in the classroom. Activities that stimulate healthy competition are also recommended since performance goal oriented students facilitate learning and achievement better than the mastery oriented ones.

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Designing the Indonesian Local Language Learning in English Teaching at the Multilingual Classroom Context

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Abstract

Indonesia is a multilingual country. Unfortunately, 231 of the 742 local languages are threatened with extinction. Therefore, to preserve these languages, this study aimed to design the Maluku local language (Laha) in English teaching in the multilingual classroom context. The study employed the Research and Development (R&D) approach using the Borg & Gall model, which in this article still focused on the phase of identifying problems and opportunities.

An English teacher who was able to speak the local language, as well as Indonesian and students in the class where he/she taught, was selected as research informants. Data obtained through observations and interviews that have been analyzed using a Three-Stage Model and presented descriptively. The results of the study show that the Maluku local language was very likely to be revitalized in embedded multilingual learning. The teaching portion started from 30-30-40%, which strengthens the target language portion. It is supported by the presence of a multilingual teacher, students who were predominantly local language speakers, the wishes of the school, and the local government policy support in preserving the local wisdom. Thus, the Laha local language will avoid the threat of extinction, and the results of this study could contribute as a local language learning model for practitioners as well as references for further researchers.

Keywords: *local language, English teaching, multilingual context*

Introduction

Indonesia is a country that has a wealth of culture and language that makes it a highly multicultural and multilingual society in this global and digital era. Supporting people's desire to respect the cultural heritage of their ancestors and be proud of Indonesian indigenous culture is the principal capital. But that awareness and recognition are not following the cultural behavior of the people. So that cultural values and elements are increasingly eroded by the synthesis of foreign cultures that are very different or may conflict with the Indonesian context. As a result, language as the main element and identity of a culture and nation seems to be annulled by the owner of the culture itself, which has an impact on extinction.

Indonesia has 726 regional languages in Indonesia (Crystal, 2000; Marti et al., 2005) or 742 languages (Rachman, 2007) or 746 local languages (Bin-Tahir, 2015) are the wealth of the Indonesian people as potential in responding to the development of information and enlightenment in various fields, such as; trade, economics, politics, education, and religion. This wealth is not to be proud of if it cannot be empowered as a national identity, moreover, allowing it to become extinct slowly without being realized by the influence of modernization, foreign culture, and indifference to the local languages they have.

Based on Rachman's research (2007), there are at least 742 languages spoken in Indonesia, including those classified as endangered. The extinction of regional languages including; 50 endangered regional languages in Kalimantan; two of the 13 regional languages in Sumatra are endangered, and one language is extinct; 36 out of 110 regional languages in

Sulawesi are endangered, and one language is extinct; 22 of the 80 languages in Maluku are endangered, and 11 languages are extinct; 8 of the 50 languages in Flores, Timor, Bima, and Sumbawa are threatened with extinction; 56 of the 271 languages are threatened with extinction in Halmahera, and one language is already extinct. In Papua, nine languages were declared extinct, 32 languages soon became extinct, and 208 languages were threatened with extinction. Based on the Ministry of Education and Culture data in 2107, as many as 11 languages out of 71 languages that have been declared extinct and most of the languages come from Maluku, North Maluku, and Papua (Antara, 2017). While the results of the Maluku Province Office of Language research show seven languages out of 48 regional languages in Maluku have become extinct, and 22 other languages are endangered (Tempo, 2017).

The efforts of the Maluku provincial government deserves a thumbs up by issuing the government regulation No. 14 of 2005 and Bylaw No. 3 of 2009 in maintaining and preserving and facilitating local languages as a curriculum for local content in schools, although not yet implemented optimally. But the phenomenon of extinction and the threat of the extinction of regional languages is not a scourge to be feared. Instead, it serves as an initial discourse and foundation for the revival of regional languages in Maluku. This opportunity must undoubtedly be exploited by the government to revitalize regional languages in the multilingual learning model in schools so that the local languages remain as a national identity and can enrich the civilized treasures of civilization.

Some of the previous studies result formulated multilingual learning in Islamic boarding schools in Indonesia can be used as references and models of local language learning with multilingual learning models, as has been done by Bin-Tahir (2015a) about the behavior of multiplication in *pesantren*, how the attitude of students and *ustadz* on multilingual learning in *pesantren* (2015b), multilingual teacher competencies (Bin-Tahir & Rinantanti, 2016), multilingual learning in *pesantren* (2017), multilingual learning models in *pesantren* (Bin-Tahir, et al., 2017), multilingual teaching models sequential-simultaneous (Saidna, et al., 2018), and the development of multilingual learning materials in *pesantren* (Tahir, 2017). Recent research in this regard has been carried out in the context of revitalizing local languages in learning, which has contributed to the design of local language learning in multilingual learning models (Bin-Tahir, et al., 2019). The results of this previous study have formulated a multilingual learning model in Indonesia. However, they are still focused on teaching foreign languages, namely English, Arabic, and Indonesian have not yet expressed regional language learning in it. At the very least, the results of this study have been able to describe multilingual

learning methods and models that can be adopted and adapted to revitalize local languages in the multilingual learning model.

Review Of Literature

Multilingual or multilingualism has played an essential role in the era of globalization as a tool to encourage competitiveness among individuals, groups, or countries in the world, both in the fields of economy, trade, policy, politics, culture, and also education. Experts define multilingual itself as the ability to speak or communicate using three or more languages (McArthur, 1992; Edwards, 1994; Vildomec, 1963; Kemp, 2009; Bin-Tahir, et al., 2017).

Multilingual does not mean that the language used must have the same ability in every language or master all the language skills he has, because even native English does not necessarily master all English skills (listening, speaking, writing and reading) especially if you have to have the ability the same in many languages (Bin-Tahir, 2015a; Tahir, 2015). Cruz-Ferreira (2010) states that multilingualism is not about what some languages can do for the people who master it, but about what that person can do with several languages. It means that there are people who speak several languages , but they do not actively use them at the same time and circumstances in daily communication, so they are called mono-multilingual (Bin-Tahir, 2015b, 2018). As such, a multilingual person is one who actively masters and communicates in three or more languages under the same circumstances while mono-multilingual people who master three or more languages and use the language separately (Bin-Tahir, 2017; Tahir, 2017; Bin -Tahir et al., 2018).

Several studies on multilingualism have been carried out by several researchers, including; Poudel (2010) conducted a study entitled "Teaching English in Multilingual Classrooms of Higher Education" in Nepal, using 20 samples of teachers from four campuses in Kathmandu and 30 students selected from these campuses. He focused on group discussions to get real information from the informants. His result findings showed that in the classroom at the college, both teachers and students were delighted with the use of multilingualism as a medium of instruction. The same study was also carried out by Basturk and Gulmez (2011) entitled "Multilingual learning environments in French and German language teaching departments in Turkish universities." They found that using English to teach French and German as well as Turkish as a medium of communication in the classroom could create a multilingual learning environment, facilitate vocabulary learning, maintain the integrity of language input, and help students think and act in that language.

Some previous studies also contributed theoretically to this research. They are, Bin-Tahir (2015) has investigated the multilingual behavior of IMMIM boarding students; He also measured the attitudes of students and teachers towards multilingual education in Islamic boarding schools (Bin-Tahir, 2015c); multilingual teaching and learning strategies and methods applied by multilingual teachers (Bin-Tahir, 2017); multilingual teacher/lecturer competencies in teaching English (Bin-Tahir & Rinantanti, 2016); multilingual teaching and learning models (Bin-Tahir et al., 2017); and he also measures the effectiveness of the multilingual simultaneous-sequential approach (Saidna et al., 2017).

The multilingual learning model for language learners in Islamic boarding schools as initiated by Bin-Tahir, et al. (2017) is a multilingual simultaneous-sequential model and Target Language-Only based on class or level of student ability. Among these, there are several gradations, depending on the needs of students. The figure below explains the program phase in the multilingual learning model that has been recommended for local language learning in the multilingual learning model in Indonesia.

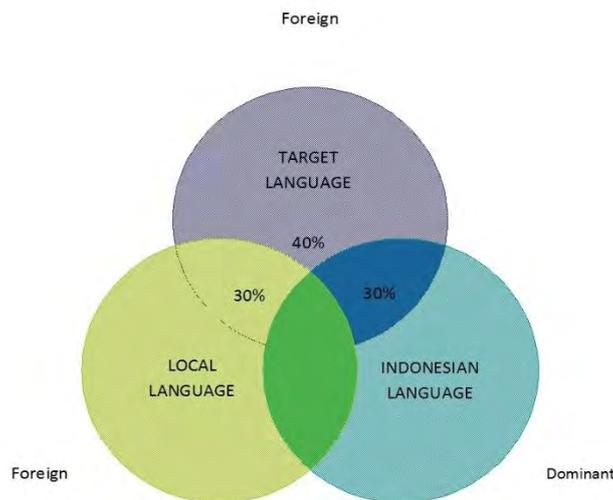


Figure 1: Embedded Multilingual Teaching Model (Bin-Tahir, et al., 2019)

Figure 1 shows that an applicable plan or curriculum must precede the embedded-multilingual model by empowering existing competent teachers by combining the target language (TL1) as a foreign language with the target language two (TL2) also as a foreign language and mixing the dominant language (L1) with both target languages. All of that must be supported by material and textbooks as a guide in learning. This multilingual learning model has been measured for the effectiveness of its implementation so that it can be adapted in designing local languages in the multilingual learning model in Indonesia, especially in

Maluku. With the hope that this model can become a guideline in this research to provide solutions to the extinction of several regional languages in Maluku.

Method

This research aimed at developing multilingual learning material, so this type of research includes research and development, which is abbreviated R&D. In this case, researchers use the R&D research model developed by Borg & Gall (1989). R&D research steps take the form of a cycle which includes: reviewing research findings, developing products based on these findings, testing in the field under the setting in which these products will be applied, and revising them based on the results of field tests (Borg & Gall, 1989). This process continues to be repeated until the product being developed meets/matches the stated objectives. The R&D research procedure can be broken down into ten steps below:

1. Initial research and information gathering. This activity includes needs analysis, literature review, a little research, and reviewing the results of the latest study related to the syllabus, lesson plans, and textbooks to be developed.
2. Planning. This stage includes the activities of designing a syllabus, lesson plans, and textbooks, identifying the learning process activation, and testing on a small scale.
3. Development of initial product formats. At this stage, it involves the development of the material, procedures, and assessment instruments.
4. Initial field test. At this stage, the field testing was carried out on a limited and small scale located at SD Al-Hilal IV Laha.
5. Major product revisions, i.e., make revisions to the product following the results of the initial preliminary field test.
6. Main field test. At the field test stage, it is carried out more broadly and on a larger scale.
7. Operational product revision. At this stage, corrections were made to the product by the results of previous field tests.
8. Operational field testing. At this stage, the product of the development process that has been carried out is applied at the field level with standard operational procedures under the conditions set as this product will be used later and without mentoring by researchers.
9. Revision of the final product. At this stage, the product to be produced is revised one last time before it is implemented.

10. Dissemination and implementation. This stage is the last stage, where the product has been perfect to be communicated with all parties concerned and subsequently implemented on an extensive scale.

This article only addresses the first and second stages. The earliest stage of R&D research is product planning. At this stage include: (1) the product's objectives, (2) the product's target audience, and (3) a description of the product's components and how they will be used (Borg & Gall, 1989). In this research, the aim of the product is the development of multilingual learning materials, namely syllabus, lesson plans, and textbooks, and the target is elementary school students in Laha Village. Product components that will be produced are syllabus, lesson plans, and coursebooks for multilingual learning for elementary students to provide education and awareness about local culture and local languages.

The instruments of this research instrument are mainly used to measure the achievement of productivity as a result of the learning process using material developed based on the Laha language. At this stage, researchers work closely with teachers and students involved to create instruments and design learning materials based on theoretical studies and empirical data from observations at school. This step resulted in draft 1 of the draft learning material. Then this draft was consulted with experts and distributed in writing to experts from academia, education practitioners and produced selections of learning material. Furthermore, through the Focus Group Discussion (FGD) activities, those present educational experts as practitioners are invited to perfect the prototype design of multilingual learning materials. The first FGD will be held at Al-Hilal IV Elementary School, and then it will be held at schools in Laha.

Results And Discussion

Based on the data gained from the need analysis questionnaire which distributed to the students to know their need to learn the local language in English teaching at the multilingual learning model could be presented in the figure below:

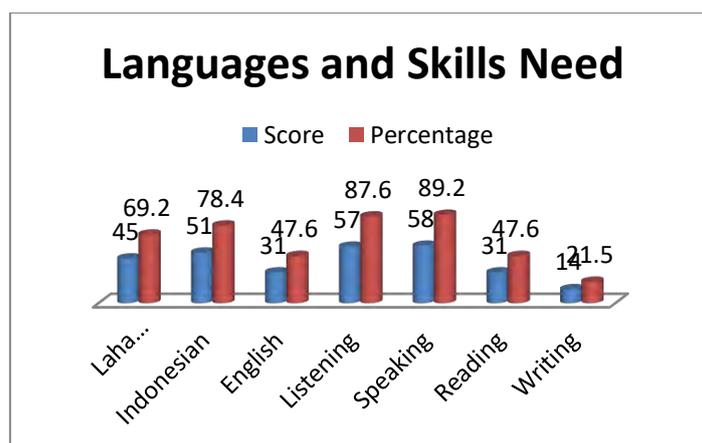


Figure 1: Languages and Skills needed by the Students

The data in the figure above shows that students prefer to learn English in a multilingual class using English and local languages. English is not very popular among students, where the results of the questionnaire showed that only 47.6 percent liked it. To anticipate this, the local language learning in English subjects through multilingual learning models in elementary schools, the researchers will apply the Embedded-Multilingual learning model. The portion of language division in teaching is 40 percent for English, 30 percent for local language, and 30 percent for Indonesian with the consideration that the local language and Indonesian language are merely the dominant languages (L1, L2) that imbedded in teaching English. At the same time, English is the target language (TL.) to be learned by students (Saidna et al., 2019).

The language skills needed by students are speaking and listening skills so that local language learning materials in English learning hours in a multilingual model will be more focused on speaking and listening material because these two skills are the primary skills when learning the language (Crystal 2000). While the data of students' needs for syllabus, lesson plan, method, and learning material embedded multilingual learning model are presented as follows:

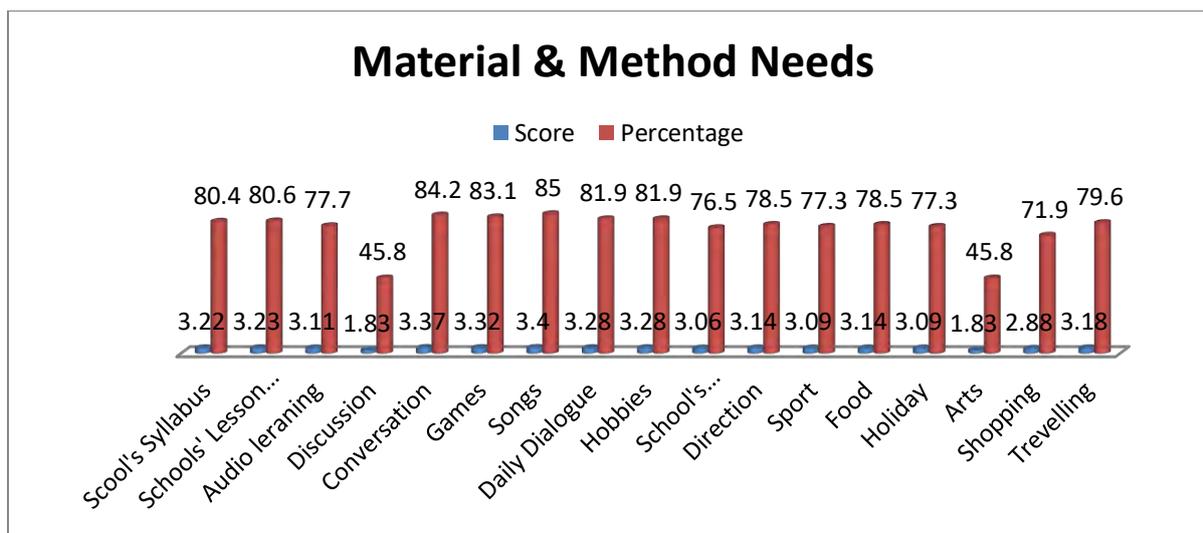


Figure 2: Material and Method Needed by Students

The data in figure 2 above shows that students want syllabus for local language learning in English subjects adapted to school syllabus and lesson plans, lingual audio methods, and games are preferred for their use in learning. While learning topics contained daily dialogue, hobbies, direction, sports, food, holiday, shopping, and traveling. In other words, students want the material that is close to their daily activities, and what are existed around them so that they can practice what they have been learned naturally based on their nature.

Following the opinion of McConnell (1974), who said that the learning material must be following the conditions and environment of students, "if the material fits, use it." In terms of learning theory, various shapes and principles of psychology and the environment of students that need to be considered in the selection and use of material are as follows: motivation, emotions, individual differences, learning objectives, contextual content organization, preparation before learning, participation in feedback, reinforcement, training, and repetition, and application. The results of an appropriate teacher in the selection of learning material make learning goals were sufficient to be achieved; this is due to students' easy and quick to understand the material delivered by the teacher.

Based on the data, the researcher designed the multilingual syllabus and prepared the learning material that will be implemented in English teaching using the multilingual model. It consisted of schools, level, subject, semester, standard competence in which divided into some components, they are; basic competence, learning topic, learning activities, competence achievement indicator, assessment, time allotment, and references. It could be seen in the figure below:

MULTILINGUAL LEARNING SYLLABUS

School : SD Al-Hilal
 Level : V (Fifth)
 Subject : English (Multilingual)
 Semester : 1 (one)
 Standard Competence : 1. Listening and Speaking
 Applying the basic vocabulary and phrases in transactional dialogue to interact with someone

Basic Competence	Learning Topics	Learning Activities	Competence Achievement Indicators	Assesment			Time alot	References
				Tchnique	Instrument form	Example of Intrument		
1.1 Melafalkan dan menggunakan percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) dengan bahasa lisan sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : menyapa	Percakapan singkat memuat ungkapan-ungkapan umum dalam menyapa dan berkenalan: Contoh : -A : <i>Good morning</i> A : <i>Selamat pagi</i> A : <i>Una haika?</i> A : <i>How are you ?</i> A : <i>Gimana kabar?</i> B : <i>Fine Thanks.</i> B : <i>Kalkei mana</i> B : <i>Baik-baik saja</i>	<ul style="list-style-type: none"> Mendengarkan percakapan dalam menyapa dan berkenalan Tanyajawab yang terkait dengan materi Membahaska kata danp harasa yang terkait dengan sapaan, perkenalan, memberi perintah atau melarang Menjawab/ 	Merespon ungkapan ungkapan umum dalam berkenalan dan menyapa orang lain. 1.Sapaan dan jawaban terhadap orang yang lebih tua ataupun muda 2.Sapaan dan jawaban terhadap orang	1.Tes lisan 2.Tes tertulis 3.Unjuk	1. Merespon ungkapan lisan 2. Pilihan Ganda dan pencocokkan ungkapan 3. Merespon	1. <i>Listen to the expressions and give your response in any language you wish.</i> A: <i>Una haika?</i> B: 2. <i>Listen to the expressions and choose the best option in any language you wish.</i> A: <i>"Hi, I'm Dudi, Nice to meet you</i> B: ... a. <i>oh, really ?</i>	2x40 menit	Script Materi dialog pada buku ajar MultiBahasa

Figure 3: Form of Multilingual Learning Syllabus

From the syllabus form that has been designed above, then more detailed in the lesson plan. The lesson plan form used to meet the learning objectives is by adopting the lesson plan form suggested by Salsbury and Schoenfeldt (2008), which can be described as follows:

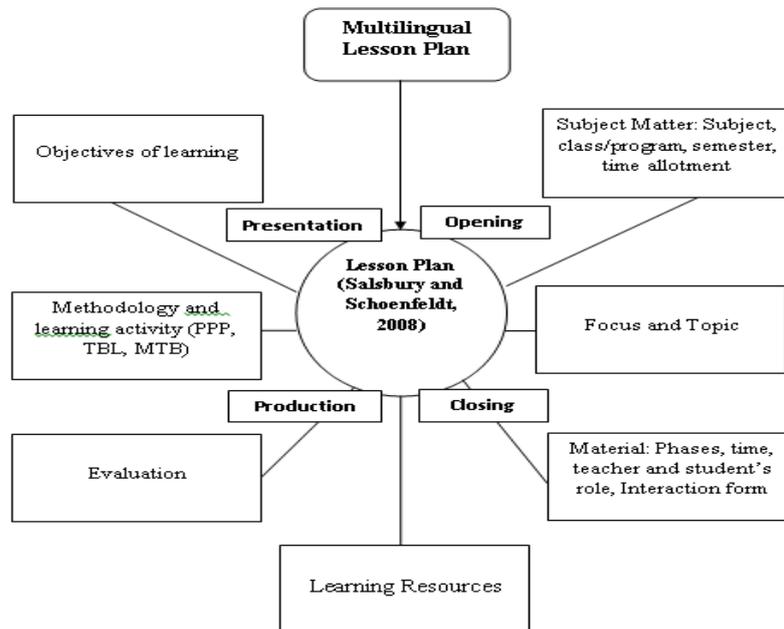


Figure 4: Model of Multilingual Syllabus

Figure 4 shows that multilingual learning plans are arranged based on the syllabus, i.e., subject matter, focus and topic, previous learning, objectives, and methods, but break it down into several parts, they open, present the material, produce, evaluate, and close. This lesson plan is also adjusted and adjusted to the existing lesson plans in Islamic boarding schools.

This finding inspired researchers in designing lesson plans for multilingual learning that mostly focused on listening and speaking skills while writing and reading skills were complementary skills. Thus, the researchers developed a multilingual lesson plan using English and American English, local languages, and Indonesian, which included formal and non-formal language genres. It was determined in daily speeches and the school's environment, so the researchers also reorganized the topic based on daily communication that took place in the school atmosphere. In obtaining the learning objectives in improving students' speaking skills, the material contains several activities, for example, listening, talking about greetings, self-introduction in peers, memorizing common phrases and vocabulary, practicing then summarizing the content. Thus, the results of the study will be employed in developing the multilingual course book, which consists of Laha local language, Indonesian, and English.

Conclusion

Based on the results and discussion, the researchers concluded that Laha language learning in English subjects through the embedded-multilingual learning model is designed based on the students' needs in learning and language skills desired, then consider the appropriate methods such as audio-lingual, game and conversation and direct practice following the school environment. Topics of learning were also adjusted to what is in the school environment regarding the daily conversation, hobbies, foods, sports, holidays, shopping, and traveling. Considering the purpose of learning was that students could communicate well using English, the local language, and the Indonesian language, the syllabus and lesson plan of multilingual education were designed using the communicative syllabus and lesson plans. Besides, the portion of languages used in the material, coursebook, and communication while teaching divided into 40 percent portion for the target language (TL.) that it English, 30 percent portion for Laha local language (L1), and 30 percent for Indonesian language (L1).

Implication of the study

The results of the study implied theoretically, methodologically, and managerial to the language teaching and learning in the multilingual classroom context. Theoretically, the study contributed some theories in language acquisition and language learning in the multilingual classroom that is the embedded-multilingual learning model, which consisted of 40 percent for the target language, 30 percent for the first language (L1), and 30 percent for the dominant language (DL). It also implied that in designing the multilingual learning material should be based on the students' needs and the students' situation and what are around them.

Methodologically, the result of the study implied that the research and development (R&D) model was suitable and appropriate to design learning materials, especially in multilingual learning materials. By managerial, it indicated that the process of multilingual teaching and learning in the multilingual classroom could be implemented by practitioners in teaching more than two languages in their class and also implied for further researchers to design and develop other materials in the multilingual teaching and learning.

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Attitude and Approach of the Lecturers on CTL Based Instruction in Teaching Paragraph Writing

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Abstract

This paper reports a study of lecturers' perceptions of Contextual Teaching and Learning (CTL) as an approach to teaching paragraph writing at Indonesian higher education. Case studies were conducted with five lectures who teach paragraph writing.

The research findings indicate marked differences in the way lecturers perceive the value of their teaching approach using CTL in teaching paragraph writing. From the lecturers' perspective, there were 3 categories identified in the analysis: (1) Frequently implemented CTL (2) Moderately implemented CTL (3) Infrequently implemented CTL. Although all participants had a basic understanding of the core aspects of CTL, not all were able to implement it adequately in the classroom. It is evident that the more knowledge the lecturers have on CTL, the better they are able to implement it in their teaching of paragraph writing. The research has contributed to a scholarly understanding of lecturers' attitudes towards and use of CTL to teach paragraph writing in university EFL classrooms. The findings indicate that more training on CTL may be needed to ensure that all lecturers are able to implement this approach effectively.

Keywords: *Paragraph writing, Contextual teaching, and learning*

Introduction

In this information age, English plays an increasingly important role as the language of business, the language of commerce, and the language of international communication. Awareness of the importance of developing English language skills has been felt by many people, especially those involved in the field of higher education. In learning English, there are four language skills that must be developed, namely listening, speaking, reading, and writing (Brown, 2000; Nunan, 1989). The writing skill is one of the most complex and quite difficult language skills for students. Writing is different from speaking because it is more standardized. When people make mistakes in speaking, they can clarify and correct them. However, in writing, clarification is not that easy because the writer is not directly facing the reader. Thus, the need for accuracy in the first place regarding writing is critically important. (Kroll, 2001) says that writing is a skill which must be deliberately taught and requires to be developed. Gabrielatos et al. cited in (Tosuncuoğlu, 2018) state that "writing is a complex skill, and its development involves much more than the accurate use of grammar and a good range of vocabulary." Lenneberg cited in (Brown, 2001) asserts that writing is "an important skill for both first and second language and it is not a skill naturally learned like walking."

To be able to write, students need to possess adequate vocabulary, knowledge of grammar and sentence structure, as well as the ability to organize ideas and information. Thus to write well, students need more practice starting from planning and organizing their ideas to revising the writing draft. There is a number of approaches that lecturers can use in the classroom instruction to improve students' writing. One of these is contextual teaching and learning (CTL).

(Berns & Erickson, n.d.) define CTL as a conception of teaching and learning that helps teachers relate subject matter content to real world situations. In turn, this helps students to apply what they learn in the classroom to their life as family members, citizens, and workers. It assists students to learn abstract ideas and draw connections to the application in a real life context. According to Chakraverty and Gautam in (Trimadona & Pd, n.d.) writing is a reflective activity that requires enough time to think about the specific topic and analyze it as well as to classify the background knowledge. This implies that the teaching of writing should be contextual so that students can relate their background knowledge to the given topic in order to develop ideas for writing.

Contextual teaching and learning theory proposes that learning occurs only when students can process new information or knowledge which is understandable to them, meaning that they can relate the information to their own life (Crawford, 2001). This suggests that learning actually occurs only when learners are able to make connections between a subject matter and their own inner worlds of memory, experience, and response. The CTL assumption about learning English is that the context of the use of this language should be clear and relatable so that the learning is meaningful to EFL learners.

Several recent studies have investigated the effects of CTL-type approaches on students' writing skills and found them to be effective. For example, (Afif Rofii, 2019) found that students improved significantly in their writing of research proposals following the implementation of an experimental learning model of contextual-based academic writing. In another study which measured improvements in students' writing following an intervention,

In another study which measured improvements in students' writing following an intervention, (Tusyanah et al., 2019) got 278 students to explore their local area and write

reviews in English of the places that they visited using the Local Guide feature in Google. The results of the pre- and post-intervention writing tests indicate that students' writing improved significantly. The researchers also note that students who participated in the study appeared enthusiastic about the learning strategy, which suggests that encouraging students to relate their language learning to their own contexts and experiences can be very motivating. Finally, (Hong, 2019) investigated the use of project-based learning for teaching English to culinary students, and found that this approach which combined practical food projects with language learning increased students' motivation to learn English as lessons were linked to students' real life and career goals.

Lecturers should encourage their students to develop understanding from their experience or knowledge so that they can develop ideas for writing, starting with the paragraph, which is the building block for longer texts. To help the students to write a good paragraph, the teacher first introduces what a paragraph is and what its components are. After that the teacher explains that in the paragraph there must be one sentence containing the main idea and the other sentences in the paragraph explain the main idea. The teacher introduces some linking words that can clarify the flow of ideas and make the paragraph cohesive. After explaining the paragraph structure, the teacher shows some good paragraphs and ask students to write a paragraph with a different theme. Since the ability to write coherent paragraphs is fundamental to writing effective longer texts, it is important to see the lecturers' approach and attitude toward CTL in teaching paragraph writing. (Pandian et al., 2004) state that what teachers know and can do affects all their teaching practice.

At Muhammadiyah Makassar university in Indonesia, all first-year English majors take a course in paragraph writing in their second semester. The main approach to writing is CTL. Studies which have investigated CTL in Indonesian classrooms (Harjani, 2005; Mulyadin, 2010; Wandasari, 2001) found that CTL effectively improved students' comprehension, interest, and competence in writing and reading skills. (Crawford, 2001) states that the teaching strategies used in the CTL approach to teaching writing were relating and transferring. However, few studies have investigated paragraph level writing in a university context especially with a focus on first-year university students. The

research question for this study is what are lecturers' attitudes and approaches toward the use of Contextual Teaching and Learning based instruction in teaching paragraph writing.

Research Method

1. This study aimed at finding out lecturers' approaches and perceptions toward CTL in teaching paragraph writing in the second semester of the first year at the University of Muhammadiyah Makassar. It used a qualitative research design.
2. Instrument and Participants: The main source of data to find answers to the research question was Interview and five lecturers who teach paragraph writing to first year university students were chosen to participate in the interviews. The interviewees were selected based on the purposive sampling method. The lecturers' teaching experience ranged from five to fifteen years, and they had been teaching writing for between five and ten years, In order to protect participants' identity pseudonyms have been used in this paper.

3. Procedure

Thematic analysis is one method to analyze data in order to identify patterns or to find themes through data that has been collected by researchers (Braun & Clarke, n.d.). (Holloway, I., Todres, 2003) state that the thematic analysis is the basis or foundation for the purpose of analysis in qualitative research. They suggest that the researcher should try to understand the qualitative data that they obtained by reviewing and re-reading interview transcripts, listening to the interview again or watching the video that was made during the data collection process. This approach is widely used in research into English language teaching in Indonesian universities. Thus, in following this process, the researcher made a note of important points in the interview transcripts. Second, the researcher coded content in the transcripts which are related to the research question. Finally, the coded contents were also classified into particular groups under certain themes. The table below is the thematic analysis result of the study;

No.	Raw Data	Code	Sub-themes	Themes
1	CTL is an approach in which the materials taught are related to the real needs of the students, which might include the skills that the students need to acquire.	Materials related to students real needs	Define CTL Concept	Concept of CTL in paragraph writing
	In my opinion, CTL is a teaching model where we teach something based on the context.	Teach based on context		
	CTL is teaching and learning based on students' prior knowledge.	Teaching and learning based on SS' prior knowledge		
	CTL is teaching design where teachers try to relate subject, concept, or material to students' daily context (daily activities or experiences)	Relate subjects to students daily activities or experience		
	CTL is a teaching and learning that emphasises students' involvement in the teaching and learning process.	Emphasize students' involvement in the teaching process		

2.	I used CTL for many times in teaching descriptive paragraph	Use CTL many times and always	Frequently implemented	The frequency of CTL instruction in paragraph writing
	I always teach paragraph writing using CTL			
	I often teach paragraph writing with CTL	Often and sometime	Moderately implemented	
	I sometime use CTL in the paragraph writing class			
	I rarely teach paragraph writing using CTL	Rarely teach using CTL	Infrequently implemented	

3.	I teach CTL in paragraph writing by first explaining the paragraph organization that the students will write. Then the students are required to observe current issues or topics close to their daily life	Explain paragraph organization and students observe current issues	Explaining material, give examples, asking students to connect and choose topics related to their daily life or current context, students plan their writing	Approach in CTL instruction in paragraph writing
	I ask students to find a topic and write a sentence expressing the main idea of their topic (topic sentence) as well	Students find a topic and plan their writing		

	as to plan the supporting sentences.			
	I teach the material, encourage students to connect the material with their real life, and then ask the students to write a paragraph based on their life, for example with a familiar theme, such as family, university, daily activity, etc.	Teach the material and students connect the material with real life, and write paragraph with familiar theme		
	After explaining the generic structure, I showed example to the students. Then, I asked them to develop their own descriptive paragraph but it should be based on their real life situation	Explain generic structure of paragraph, give example, and ask students to write based on their real life situation		

	I explain the generic structure, language use/features, social function and give some examples of descriptive text to the students. After that, I ask them to discuss the material. In the following meeting, I take them to a hospital and ask them to write descriptive paragraph about the situation in the hospital.	Explain the material, give example, take students to a hospital before writing descriptive paragraph about it		
4.	Applying CTL in writing activities helps the students to cultivate more effectively their ideas about certain topics	CTL helps students to cultivate their ideas about certain topics	Believe that CTL can help students in learning paragraph writing	Opinion on CTL instruction in Paragraph writing
	It is easy for the students to create a paragraph based on their life because they directly express their experience in written form.	Ease student to write paragraph based on their real life		

Using CTL in paragraph writing is alternative teaching strategy that the lecturer can use in the class. It can help the students to develop their creativity in writing because they relate their idea with context of their life.	CTL helps to develop creativity in writing		
Using CTL can give students experience and assist them to recognize their weaknesses and their competence.	Give experience and recognize weaknesses and competence		
CTL is one of the good models in teaching because the students can write about what they experience	Give students an opportunity to write what they experience		

Table 1. Thematic Analysis Result

Findings

From the five lecturers being interviewed, all of them appear to have an adequate understanding of CTL. One lecturer, Wiwik, defined CTL as an approach in which the materials taught are related to the real needs of the students, which might include the skills that the students need to acquire. Nining commented that contextual teaching and

learning is a teaching model in which we teach something based on the context. Wati defined CTL as teaching and learning based on students' prior knowledge. Lilis said CTL is a model which promotes links between the students' current situation and the teaching material. Yanti referred to CTL as one of the learning strategies which emphasises students' involvement in the teaching and learning process.

Thus, all the respondents were able to explain their understanding of Contextual Teaching and Learning based instruction. In addition, they all stated that they applied CTL when teaching paragraph writing but the frequency of application varied between participants. Some reported that they use it frequently (lecturers Yanti and Lilis), whereas Nining said that she used CTL infrequently in teaching paragraph writing.

Although participants expressed their understanding of CTL in slightly different ways and used it with varying frequency in their classrooms, most of them seemed to follow a similar approach in implementing it. In particular, they all began by showing students example paragraphs and explaining paragraph structure, and then asked students to choose topics related to their daily life or current context. For example, Lilis reported that she has implemented CTL in paragraph writing by first explaining the paragraph organization that the students will write. Then the students are required to observe current issues or topics close to their daily life. Wiwik's approach in implementing CTL in paragraph writing was first to ask students to find a topic and write a sentence expressing the main idea of their topic (topic sentence) as well as to plan the supporting sentences. Wati said that students are taught about the material and then they should connect the material with their real life so that they can apply it in their real situation. Like other lecturer participants in this study, Wati's use of CTL involved asking the students to write a paragraph based on their life, for example with a familiar theme, such as family, university, daily activity, etc.

Similarly, lecturer Yanti explained that the students are expected to identify connections between the teaching materials and their own life context or situation, and then they can apply it to their life. She gave an example of how she uses CTL in her paragraph writing class as follows:

In teaching about descriptive paragraph, after explaining the generic structure, I showed example to the students. Then, I asked them to develop

their own descriptive paragraph but it should be based on their real life situation. (Yanti)

Nining, however, said that she only implemented CTL once in teaching paragraph writing. First, she explained about the descriptive paragraph including the generic structure, language use/features, social function and gave some examples of descriptive text to the students. After that, she asked the students to discuss the material. In the following meeting, she took them to a hospital and asked them to write descriptive paragraph about the situation in the hospital. Nining said that she took the students out because she thinks that they will feel more relaxed and be able to compose their texts more easily if they can directly observe the situation they are writing about. However, Nining only did this once in her class because, as she explained, it is costly for the students to travel to different places in the city.

The lecturers' comments show that they already implement the CTL based instruction in teaching paragraph writing and they have concepts on what CTL based instruction is like. In terms of lecturers' perceptions on CTL based instruction in teaching paragraph writing, they appear to hold quite similar views. They all believe that CTL based instruction can help students in learning paragraph writing. Lecturer Lilis said that "applying CTL in writing activities helps the students to cultivate more effectively their ideas about certain topics". Lecturer Nining acknowledged that CTL is one of the good models in teaching because the students can write about what they experience. Similarly, lecturer Wati thought that it would be easy for the students to create a paragraph based on their life because they directly express their experience in written form. Yanti had a similar view of CTL but she also highlighted its role in developing students' creativity:

In my point of view, using CTL in paragraph writing is alternative teaching strategy that the lecturer can use in the class. It can help the students to develop their creativity in writing because they relate their idea with context of their life. Yanti

However, Wiwik, who was a more experienced teacher than most other participants, had a more complex view. She explained that by using CTL, the students

experience and recognize their weaknesses and their competence. She noted that CTL requires hard work from the learners because they need to read a lot to enlarge their ideas in their written texts. She also added that the students require patience to practice writing logical sentences and coherent paragraphs because these skills can only be developed with practice and time.

When asked about the students' response toward their use of CTL in paragraph writing, most participants said that students were positive. Lecturer Yanti reported that her students gave a positive response to CTL in developing their writing skill, especially in writing paragraphs. She said that the students seem to find it easy to complete paragraph writing tasks after experiencing CTL. Lecturer Wati reported that students in her class feel happy and excited because they find it easy to compose a paragraph when they can conceive the ideas based on what they know and experience. Lecturer Lilis believes that the students enjoy writing about things close to their life or topics that they have plenty of information about. However, Wiwik had a slightly different view. Although she was positive about the use of CTL in paragraph writing, she also noted that students experienced some difficulties with the approach:

In my understanding, based on my observation toward them, they have some difficulties in following or fulfilling the target given because the lecturer didn't just ask them to write, but what is written by the students should be logically understood. Although students are instructed to write step by step, logically ordered ideas are not found yet in their text. Some even plagiarise although they know that plagiarism is not allowed.

Discussion

Based on the findings, lecturers' attitudes and approaches to CTL based instruction in paragraph writing can be divided into three categories, namely frequently implemented, moderately implemented, and infrequently implemented. All of the five lecturers stated that they use CTL based instruction in teaching paragraph writing. However, Yanti and Wiwik use CTL frequently in the class, Lilis and Yanti use it moderately and Nining uses it infrequently: according to the interview data Nining only used CTL once on the paragraph writing course. All the lecturers' conceptions of CTL

based instruction show their understanding that CTL is thought to be one of the best approaches to teaching and learning writing because CTL enables students to process, expand, and apply their academic knowledge and skills in a variety of settings in order to solve simulated or real-world problems.

Participants' definitions of CTL as well as the ways in which they said they implemented CTL generally reflect descriptions of this approach in the literature, where it is often defined as a concept that guides lecturers and students to relate meaning and real world situations with the subject matter in appropriate ways (Johnson, 2002; Sears, 2003). For example, Yanti, one of the two lecturers in the frequently implemented group, mentioned that in using CTL, she is trying to relate the material with students' real life. Writing a paragraph based on students' life, family, university, daily activity, helps students to easily get the idea for the writing. This should make it easier for the students to write a paragraph because they express their own experience in written form. As (Jozsef, n.d.) points out, a writer's involvement in the topic is one of the factors which influences the process of writing, along with the writer's individual rhetorical skills, interaction with a real audience, and how feedback on ideas presented in drafts is provided.

Teachers can encourage students' involvement in the topics they are writing about by setting writing tasks related to students' own life experiences and contexts. Students apply the new knowledge and skills that they are learning about writing, such as paragraph structure, to familiar topics. This application of new knowledge and skills to things from the student's context is one of the characteristics of CTL based instruction. This approach may help the students to feel more enthused about writing because they find it easier to compose a paragraph when they can relate things from their own life.

Two other lecturers Wati and Lilis moderately implemented CTL in the paragraph writing. They do not apply this approach so often even though they can give an adequate explanation of the CTL concept and the use in the classroom. One of them views the use of CTL as one of the alternative strategies that teachers can use in the class to develop students' creativity in writing because they relate their ideas with the context of their life. Authentic context here reflects the definition given by (Svinicki, 2004) as "a situation in which the skills learned will really be used eventually, or it can be a real life situation in

which the skills are needed but not necessarily representative of the learners' future use of them". Writing about authentic context should make it easier for students to complete the task given.

Although the use of CTL from the lecturers' perception is closely related to connecting things to students' life context, theoretically, CTL is more than that. Lecturers' modelling in the classroom as a demonstration that can be imitated by every student is also one of the characteristics of CTL. This is because knowledge and skill can be gained if there is a model from the experts. Bosworth (1994) asserts that teachers should train students to learn what skills will be necessary, ask students to demonstrate those skills, model those skills in their instruction, provide feedback about students' collaborative skills and give students an opportunity to reflect on the collaborative experience. The participants' in this study did talk about how they provide model paragraphs for their students, but they did not mention any processes of feedback and reflection. This does not mean that they do not include these processes in their teaching, but suggests that they may not see them as core aspects of CTL.

Only one lecturer in this study, Nining, implemented CTL infrequently in her teaching of paragraph writing. Nining commented that CTL is a teaching model where they teach something based on the context, and she reported that she implemented CTL in when teaching the students about descriptive paragraphs. Nining even took the students to a hospital and asked them to write a descriptive text/paragraph about the situation in the hospital. This revealed that, in her view, to be able to write, students truly have to search for ideas and not only the knowledge of the language, and contextual teaching where students experience a context directly can be very helpful in the making of ideas to write. This suggests that Nining has only a partial understanding of CTL. As (Flower & Hayes, 1980) point out, the process of writing may involve writer's long term memory, including knowledge of the topic, knowledge of the audience, and stored writing plans, and a number of cognitive processes such as planning, translating ideas into text, and revising. Thus, writers do not always need to be placed in a context in order to write about that context. Nining acknowledged that the students' response when she used CTL was positive; they enjoyed learning because it gave them concrete ideas, not abstract ones. However, the time, effort and cost involved in making the trip to hospital meant that she

only used CTL once in her teaching of paragraph writing. A better understanding of the concept of context in CTL may help her to use this approach more frequently in her classroom. In addition, as some recent studies (e.g. Hong, 2019; Tusyanah et al., 2019) have indicated that real-world projects are motivating for students and likely to lead to improvements in their writing skills, it would be worth finding activities which take less class time and expense but still encourage students to link their writing to the explorations of the world around them.

Conclusion

Although the use of CTL based instruction is believed to be a useful aid for lecturers in teaching paragraph writing in term of developing students' ideas in writing, the implementation of this CTL in the classroom is varied. It has been frequently implemented, moderately implemented, and infrequently implemented in the class by the lecturers. Most of the lecturers generally view that CTL is about helping students to relate their writing knowledge and skills to their own contexts and experiences. However, CTL also covers things such as authentic modelling, applying, grouping and using authentic assessment in the classroom, not all of which were mentioned by participants when discussing their definitions and approaches. Overall, the findings suggest that the more knowledge participants have about CTL, the better their paragraph writing teaching performances.

Pedagogical Implications

Based on the conclusion above, it can be taken the implication of attitude and approach of the lecturers on CTL based instruction in teaching paragraph writing;

Lecturers in general understand the importance of CTL in teaching writing, however it might be helpful for the university to provide training in CTL for the lecturers or at least to encourage lecturers to observe each other and exchange ideas. This would facilitate a more in-depth understanding of this approach as it applies to paragraph writing. In order to gain more insights into how CTL is applied in writing classrooms, future research could include classroom observations and interviews with students to see what the lecturers actually do and the students' attitudes. It would also be interesting to analyse

the students' writing to see the results and perhaps compare with writing from classes where CTL is not used.

Students especially in their first year when being taught to write paragraph level can be benefited by CTL because they can relate their learning with their daily life. They may find it easy to learn the concept of paragraph writing and to find ideas to write so that they are used to transfer their knowledge and opinion into paragraphs. This can be a good foundation for students before they move to advance level such as essay writing and academic writing.

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Student Teachers' Questioning Strategy in EFL Microteaching Class

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Abstract

Questioning has been considered as one of the most essential and important techniques and skills in instructional processes. Questioning helps teachers to check if the

students understand what they have been taught, to enhance students' involvement in classroom learning activities and to promote students' creative thinking in classroom interaction. Student teachers are therefore recommended to be able to master this technique and skill and practice it in Microteaching class before coming into schools for teaching practice. This study aimed to investigate the types of questions the student teachers produce during the microteaching sessions in EFL Microteaching class. The method of the study was qualitative in nature. The subject of the study was the EFL student teachers attending Microteaching class during the odd semester of academic year 2018/2019. The results of the research showed that (1) the student teachers showed convergent and divergent beliefs with regard to teacher questions; (2) the types of questions used by student teachers in microteaching practice sessions mainly consisted of echoic and epistemic questions in almost all their subcategories; (3) the questioning strategies used by the student teachers ranged from structuring, nominating, probing, leading, and pausing questions. Besides, the study also revealed that the student teachers mostly used low order questions, and less high order questions.

Keywords: *Questioning strategy, student teachers' beliefs, EFL Microteaching class, Microteaching practice session, Micro-teacher*

Introduction

The teaching and learning process is inseparable from the interaction between teacher and students. In many cases, interactions that occur are one-way interactions where students only listen to what is conveyed by the teacher. The result is students being inactive and learning in the classroom becoming ineffective. Therefore, teachers and students use questions to build good learning interactions. Questions asked by students usually aim to get an explanation whereas the purpose of the teacher asks aims to measure students' understanding, get information from students, and stimulate students to think. So, the teacher's questioning skills are also a benchmark for students' ability to answer questions from the teacher.

Asking question is one technique to make students think. When students think critically, their curiosity will grow. To satisfy this curiosity, students will ask. It is in line

with Sanjaya (2006: 264) which states that learning in essence is asking and answering questions. In this case the question is seen as a reflection of curiosity, while answering questions describes a person's ability to think. The ability to ask is all question sentences or all that require students' response to a problem in the teaching-learning process. It can be seen that teachers' question skill plays pivotal role in EFL classroom. Teacher's question is not enough if only "does anyone want to ask? Or" are there any question? "But the teacher needs to provide challenging and interesting questions, so that students want to participate in the class. In addition, the question must be systematic with good grammar because the teacher is a role model for students. Currently the 2013 curriculum is designed using a scientific approach that expects teachers to be able to develop critical thinking skills and complex student reasoning about the problems around them. so, the scientific approach is referred to questioning.

Another interesting research finding was reported by Delima, E.M (2012). In her research, she found that the reticent students preferred two types of questions: low-level questions and valuing questions. With low-level questions, the students found it easy to recall information they have learned. Similarly, valuing questions helped them express their beliefs, attitudes, and ideas. She further concluded that the reticent students were encouraged more to take active part in class discussion if teachers ask low-level questions and valuing questions.

The importance of questioning strategy in teaching is also shown by Sunggingwati et.al (2013). In a multiple site case study, Sunggungwati and Nguyen (2013) found that the implementation of questioning strategy in EFL classroom requires teachers' knowledge and confidence. Therefore, EFL teachers need to be equipped with more professional teacher development program. They further argued that if teachers are trained extensively in self-questioning and use guided questions, students are able to generate higher levels of questions.

Similarly, Padmadevi & Artini (2019) found out that although questioning skill is an important basic teaching skill to be practiced, most of the student teachers used basic questioning strategy and rarely exercised the advanced level type of questions in the simulation phases of Microteaching course. Moreover, they also found that during the simulation phases, the student teachers learned from peer's feedback, from discussion and

through reflection from which students can ask questions and develop their critical thinking. In other words, peer's feedback, discussion, and reflection help student teachers improve their basic teaching skill including basic questioning skill as well as their advanced questioning skill including questions for stimulating critical thinking, questions for guidance, and questions for exploring divergent and complex answer.

The research findings revealed by the previous studies especially those of Sanjaya (2006), Delima, E.M (2012), Sunggingwati and Nguyen (2013), and Padmadevi & Artini (2019) indicated that questioning strategy remains an increasingly research interest area in EFL education. Questioning strategy is not only important for teachers in teaching but also for students to help support their reading comprehension and critical thinking, including the student teachers who are preparing themselves to be teachers for the millennial generation in this challenging twentieth century.

Students in the millennial generation with more advanced developments in the future will face more severe challenges. If so, student teachers who will become future teachers need to equip themselves with the ability to teach. In the microteaching class, they learned instruction techniques to later be applied to the teaching practice program. The students' questioning is one skill that is the focus of attention to be explored. Therefore, this study carried out the strategy of asking student teachers to cover the types of questions they use and the level of questions used related to students' cognitive abilities.

Taxonomy of Questions

In literature, questions have been classified into several taxonomies intended to describe their fundamental nature. For the teaching purposes, these taxonomies of questions can be used by teachers to formulate questions intended to elicit specific cognitive processes. The basic way to characterize questions is to classify them as either convergent or divergent. A convergent question, often called a closed question, is intended to elicit a specific response or a narrow list of possible responses. Educators use convergent questions to draw a single "best" response from learners. In contrast, divergent questions, also known as open questions, elicit a wide range of responses that often require substantive elaboration. Divergent questions do not have a single "best"

response. Educators use divergent questions to stimulate dialog and explore a range of issues related to the topic.

A basic way to classify questions is to examine their cognitive level or complexity. It is Bloom who originally described a hierarchal approach to cognition which was subsequently modified by Anderson and Krathwohl. Bloom taxonomy of questions can be seen in the following table.

Table 1. Taxonomy of Question based on Bloom’s Cognitive Domain

Cognitive Domain	Cognitive Level	Actions Required	Sample Question
Remembering (Knowledge)	Low	List, name, identify, show, define, recognize, recall, state	What is the mechanism of action of acetaminophen?
Understanding (Comprehension)	Low	Summarize, explain, interpret, describe, compare, paraphrase, differentiate, visualize, restate, put in your own words	Describe the goals of therapy in patients with malignant pain?
Applying (Application)	Low	Solve, illustrate, calculate, use, interpret, relate, manipulate, apply, classify, modify, put into practice	According to the World Health Organization guidelines on persisting pain in children, what would be the most appropriate treatment choice in this case scenario?
Analysing (Analysis)	High	Analyse, organize, deduce, choose, contrast, compare, distinguish	Given the patient’s symptoms, what are the most likely etiologies of her pain?
Evaluating (Evaluation)	High	Evaluate, estimate, judge, defend, criticize, justify	Based on the findings of this study, what do you believe is the role of pregabalin in the

			treatment of post-herpetic neuralgia?
Creating (Synthesis)	High	Design, hypothesize, support, schematize, write, report, discuss, plan, devise, create, construct	This patient has had four emergency room visits in the past month due to uncontrolled pain. How would you manage this patient to prevent yet another urgent care visit?

(Revised Bloom’s Taxonomy of Educational Objectives, Anderson, L.W. et al; 2001)

As can be seen from the table above, questions may address various levels of cognitive domain starting from remembering or memorizing facts to process involving critical thinking. In terms of the difficulty level of cognition, these domains are classified into lower and higher order thinking. The table above shows that the lowest level of cognitive process is remembering or memorizing facts or information, and as Palmadevi & Artini (2019) found, most student teachers frequently posed these types of questions during peer teaching simulations. Questions aimed at eliciting students’ comprehension are those requiring them to summarize information, explain it in their own words, interpret it logically based on the context. Similarly, application questions deal with executing a procedure or process, mental or physical to a new situation. Likewise, analysis questions require the students to organize the information into meaningful parts and analyze the relationship among them. Next, evaluation questions are questions that may require students to make judgments, to criticize a certain product, or to determine the appropriateness of a product or process for a given problem. Finally, the most challenging and difficult question is creating questions. This type of question may require students to create alternative hypotheses based on their observation toward the existing phenomena, design a new and different strategy to complete a task, or formulate a distinctive product.

Questions may also be classified into knowledge dimensions. Based on this classification, Anderson and Krathwohl (2001) describe 4 types of knowledge: factual,

conceptual, procedural, and metacognitive. These knowledge dimensions range from concrete to abstract. Anderson and Krathwohl explain that factual questions often ask students to recall specific elements from a reference source. Factual questions are questions that aim to collect information about things for which there is a correct answer. This type of question needs comprehension and analysis in order to provide correct answer. Conceptual questions refer to the questions requiring students to create an answer rather than simply to recall information. Certain principles or theories usually underly the creation of answer to this type of question. Procedural questions are questions that might ask students about well-established methods for gathering information or selecting the most appropriate equation in a particular situation. Finally, metacognitive questions deal with questions demanding students to articulate a cognitive strategy required to complete a task or examine personal motivations and values. The classification of question according to knowledge dimensions can be described in the following.

Table 2. Classification of Question Based on Knowledge Dimensions

Knowledge Dimension	Cognitive Level	Sample Question
Factual	Low	According to the textbook, what dose of morphine would be equianalgesic to 10mg of hydromorphone?
	High	Based on the results of this study, what would the equianalgesic dose of hydromorphone for a patient who is currently taking morphine 30mg daily and how confident can we be in that estimate?
Conceptual	Low	Describe the steps in the WHO pain management pyramid?
	High	In what ways is the WHO pain management pyramid similar to the National Comprehensive Cancer Network cancer pain guidelines? In what ways are they different?
Procedural	Low	What interviewing techniques can be used to determine the severity of a patient's pain?

	High	Several techniques are available to evaluate pain. What do you perceive are the strengths and weaknesses of each?
Metacognitive	Low	Thinking back on your encounter with this patient, how well do you think you addressed his pain?
	High	Given that you feel you handled the patient interaction in a less than optimal manner, what do you think would help you do a better job addressing patients' pain in the future?

(Adopted from Anderson & Krathwohl, 2001)

Another taxonomy of teacher questions is proposed by Ellis in Farrell (2009) who distinguishes between two main types of questions and their sub-categories. The two main types in this taxonomy include echoic and epistemic questions. Echoic questions seek the repetition of an utterance or the confirmation of information, whereas epistemic questions seek information of some sort' (Farrell & Mom, 2009, p. 53). Various sub-categories of echoic questions encompass comprehension checks, clarification requests, and confirmation checks, while sub-categories of epistemic questions include referential, display, expressive and rhetorical questions.

Table 3. Taxonomy of Teacher Questions

Types of Question	Sub-categories	Sample
Echoic	Comprehension Checks	All right? Ok?
	Clarification Requests	What do you mean?
	Confirmation Checks	Do you mean?
Epistemic	Referential	Why didn't you do your ...?
	Display	What's the opposite of "up"?
	Expressive	It is interesting, isn't it?
	Rhetorical	Why didn't you do that? Because you ...

(Adapted from Farrel, 2009, p.54)

Within the epistemic question types in table 1, two main types of questions language teachers often ask are display and referential questions. Research suggests that display type questions, or questions in which the answer is known to the teacher, can provide an opportunity for students to display their knowledge and understanding. In contrast, referential questions, or questions in which the learner is required to express their opinion, reasoning or information, are said to promote more genuine communication in the second language classroom (Brock, 1986; Long & Sato, 1983).

Questions may also be classified according to the intention of the questioner. Based on this idea, the types of questions are divided into five: a) Structuring, b) Nominating, c) Probing, d) Leading, and e) Pausing (E. C. Wragg and G. Brown (1993), Shaunessy (2005), Orlich, et.al (2010).

Methodology

A. Context and Subject of The Research

This qualitative research was conducted in order to examine the questioning strategy used by the student teachers in microteaching practices and the beliefs behind the use of the questioning strategy. Qualitative research allowed the researchers to study the participant in natural setting (Creswell, 2012). It was used because the researchers could make a complex picture, examine the words, detailed reports from the participants' views and conduct studies in natural situations.

The subject of the study was the EFL student teachers attending Microteaching class during the odd semester of the academic year 2018/2019. Twenty student teachers attended this course. For the sake of microteaching practice session, these student teachers were divided into 4 groups – each group consisted of five members. Each group decided a topic, discussed it, prepared mini lesson plan, and later taught it in microteaching practice session. Each member of the groups played different roles – micro-teacher, observer, time keeper, assistant, and student. Each group interchangeably presented their microteaching practice session for 15 – 20 minutes and followed by a post observation

conference between the micro-teacher and observers lasting approximately 15 minutes. The following day a semi-structured interview was conducted on the basis of the four student teachers' convenience. When a group presented their microteaching practice session, all members of other groups became students except two of them became external observers. Therefore, four EFL student teachers acted as micro-teachers – two male student teachers and two female student teachers. They presented their microteaching practice session on basic questioning teaching skill. The types of questions analysed in this study derived from these four student teachers. This is to say that these four student teachers became the participants in this study. The pseudonyms ST1, ST2, ST3, and ST4 have been assigned to the four participating student teachers in order to maintain anonymity. The ST 1 and ST2 were female, and the ST3 and ST4 were male student teachers.

B. Procedure and Data Collection

The data for study were collected for a three-week period. The data were collected through peer observations followed by post observation conference, video recording, and semi structured interview. Peer observation was used to uncover the components of questioning skill performed by the micro-teacher. Some of the student teachers who served as observers assessed the quality of the components of the questioning skills by the presenter or micro-teacher. The components included question content, question distribution in class, giving time to answer questions, or nominating questions to student. In addition, there were also other components based on higher level questions such as questions based on cognitive levels and reasoning questions. Video recording was used to capture the types of questions the student teachers (micro-teachers in this case) asked during the microteaching practice session. The data from this recording helped the researchers transcribe the detailed questions the micro-teachers produced during the microteaching practice session. Semi structured interview was applied to allow the student teachers space to express their beliefs. First, an initial interview was conducted in order to gain insights about the student teachers' beliefs about teacher questions. The beliefs they stated in this initial interview would be used as the starting points for making comparisons across the different methods of research used. The pre-observation interview

was conducted one hour before the microteaching practice session began and was recorded. The questions asked related to what the student teachers had planned to do in the class for that day. The post observation interview was conducted one hour after the class ended, and questions in this interview were mainly about what had just happened in that day. The final interview was conducted one week after the final observation. The final interview revisited questions from the initial interview along with new questions which were designed to further explore various aspects of teacher questions and thus allow for further beliefs to surface. A follow-up interview was also conducted after the data had been analyzed and written for the student teachers' reactions and comments. All interviews were recorded and transcribed.

C. Data Analysis

The data were analyzed to investigate and answer the following research questions:

- (1) What are the student teachers' beliefs about teacher questions?
- (2) What types of questions do the student teachers ask during the microteaching practice session in EFL Microteaching class?
- (3) What are the questioning strategies used by the student teachers in microteaching practice session in EFL Microteaching class?

These research questions guided the collection and analysis of data. When all of the observations and interviews were transcribed, they were coded and analysed. In order to ensure the data were reliable, all of the transcripts were coded and analysed on three separate occasions by the researchers in order to ensure that the codes were consistently identified (Miles & Huberman, 1994). Once it was concluded that all of the categories were concrete, they were compared with the other types of data to investigate similarities. This data triangulation was used as a strategy to increase the validity of evaluation and research. Thus during data analysis, all evidence was compared and cross-checked with other types of evidence. Before terminating data analysis, various study member checks were performed whenever possible to elicit feedback from the student teachers on the appropriateness of the analysis and interpretations presented in the findings below (Lincoln & Guba, 1985; Miles & Huberman, 1994)

Results and Discussion

Results

The results of the research are presented on the basis of the main research questions.

I. Student Teachers' Beliefs about Teacher Questions

Data dealing with all student teachers' stated beliefs are presented in Table 4. The participating student teachers' beliefs have been divided into two categories, namely: beliefs about questions, and beliefs about questioning types they ask during their microteaching practice sessions in EFL Microteaching class.

Table 4. Student Teachers' Beliefs and Student Teachers' Questions

Beliefs	ST1	ST2	ST3	ST4
A. Questions				
Questions can be used to introduce a topic.	✓	✓	✓	✓
Questions can be used to promote noticing	✓	✓	✓	✓
Questions can help students build on prior knowledge.	✓	✓	✓	✓
Questions can be used to promote critical thinking	✓	✓	#	✓
Questions can be used to promote cultural awareness	#	✓	✓	#
B. Questioning Practices				
Types of questions should be sequenced with a purpose	✓	✓	✓	#
If students do not understand the question, teacher needs to change questioning strategy.	✓	✓	✓	#
Some questions are planned before class, but new questions are formed in response to the way the lesson unfolds	✓	✓	✓	✓
It is important to ask more questions in which students can express their opinion, reasoning or unknown info.	✓	✓	✓	X
It is important to ask more questions in which students can demonstrate their knowledge.	✓	X	#	✓
It is important to frequently check for comprehension.	✓	✓	✓	✓
Perceived average number of questions asked each Microteaching practice session.	15 – 30	15 – 30	10 – 30	8 – 25

Key: ✓ = agree; X = does not agree; # = not stated

As indicated by Table 4, many beliefs regarding questions and questioning strategy were common to all of the teachers in this case study. However, certain beliefs were stated only by particular student teachers. For example, ST4 was the only student teacher to indicate that they frequently used questions that allowed students to display their knowledge. In comparison, the remaining other student teachers said that they preferred to ask higher order questions that required students to express their opinion, reason or provide information. Similarly, each student teacher indicated a range for the average number of questions used in a microteaching practice session that varied from one student teacher to another. The average number of questions used in a lesson, as indicated by each teacher, fell within 8 – 30 questions.

II. Types of Questions Student Teachers Ask during the Microteaching Practice Session

The types of questions asked by the student teachers during the microteaching practice sessions were taken from the observation data and were presented individually in the following separate tables per student teacher. The types of questions individual student teacher produced during the microteaching practice sessions were classified into seven categories: comprehension check, clarification request, confirmation check, referential, display, expressive, and rhetorical. The tables underneath showed the number of questions in each category the individual research participants produced during the microteaching practice sessions.

Table 5. ST1's observed questioning types

Observed Microteaching Session	Question Types							Total No. of Questions
	CC	CR	CN	R	D	E	RH	
1	5	2	3	2	15	0	0	27
2	5	3	5	2	15	1	0	31
3	10	4	4	4	25	1	1	49
Total	20	9	12	8	55	2	1	107
Frequency (%)	18.7	8.4	11.2	7.5	51.4	1.9	0.9	100

Key: CC = Comprehension Check
 CR = Comprehension Request
 CN = Confirmation Check
 R = Referential
 D = Display
 E = Expressive
 RH = Rhetorical

Table 6. ST2's observed questioning types

Observed Microteaching Session	Question Types							Total No. of Questions
	CC	CR	CN	R	D	E	RH	
1	7	2	3	1	15	0	0	28
2	5	3	5	2	20	1	0	36
3	10	5	4	5	30	1	1	56
Total	22	10	12	8	65	2	1	120
Frequency (%)	18.3	8.3	10	6.7	54.2	1.7	0.8	100

Key: CC = Comprehension Check
 CR = Comprehension Request
 CN = Confirmation Check
 R = Referential
 D = Display
 E = Expressive
 RH = Rhetorical

Table 7. ST3's observed questioning types

Observed Microteaching Session	Question Types							Total No. of Questions
	CC	CR	CN	R	D	E	RH	
1	3	2	3	2	10	0	0	20
2	4	3	4	3	15	0	1	30

3	8	5	4	5	25	1	2	50
Total	15	10	11	10	50	1	3	100
Frequency (%)	15	10	11	10	50	1	3	100

Key: CC = Comprehension Check
 CR = Comprehension Request
 CN = Confirmation Check
 R = Referential
 D = Display
 E = Expressive
 RH = Rhetorical

Table 8. ST4's observed questioning types

Observed Microteaching Session	Question Types							Total No. of Questions
	CC	CR	CN	R	D	E	RH	
1	3	2	3	2	10	0	0	20
2	4	4	4	3	15	1	1	32
3	8	7	5	5	25	1	2	53
Total	15	13	12	10	50	2	3	105
Frequency (%)	14.3	12.4	11.4	9.5	47.6	1.9	2.8	100

Key: CC = Comprehension Check
 CR = Comprehension Request
 CN = Confirmation Check
 R = Referential
 D = Display
 E = Expressive
 RH = Rhetorical

III. Student Teachers' Questioning Strategy in Microteaching Practice Session

The questioning strategies used by the four student teachers during microteaching practice sessions ranged from structuring, nominating, probing, leading, and pausing. These questioning strategies were presented in the table underneath.

Table 9. Student Teachers' Questioning Strategy in Microteaching Practice Session

Questioning Strategy	Sample Questions Student Teachers Asked
Structuring	<ul style="list-style-type: none"> - Any other answer about descriptive text? - Are you ready (to learn) - Is everybody here? - Does anyone remember what we learned last week? - Can anyone tell us why it is important for us to introduce self?
Nominating	<ul style="list-style-type: none"> - Who can answer? - Does anyone want to volunteer to answer? - Andy, what about you?
Probing	<ul style="list-style-type: none"> - Do you agree with your friend opinion? - Why do you agree with your friend opinion?
Leading	<ul style="list-style-type: none"> - People agree that asking questions is important. In your opinion, why do you think asking questions is important in your daily life?
Pausing	<ul style="list-style-type: none"> - After you watch this video, anyone can tell me about suggest and offer? ... Any expressions of suggest and offer you identify from the video?.... Ok? Yes, please!

As indicated by the table above, the questioning strategies performed by the participating student teachers included five categories: structuring, nominating, probing,

leading, and pausing. The use of these questioning strategies is closely related to the function or purpose of the question asked.

Discussion

In general, convergence was found between student teachers' beliefs and their observed classroom practices for all participants. However, some patterns of divergence were also found. Convergent and divergent examples will now be outlined.

Convergent beliefs

ST4's beliefs with regard to teacher questions were mostly convergent with his types of questions asked in the microteaching practice sessions. During the follow-up interview, ST4 indicated that he asked display questions most frequently and expressed that his reason for doing so was to try 'to get [the students] to come up with specific answers'. When contrasted with his observed questioning practices, this belief is consistent. Display questions formed the bulk of questions in each observation and constituted 47.6% of the total number of questions asked. Similarly, ST4 indicated that he also frequently employed comprehension checks, citing the reason was 'to make sure [the students] understand what we're doing in class. In terms of the frequency for different question types, echoic questions made up 38.1% of the total number of questions asked, with comprehension checks comprising over half at 14.3%. Furthermore, ST4 employed expressive questions at a lower frequency of 1.9% when compared to the frequency of display questions. ST4 also indicated that he asked questions to introduce a topic and get the students to think about the topic that's going to be covered in class' (follow-up interview). Consistent with stated beliefs, it was observed that ST4 used referential questions to introduce the topic of the new unit.

The student teachers' stated beliefs also converged with their observed questioning practices. It is observed that a higher proportion of display questions were asked compared to the other question types. Display questions comprised the bulk of the total questions asked across all four observations (around 50.5% in average). In the follow-up interview, the student teachers stated that 'they [higher proficiency students] have to be able to answer questions; they have to be able to formulate their opinions in a

logical way. This belief regarding the requisite language abilities of high proficiency students is convergent with the high proportion of display questions.

Divergent beliefs

ST2 is an interesting case because although she exhibited some convergence in her beliefs and her questioning practices in the classroom, she also exhibited divergence and that is why we placed her in this section. For example, her convergence was exhibited when she stated it was important ‘to make sure the students were following the lesson’ and in order to do so, she performed ‘a lot of comprehension checks; it doesn’t matter the level’ (follow-up interview). This belief is consistent with some of her observed questioning practices. The frequency of echoic questions, which includes comprehension and confirmation checks as well as comprehension request, constituted 36.6% of the total number of questions. Of that 36.6%, comprehension checks formed 18.3%. However, not all of her teacher beliefs were consistent with her questioning practices. With regard to the frequency of question types asked, ST2’s statement, ‘I seem to ask a lot of critical thinking questions, especially at higher levels’, indicates that facilitating higher order thinking is a priority (follow-up interview). Referential questions are defined as questions in which the learner is required to express their opinion, reasoning or information in order to promote genuine communication (Brock, 1986; Long & Sato, 1983). There may be multiple answers which are unknown to the teacher (Brock, 1986; Long & Sato, 1983). However, when compared with observed questioning practices, Table 5 to 8 indicated that each lesson was dominated by display questions which are defined as questions in which the answer is known to the teacher and provide an opportunity for students to display their knowledge and understanding (Brock, 1986; Long & Sato, 1983). This type of question made up 50.5% of the total number of questions asked. Referential questions constituted only about 8% of the total number of questions asked.

Convergent and divergent beliefs and practices related to teacher questions in microteaching practice sessions

The results of this study generally suggest instances of patterns of both convergence and divergence between the four student teachers’ beliefs and practices regarding their questioning practices in the classroom. When we examine each of the four

teachers individually we can see examples of both divergence and convergence. The proportion of display questions far exceeded the proportion of referential questions across all observations. In contrast to ST2, ST4's belief regarding the importance to use a lot of display questions was consistent with his questioning practices. The proportion of display questions was much higher in comparison to the proportion of referential questions. However, we must also consider that both ST2 and ST4 have had to employ more display questions in order to promote participation among their students with lower language proficiency. Indeed, research indicates that display questions may be more effective than referential questions at promoting student participation at lower language proficiencies since students potentially lack the language necessary to attend to the demands of a referential question or higher order question.

Effective Questioning Strategies Performed by Student Teachers in Microteaching Practice Sessions

As indicated by Table 9, student teachers applied different questioning strategies in microteaching practice sessions. These included structuring, nominating, probing, leading, and pausing.

A. Structuring

The structuring may be a brief exposition of the topic, a review of a series of questions and explanations based on a previous lesson or a statement of objectives. So that, it related to the setting when learning occurred.

B. Nominating

This strategy is done by first asking questions to students so that all students are involved in learning. If, nomination is done at the beginning then other students will tend to feel uninvolved or until the feeling does not have the responsibility to answer. Most student teachers nominated after it was seen that no students were willing to answer questions. They nominated based on certain considerations such as nominating students who were rarely active in the class or who at that time were not focused on learning.

C. Probing

Probing is a strategy used to explore initial questions to obtain more detailed information. In this strategy, efforts were made to obtain additional information from the previous statements students.

D. Leading

Leading questions encourage students to answer questions with the desired answers. This question was hardly raised by student teachers. Generally student teachers used a scientific approach with discovery learning models. So it affected the lack of application of leading question strategies. In this case the student teachers tried to facilitate students to understand learning, not direct them to get the desired understanding. This strategy needs to be avoided because students will not be able to think critically and convey their ideas.

E. Pausing

Giving time to students to think and organize their answers is one of the strategies that need to be done. Most student teachers gave students time to think and then they would nominate if no one answers or uses other strategies such as leading or probing. However, some student teachers did not resolve questions and then asked again or discussed other matters.

Conclusion and Suggestion

Referring to the research findings and discussion, some conclusions were concluded. First, the student teachers showed convergent and divergent beliefs with regard to teacher questions. They used convergent questions to get simple precise information about their students e.g. students' attendance and students' readiness for the class. On the other hand, they used divergent questions to get more detail and varied information from their students. Second, the types of questions used by student teachers in microteaching practice sessions mainly consisted of echoic and epistemic questions in almost all their subcategories; Their echoic questions include comprehension check, clarification request, and confirmation check whereas their epistemic questions cover referential, display,

expressive and rhetorical questions with display questions appeared more dominant than the others. In terms of knowledge dimension, student teachers mostly used factual and conceptual which are low order questions. There are a small number who were able to provide meta-cognitive questions, but the question is usually only a simple reflective question that does not really require high cognitive abilities. Third, the questioning strategies used by the student teachers ranged from structuring, nominating, probing, leading, and pausing questions. While from all the strategies used, the leading strategy is rarely used by student teachers because student teachers think that students will not be able to think critically and convey their ideas. The application of high order questions by student teachers is considered less optimal. From the beginning they did not design learning devices or questions that encourage students to think critically so students do not have the opportunity to understand concepts, hone the ability to analyse a problem, or find a solution to a problem. This is to say, most student teachers used the types of factual questions and closed questions meaning they were confident to use questions categorized as high order questions.

Pedagogical Implication

Since the student teachers may only be able to use simple and factual questions during the microteaching practice sessions, and are not confident enough to ask questions requiring higher cognitive abilities, it is of necessary to provide them with self questioning training in which they may practice constructing questions of any types from reading texts. A part of the training may be done inside the classroom with the lecturer's facilitation as a model for them, and other parts of the training may be done in groups and independently outside the classroom in order to have deeper and convincing understanding. By so doing, the student teachers may be more skillful in designing and using various types of questions and more well prepared for being professional teachers in the future. Similarly, the lecturers in charge of writing and speaking courses need to pay careful attention and if possible integrate 'questioning strategy' in their courses and at the same time devise a way to provide ample opportunity for their students to practice constructing and using questions of any types and any levels of difficulty in their courses.

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The Challenges of Learning English for Accounting in an Indonesian University

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Abstract

The development of English for Specific Purposes (ESP) has become one of the important areas in the context of English language learning. The current development of ESP has gone into all areas of English learning including English for Math, science, social and politics, and English for Business and Economic sectors. There is an increasing

demand of ESP globally and particularly within the Indonesian context. This study aims to explore problems faced by students in learning English for Accounting in Business department. The case study used 89 student participants who participated the online questionnaire and 29 of them who took part in voluntary interviews. All the data were analyzed thematically. The findings indicate that students in the Accounting department encounter more on linguistics challenges, followed by practical and methodological challenges. In addition, they face psychological barriers when practicing their English in front of other students. This study has pedagogical implications.

Keywords: *Challenges, Learning, English for Accounting, Indonesian University*

Introduction

The development of English for Specific Purposes (ESP) has become one of the important areas in the context of English language learning. The current development of ESP has gone into all areas of English learning including English for Math, science, social and politics, and English for Business and Economic sectors. There is an increasing demand of ESP globally and particularly within the Indonesian context. For this reason, ESP is important to investigate further.

There have been a considerable number of studies in ESP globally, particularly in English for accounting. For example, Dourda, Bratitsis, Griva, & Papadopoulou (2014) investigated ESP within primary school contexts where students learn specific science vocabulary; Ockey (2014) explored ESP contents within discourse contexts; Friginal (2013) investigated the ESP for oral academic presentation in higher education. Within the Indonesian context, the ESP studies have explored several areas such as English for vocational education and its challenges (Marwan, 2016), lexical metaphors in ESP (Kweldju, 2006) and ESP for Accounting students (Suyadi, 2016).

From the studies above, it indicates that there have been several empirical investigations in ESP globally and in Indonesian contexts. However, only one study that focuses on English for accounting. This study only concentrated on analysis on teaching materials. What has not been explored are teachers' and students' perception of teaching ESP for accounting students. Therefore, this research fills this knowledge. This study

aims to seek teachers and students' perceptions of teaching and learning ESP for accounting students. This study is significant because it can assist teachers and students who learn English for accounting in many Indonesian universities and other universities in other parts of the world who encounter similar problems and issues. This study aims to perceive learners' perceptions on the challenges of learning ESP for accounting students in a public university context.

The following section will uncover literature review, research method, findings, discussion, conclusion, and suggestions.

Literature review

This literature review section covers two pivotal points: Concept of ESP for Accounting and Previous studies on ESP for Accounting.

Concept of ESP for accounting

Despite the large number of ESP concepts, this study is inspired by the earlier seminal work on ESP (Hutchinson & Waters, 1987), multiple approaches in ESP (Dudley-Evans & St John, 1998), and ideas and options in ESP (Basturkmen, 2006).

Basturkmen (2006) defined ESP as the language use in specific situations. This situation caters to the needs of learners, teachers, and all related stakeholders. The teaching of ESP can be based on lexico-grammar based teaching, task based teaching, skill-based teaching, genre-based teaching, and content-based teaching that depends on the demands of the workplace. In addition, the syllabus can include situational syllabus, notional syllabus, and skill-based syllabus. Therefore, ESP within this definition is that the language teaching and learning are based on the particular needs of learners and relevant industry stakeholders.

Hutchinson & Waters (1987) described the term ESP as relating to grammar and lexical notions for particular subjects in English, for example English for Biology, or English for Electrical Engineering. Thus, ESP teaching and learning materials are designed to meet learners' needs including syllabus, teaching materials, material design and methodology.

Previous studies on English for Accounting

The previous studies used in this article include the ESP for oral academic presentation in higher education (Friginal, 2013). The ESP studies have explored several areas such as English for vocational education and its challenges (Marwan, 2016); lexical metaphors in ESP (Kweldju, 2006), ESP for Accounting students (Suyadi, 2016), practical challenges of ESP (Pham & Ta, 2016); and methodological challenges (Vitta & Woollock (2019).

First, Friginal (2013) investigated the ESP for oral academic presentation in higher education. The research identified several key phrases and vocabulary that particularly used for oral presentation in academic settings. This study has weakness in terms of not specifying particular phrases employed within specific situations. This study recommends conducting further investigation of ESP within university settings in different regions across the globe.

Second, Marwan (2016) investigated the ESP for vocational education and its challenges in an Indonesian polytechnics. This study identified several challenges in ESP including linguistics challenges relating to specific contents of the language that relates to workplace need and demands; and practical challenges including ways of teaching vocational English, specific ESP activities for vocational students, and minimum training for teachers and students in vocational school contexts.

Third, Pham and Ta (2016) explored practical challenges on developing a theoretical framework for ESP Teacher Training in Vietnam. The theoretical framework encounters practical challenges for teachers especially in relation to the strategies of implementing training for teachers in Vietnam. This study has pedagogical implication, for example, teachers need to upgrade and adapt themselves to participate fully in ESP training.

Finally, Vitta and Woollock (2019) researched the challenges on improving Korean University EFL program instruction through language learning strategy research. One of the key findings of the study is that methodological challenge is an issue to implement program well. The recommendation of the study is that there is a need to choose appropriate methodological approach to fully succeed in the programs. Different

universities require different methodological approach that suit their needs and interests of the participant learners in the program.

From the above studies, it indicates that there is a need of further investigation ESP on English for Accounting because there is still limited studies available in that area both regionally and globally. This study aims to explore seek teachers and students' perceptions of teaching and learning ESP for accounting students.

Research design

The design of this research is a descriptive study. Sandelowski (2000) describes that a descriptive study relates to "a comprehensive event [description] of events in the everyday terms of those events" (p. 334). The summary of description here in this study is challenges of foreign language learners in learning English for Accounting. The descriptive study are presented qualitatively and quantitatively. Therefore, the data in this study are presented quantitatively and followed by qualitative explanation of the data.

The participants of the study

The participants were 89 students from accounting department in a state university in Indonesia. From the total participants, 29 students participated voluntarily for interviews. These students have enrolled the subject of English for Accounting as part of their compulsory subject in their studies. Among these students, there were 77.5% of female participants and 22.5% of male students. All of the students participated in the survey were in the first year of their university studies. The participants age backgrounds were between 18 and 20 years old. There were 71.9% of participants from general education backgrounds, 18% of them were from vocational education, and 10.1% were from Islamic boarding school backgrounds.

Data collection

Data were collected via online questionnaire. Students were informed about the study and were given opportunities to decide in order to participate voluntarily in this study. Students who participated in this study were initially given two options for their perceptions and reflections in using online resources for foreign language learning:

quantitative feedbacks and qualitative observations. All students preferred quantitative feedbacks because the access and the design of the questionnaires were not time-consuming for learners to answer. The entire questionnaire items in the online version were initially tested to some participants. This pre-tested online questionnaire items aim to maintain validity and the reliability of the questionnaires (Yin, 2013).

Data analysis

The data in this study were analyzed using thematic approach (Braun & Clarke, 2006): a) data are gathered and coded; b) all coded data were displayed in the matrix; c) all the data in the matrix were given sub-theme; and d) all sub-theme were collected together in order to reach the global theme.

Findings

The findings of the study indicate the challenges they face in learning English for Accounting. The challenges of learning English for accounting is related to four main categories: lack of English vocabulary, limited basic knowledge in Accounting, inadequate facilities to support learning, less variation in teaching method of English for Accounting and feeling embarrassed when speaking in front other students

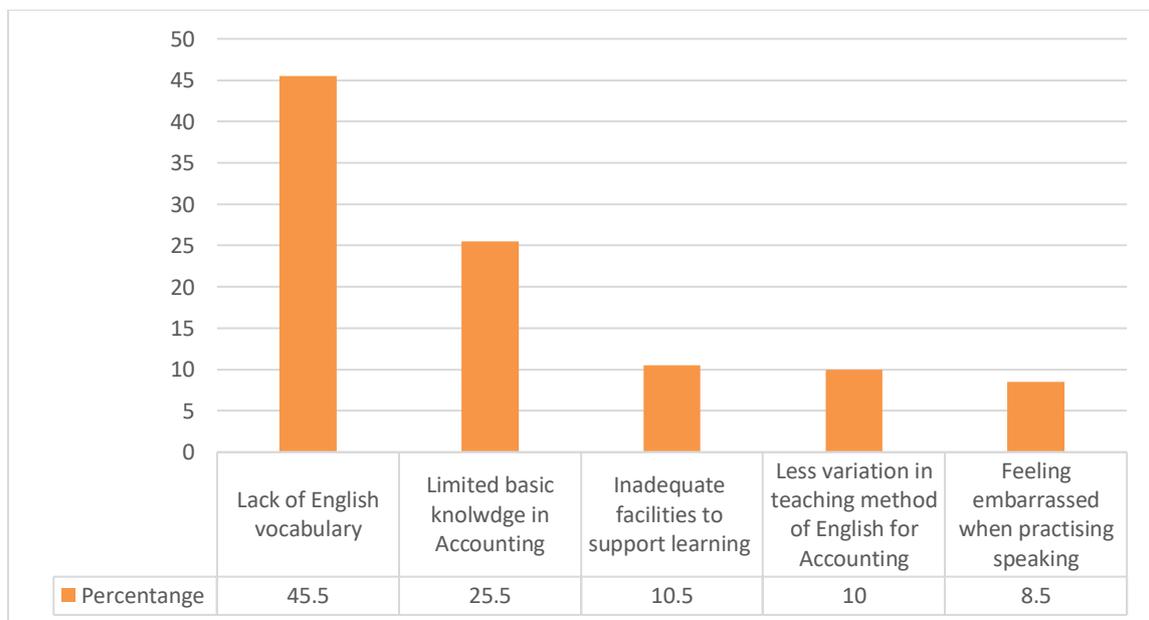


Figure 1: the challenges of learning English for accounting students

The first challenge is that lack of English vocabulary is the biggest challenge faced by accounting students in learning English particularly English for Accountant. It can be seen from Figure 1 that nearly half of the participants believe that mastery vocabulary is the number challenge in learning English for Accounting. There are several reasons why vocabulary becoming challenges for students: they are unable to understand the meaning of words because the level of vocabulary is high; they have less motivation and do not pay much attention, and they find it difficult because of many unfamiliar words. Participants in this study indicate the inability to understand some words in English because the level of vocabulary is at higher than they expect. Five representative participants indicate:

Participants	Extracts
Participant 6	: “Not knowing the meaning of the words that appear because my English is poor and often the vocabulary level is at advance one”
Participant 8	: “It is still difficult to understand the meaning of the words, because I donot memorize enough vocabulary”
Participant 10	: “We will have more difficulty in understanding how it really is accounting. Moreover, my vocabulary in English language is not good”
Participant 18	: “Lack of understanding the meaning of English because maybe the vocabulary level is high”
Participant 20	: “It is difficult to understand vocabulary, words in English because many of them are in high level of words”

In addition, the difficulty in vocabulary level because students do not pay much attention on the vocabulary learning and have very little motivation to learn the words. Participants indicate their comments below:

Participants	Extracts
Participant 3	: “Lack of known English vocabulary because I have less motivated on it”

- Participant 7 : “Accounting English has a different vocabulary from English in general so it makes my curiosity higher. It is challenging because I do not pay much interest on it”
- Participant 9 : “A business vocabulary that I don't normally hear about. I am a bit demotivated with it”
- Participant 13 : “We are required to know lots of English vocabulary, tenses, and know a lot about accounting, it is often demotivated me”
- Participant 21 : “When asked questions in English, a foreign term that I just saw and listened to that makes me less motivated to learn”

The unfamiliarity of words seem also the other vocabulary challenges for students in learning English for Accounting. Four participants in this study comment on this issue:

- | Participants | Extracts |
|----------------|--|
| Participant 14 | : “The challenges faced are not knowing vocabulary and unfamiliar, the emergence of insecurity, suddenly a feeling of laziness to learn English and embedded in our minds that English is difficult” |
| Participant 15 | : “Lack of known vocabulary, it challenges to go further in learning English for Accounting” |
| Participant 16 | : “A business vocabulary that I don't normally hear about. I am a bit demotivated with it” |
| Participant 17 | : “The lack of vocabulary that I know so that it affects the learning of English Accounting. It is so strange for me” |
| Participant 22 | : “Some sentences and vocabulary are still poorly understood and not familiar with words” |

The second challenge for students is that they have limited basic knowledge in Accounting. The reason of not having background knowledge in Accounting is that 71.9 % of students enrolled in English for Accounting have generic education alumni rather

than from vocational education background. They have less familiarity with the English for accounting. Participant indicates their comments below:

Participants	Extracts
Participant 4	: “My challenge is still lack of knowledge about accounting, because I graduates from a social science school”
Participant 5	: “Not mastering especially the basic terms of accounting is the challenge, because I am from science high school”
Participant 11	: “our understanding and knowledge in accounting will be limited by language that is not well mastered”
Participant 12	: “Learn to understand sentences that may not have been heard about accounting, especially people who do not have basic terms in accounting”
Participant 14	: “New terms in the world of accounting are translated into English often confused me. It is absolutely a challenge for me”

The third challenge is that inadequate facilities to support learning becomes an important issue for students. Some facilities that students expect are English laboratory or multimedia to support the English learning, so that they can further practice English and materials they have gained inside classroom.

Participants	Extracts
Participant 2	: “I still speak very little English so it is difficult to adjust, the challenge can be in the form of inadequate learning tools, so I can practice myself after class. I think it needs laboratory or multimedia”
Participant 23	: “The challenge is having to master the basic terms in accounting which are in English and more often the facility does not support this teaching”

- Participant 25 : “Know various foreign terms; I still have a lot to understand in accounting terms, if the facilities, for example laboratory, were available, it might help”
- Participant 28 : “Very many terms in accounting that still need to be mastered, for example, how to practice communicating using English in business communication and to practice this it needs supporting facilities like laboratory”

The fourth challenge is less variation in teaching method of English for Accounting. Participants in this study that the methods of teaching English for Accounting is monotonous approach so that students may disengage with the learning process. The comments of the participants below:

- | Participants | Extracts |
|----------------|--|
| Participant 1 | : “In my opinion, the learning methods that are given from lecturers to students must directly vary...Because students in the future will go directly and compete with a variety of foreign companies. Then the English language of accounting is a big influence especially the students themselves and universities” |
| Participant 19 | : “Difficult to understand the way they teach us, In addition, I have poor English proficiency, which is the challenge” |
| Participant 26 | : “Method of teaching is not interesting and not vary. Lack of understanding in English especially basic English” |

Finally, feeling embarrassed when speaking in front other students is also the issue in learning English for Accounting in this public university. Laughing and mocking from other students may discourage others to fully active and involved in the learning process. Participant in this study comment on this issue below:

Participants	Extracts
Participant 17	: “I feel shy when I don't know what to say and pronounce in English (Participant 17)
Participant 27	: “More or less the challenge is in the translation, understanding the meaning of English and feel shy when making mistake”
Participant 29	: “Many students scoff when making mistakes, So I do not a braveness in learning ”

From the extracts above, it indicates that students are not fully psychologically prepared when there is unsupportive comment from other students.

Discussion

From the findings above, it appears that the lack of English vocabulary and basic terms in Accounting refer to the linguistics and content challenge. The linguistics challenge is the lack of knowledge on certain skills that inhibit the further learning and mastery of certain competencies. In this case, Marwan (2016) comments that linguistics challenge deals with the poor competency of the target language. The target language in this case is the English for Accounting. Figure 2 below can summarize the challenges faced by students.

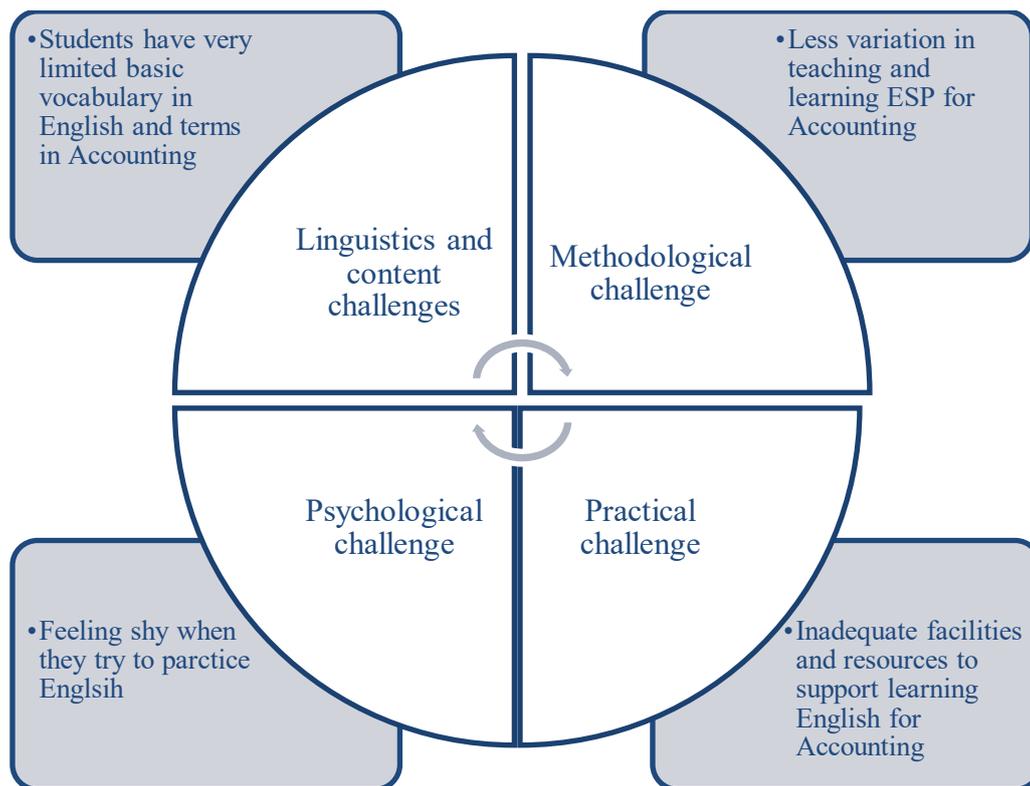


Figure 2: Key challenges in learning English for Accounting

The feeling embarrassment when practice speaking is related to the psychological challenge. The psychological challenge refers to the uncomfortable feeling or unstable feeling of practicing something in front of other people. This psychological challenge may affect the motivation and attitude of students in learning English in ESP context. Students may discourage and disengage with the learning and teaching process, which in turn the learning of ESP does not benefit students. To reduce this issue, it needs psycho-cultural sensitive issue and the establishment of collaborative culture among students (Rosmaladewi & Abduh, 2017). Therefore, they can support one in another.

In addition, the lack of supporting facilities and less variation of teaching method are categorized as the practical challenge. The practical challenge is the inhibited factors that cause delay or improper practice of skills. Pham and Ta (2016) argue that practical challenges relates to practical issues that are faced by learners in the field. The impact of this is that learners may not fully pay attention on the learning, which may affect the poor result of ESP learning.

The methodological issue may also influence the output of the program. Vitta and Woollock (2019) suggest that it is important to provide effective method for teaching to

reach high quality output. The effective and appropriate methods may affect the symbolic interaction of students and teachers in classroom (Al Zumor, 2019). This interaction is essential for learning ESP because they provide input for each other.

Conclusion and Pedagogical Implications

There are three important points to note in this study: first, learners not only encounter linguistics, content, practical challenges, but also face methodological and psychological challenges. Second, the more familiarity with these challenges they face, the better the teachers and the students can overcome the problems, which in turn can affect the quality of output. Finally, to reduce these challenges, it needs to anticipate pedagogical implications for both teachers.

The pedagogical implication for this study:

- a. Teachers need to be creative in preparing variation of teaching methods so that it encourages students to participate and to learn ESP especially English for Accounting.
- b. Teachers need to design and prepare supporting facilities such as media using mobile for listening and vocabulary
- c. Teachers need to understand psychological situation of the class so that they can motivate students to learn and to participate fully in the learning of English for Accounting.

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A Critical Discourse Analysis on Lecturers' Language Power in EFL Teaching (An Ethnography Study at a Higher Education)

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Abstract

When carrying out the task of teaching English, the problem is that the learner is difficult to understand the instructions given by the lecturer. This misunderstanding occurs because the spoken speech act is inappropriate. Learners have different

understandings or interpretations even at simple sayings by lecturers who teach. This case occurs because of failure in the use of Illocutionary Force Indicating Devices or the use of direct or indirect speech acts in certain situations. In relation with power, when the lecturers applied the reward power it effected the students to participate in the teaching-studying-learning process. In contrast, when the lecturer applied the legitimate power, the students were getting so bored and tend to do others activities beyond the teaching and learning process. Moreover, others students seemed tense and did not engage in learning. The objective of this research is to describe the lecturers' language power represented in EFL Teaching. In this study, the researcher applied qualitative methods. The research design chosen in this study is ethnography. The subjects selected in this study were the lecturers of the English Education Program Study of Teacher Training and Education Faculty of *Universitas Kristen Indonesia Toraja*. For this research, data is collected and analyzed using observation data instruments. The technique of data analysis used was a cyclical pattern (Spradley, 1980). The result of this study revealed that the lecturers' language power represented in the EFL Classroom through a directive, expressive, and assertive speech acts. The Directives Speech Acts revealed through command, and request, the Expressive Speech Act in the form of pleasure, and the Assertive Speech Acts represented in the *assertion*.

Keywords: *critical discourse analysis, lecturers' language power, EFL teaching, ethnography*

Introduction

The term power according to (Fairclough, 1995) is interpreted in terms of imbalance between participants in discourse events, and in terms of unbalanced capacity to control the text produced, distribution, and when the text has been received in a particular socio-cultural context. The text has ideological properties, such as vocabulary and the use of metaphorical language styles, grammar used, prejudice and implicature, politeness, turn-taking, generic structure, and style. In a broader understanding, (Brown & Gilman, 1960) define power can be in the form of physics, the prosperity of someone or certain group members, in terms of age and gender differences, or terms of differences

in someone's role with others in an institution. Specifically, (Thomas, 1995) distinguishes power into three types, they are legitimate, reference, and expert power.

The form of teacher power in the learning process in the classroom can be identified directly and indirectly. The power of a teacher can also be seen when giving warnings, instructions to students, questions that must be answered by students, and teacher arguments. In other words, each teacher's speech in the class if analyzed in depth will show the form of the teacher's power towards students. In expressions, for example: "do your job". This teacher's expression is not just a general utterance that occurs when the teacher instructs students to do the assignment. But if mastered in-depth, according to (Fairclough, 1989) the expression of the teacher above has the power possessed by the teacher towards students. Deep analysis of teacher expressions can be through linguistic elements such as speaker and listener relations, transitivity, mode, modality, and active-passivity.

The study on language power had been conducted by several researchers, they are: Medriano & De Vera (2019) investigate that President Rodrigo Roa Duterte applied political speeches to reveal his dominance. PRRD's monologue applied the illocutionary acts such i.e. assertive, commissive, verdictive, directive, declarative, and expressive. Sulistyani (2018) finds that the power of Directive Speech Acts applied in the classroom is in three types namely, question, command, and suggestion. Agustina & Cahyono (2016) overview that the phrases used by the lecturers in the study indicate a threatening action and attitudes that lack respect for students. Bustrum (2001) finds that in language learning in the classroom on the context of the cultural sphere in which they learn, not all multicultural students react to their teachers and likewise with their partners in terms of the direct agreement in the context of An institutional environment in which a teacher is devoted. Overton (2006) describes that the education system adopts the teacher's way of applying value to classroom learning. Maftoon & Shakouri (2012) investigate that the teachers did not consider themselves to have power in the context of teaching in the classroom. Although every word of a person has power, and a person who has power but cannot apply it in the proper use of the word then he/she will lose the Power. (Connors & Lundsford, 1993; Lee, 2008; Smith, 1997 in Burns, Chigaeva-Heddad, & Leung, 2019) investigate the power relation between teachers and students.

To analyze whether a sentence has an embodiment of the power of a speech act or not, linguistic elements can be used in analyzing it. To analyze sentences having power, there is one approach that uses linguistic elements that can be used, namely Critical Discourse Analysis (CDA). The Critical Discourse Analysis (CDA) approach is useful for describing the use of language in the discourse and connects between the use of language and the powers possessed by someone who is applied in communication. Language becomes an important factor to see the imbalance of power possessed by community members in Critical Discourse Analysis (CDA). In critical discourse analysis, three dimensions must be analyzed according to (Fairclough, 1989), namely: text (vocabulary, grammar, and textual structure), discourse practice, and sociocultural practice. In the text dimension, power is represented through vocabulary, grammar, and textual structure. After finishing analyzing the dimensions of the text, it will be continued with an analysis of the dimensions of discourse practice. The third dimension is a continuation of the discourse dimension by explaining and analyzing the dimensions of sociocultural practice.

The study conducted by (Suharyo & Irianto, 2009) reveal that there are five functions of the realization of the power possessed by the teacher in the classroom, namely: 1. The teacher can manage classrooms and control the learning process by the learning plan effectively, 2. With authority or power possessed, the teacher can invite students to pay attention to the explanations, arguments, and instructions of the teacher, obey and implement teacher instructions throughout the learning process, 3. trust every argument and speech of the teacher, 4. Students show good attitudes with respect for the teacher, 5. With the power or authority possessed by the teacher, it further powering the differences in teacher and student status.

In terms of teaching English as a foreign language, especially those that occur in English language education Program study at the *Universitas Kristen Indonesia Toraja*, lecturers who teach not native speakers of English. When carrying out the task of teaching English, the problem is that the learner is difficult to understand the instructions given by the lecturer. This misunderstanding occurs because the spoken speech act is inappropriate. Learners have different understandings or interpretations even at simple sayings by lecturers who teach. This case occurs because of failure in the use of

Illocutionary Force Indicating Devices or the use of direct or indirect speech acts in certain situations. In relation with power, when the lecturers applied the reward power it effected the students to participate in the teaching-studying-learning process. In contrast, when the lecturer applied the legitimate power, the students were getting so bored and tend to do others activities beyond the teaching and learning process. Moreover, others students seemed tense and did not engage in learning. Based on the background above, the objective of this research is to describe the lecturers' language power represented in EFL Teaching.

Review of Related Literature

a. Speech Acts Theories

In certain communications, every person who pronounces a word is accompanied by a certain action according to what is said, it is called Speech acts, (Austin, 1962), and (Searle, 1979). Furthermore, Austin divides Speech acts into three important parts, which are locutionary, illocutionary and Perlocutionary Act. The Locutionary Act is the act of producing an utterance. The Illocutionary act is the active outcome of the implied meaning or the actual meaning displayed on the Locutionary Act. And, the Perlocutionary Act is an actual effect of the Locutionary and Illocutionary act.

Austin, as cited in Medriano & De Vera (2019), divides illocutionary of speech acts as “verdictives, behaves, expositive, commisives and exercitives”. (Searle, 1969) divides the illocutionary act into five parts:

- a. Assertive: The speaker reaches an assertive point when they declare how things are in the world.
- b. Directives: Point of Directive when the speaker attempts to make the listener do something.
- c. Commisives: Point that commissive when one commits to doing something.
- d. Expressives: Expressive points when they reveal their attitudes about something in their environment.
- e. Declarative: Declaratory point is a statement to do something, and done.

In this research, the researcher analyzed first the speech act of the lecturer in-depth observation through field-note and recording of teacher talk. Its purpose to show the way lecturers present the language power in the EFL Classroom.

b. Critical Discourse Analysis

Critical Discourse Analysis (CDA) is an integration between three things that is text analysis, analysis at the time the text was produced, received by listeners, and at the time of distribution, and analysis on sociocultural nature is discursive (including things e.g. conversations, interviews, scientific papers), (Fairclough, 1995). Critical Discourse Analysis (CDA) is a theory and method of analyzing the way people, community groups, and even certain institutions in using the language, (Richardson, 2007). The analysts of critical discourse according to (van Dijk, 1993) focus on the relationship between discourse, power, dominance, imbalance in society, and how the discourse is reproduced and maintains the relationship between power and imbalance. CDA practitioners experience a lack of uncertainty between the practice of discourse and social and cultural structures, so they take an explicit political stance. In this context, the CDA is more descriptive than a Conversational Analysis (CA).

CDA specifically emphasized the interdisciplinary study of discourse, which is trying to mediate between the linguistic and social background of the text (Fairclough, 1995, and (Wodak, 2001). Unlike the CA, the CDA is more broadly discussing social, indicating external factors, ideology, power, inequality, and afterward using social and philosophical theories to analyze written and verbal text and interpret it. (Fairclough, 2013) emphasized that in CDA an analyst would analyze text and interactions, but first analyze the problems faced by a particular person or community they are facing, in addition to politics, and Culture. Thus, a CDA researcher began researching from the beginning of the microstructure of the language and then helping to form the macrostructure of society.

c. The Nature of Power

In the critical discourse, the subject matter is the embodiment of good power that is done by a certain person or institution. According to (Fairclough, 1995) power is defined in terms of imbalance between members in a discourse, besides, the power is also conceptualized in terms of capabilities that are not equal to control or control how the text

is produced, Submitted, and when the text came to the listener in a particular socio-cultural context. If the definition of "power", then we will get various definitions. Even in an academic discipline, the term power has inconsistent meaning. Thus, in this study, researchers will focus on the definition of power that is closely related to this research. One of the more relevant views in the study is that Hurt, et al. (1978, as cited in Mccroskey & Richmond, 1983) means that power refers to the teacher's ability to influence their students in learning in various ways outside of the student's control itself. The concept of power is further defined by other experts (Cartwright & Zander, 1968; Cartwright Goldner, 1970; McClelland, 1975; Zaleznik & Kets de Vries, 1975 quoted from Mccroskey & Richmond, 1983). They define power as an ability to influence others, and the affected person will not want to do the desires of people who have power if they are not affected so that they experience a change in the form of behavioral change, belief, and attitude. Below are the bases of power (French & Raven, 1959), (Mccroskey & Richmond, 1983):

1. Coercive Power

Coercive Power is a power based on students ' perception that they will be punished by teachers if they do not do the will of the teacher in the learning process. Thus students in the culture of the class will carry out each teacher's command, this is based on Coercive Power which is owned by the teacher and the student's appreciation to his teacher.

2. Reward Power

Reward Power is a power that is owned by the teacher by giving gifts or appreciation to students as a form of appreciation to students who have carried out the wishes and desires of teachers in the learning process.

3. Legitimate Power

Legitimate Power is a power that belongs to teachers because they are tasked with carrying out the role of a teacher, so in carrying out the role, the teacher has the right to make certain demands and requests associated with Learning and teaching. Another thing, such as transcending culture in the classroom and the personal life of students is not in the realm legitimate the power of a teacher.

4. Referent Power

Referent Power is the foundation for the relationship between two people, in class culture, it is based between a teacher and a student. If a student feels attracted to the strengths and advantages of a teacher then the stronger Referent Power is owned by a teacher. Referent Power is a teacher of trust, behavior, and perception, this is what is trying to emulate and become the attraction of students.

5. Expert Power

Expert Power is a teacher-owned power because of the competence and expertise owned by a teacher. So far, students believe that teachers in the field of teaching have the skills and the ability to transfer knowledge, the effect of this power is the change for students especially in terms of cognitive.

Research Method

In this study, the researcher applied qualitative methods. This method is according to (Creswell, 2012) that a researcher first collects data by compiling and developing the protocol to record data and then proceed at a later stage. The research design chosen in this study is ethnography. This design is a type of qualitative research procedure that illustrates, analyzes, and interprets the various forms and patterns of certain cultural groups, beliefs, and developmental languages over time. In this study, ethnographic design in a cultural group in the classroom of education. Related to the ethnographic term, (Spradley, 1980) views ethnographic design as a research activity describing and interpreting a particular culture to understand the specific way of their life.

In choosing the subject of research, the researcher applied purposeful sampling. Purposeful sampling (Creswell, 2012) is when researchers deliberately select individual or specific sites to understand the phenomenon of a research study. The subjects selected in this study were lecturers of the English Education Program Study of Teacher Training and Education Faculty of *Universitas Kristen Indonesia Toraja* and had a total of three lecturers. Below is the description of the subject in this research:

Table 3.1: Summary of subjects (all the names are pseudo name)

Name	Age	Gender	Highest qualification	Teaching experiences	Subject	Total responsible class in a semester
Onneh	55 years old	Male	Doctor degree (S3)	25 years	Research on ELT (3 study credits)	7 classes
Elra	56 years old	Female	Master degree (S2)	22 years	Research on ELT (3 study credits)	6 classes
Ojjud	32 years old	Female	Master degree (S2)	10 years	Cross Culture Understanding (2 study credits)	6 classes

For this research, data is collected and analyzed using observation data instruments. According to (Creswell, 2012) Observation is the process of collecting data by looking directly at people with their activities and specific research sites. Data is collected with several combinations of field records, audio-visual recordings (Mackey, Alison, and Gass, M., 2005). In this research, the purpose of audio-visual recordings is to allow researchers to analyze deeply the use of lecturers' language power in EFL Classroom and involve the comparisons of previous researchers' data and research related references. Then, Observation in the form of field records was conducted 6 (six) times in each class that was assigned to teach by the subject of this study. First observation to get data on classroom culture (types of activities in the learning process), second observation to get data on lecturers' language in EFL Classroom, third observation to find out more about data on previous observations (until data becomes saturated), the fourth observation to know how lecturers' language power was represented in the learning, the sixth

observation to do the fifth observation data (data saturation), and Sixth observation to observe the students' attitude and behavior changes.

The technique of data analysis used in this study was a cyclical pattern (Spradley, 1980). The ethnographic cyclical pattern consists of the following steps: Choosing an ethnographic project, asking ethnographic questions, collecting ethnographic data, creating ethnographic records, analyzing ethnographic data, and writing an ethnography. To know the power of lecturers' language, record data needs to be processed by first transcribe the interaction record data of the class between lecturers and students. To process data analysis in this study, researchers used the critical discourse analysis of Fairclough. According to (Fairclough, 1989), there are three stages of critical discourse analysis; Text descriptions, interpretation of the relationship between text and interaction, and explanations of the relationship between interaction and social context. In-text dimensions, data will be analyzed related to vocabulary, grammar, and text structure. Lecturers' utterances classified to find speech acts involving assertive, directives, commissive, expressive, declarative of speech acts. Then, the above utterances are transcribed and analyzed based on vocabulary, grammar, and categories of text structures. To process the data analysis, researchers used Fairclough's critical discourse analysis. According to Fairclough, there are three stages of critical discourse analysis i.e. text description, the interpretation of the relationship between text and interaction, and an explanation of the relationship between interaction and social context. In-text dimensions, data are analyzed related to vocabulary, grammar, and text structures. Speeches from lecturers are classified to find types of speech acts involving assertive, directive, commissive, expressive, declarative of speech acts. Then, the above utterances are transcribed and analyzed based on vocabulary, grammar, and categories of text structures.

Finding and Discussion

The result of this research about the critical discourse analysis on lecturers' language power (Fairclough, 1989). The data portrayed in the three stages that consist of; description of the text, interpretation of the relationship between text and interaction, and the explanation of the relationship between interaction and social context.

1) Lecturers' Language Power in Directive Speech Acts

Lecturers' language power in directive speech acts below consists of requests and commands done by lecturers in EFL Teaching. It is portrayed as:

a) Extract 1: Questioning on learner's lexical error

In the context of talks below is about the conversation between the lecturer of Research on ELT, and a learner who presented her assignment before the class. Shortly, when that learner presented the assignment using the LCD, the lecturer immediately commented on the correction of the use of grammar which is not appropriate applied by her as presented below:

Yunita : *(Presenting her assignment before the class) (context)*

Mrs. Elra : *(When the learner displayed the first slide from her presentation, the lecturer saw the mistakes made by the students followed by giving feedback) (context)*

“Ok Junita, the background of the research let me see! Ok, the word taught, the first thought and the second taught, which one is true, which one is right, which one is correct? Ok, you are going to do your research entitled..., Yunita? You are going to do your research about the past tense?”

Yunita : *“Yes” (She answered briefly with the word “yes” while nodding her head) (context)*

1) Description

Regarding the above, the Lecturer used the directive speech in the form of a request when she started responding to learner assignments by giving questions. Questions are given by the lecturers in succession without allowing the learner to answer, for example; "Which one is true? Which one is right? Which one is correct? Ok, you are going to do your research with entitled... Yunita? You are going to do your research about the past tense? .There were five questions asked by the lecturer in a row, then at the end, the learner answered briefly and confirmed the lecturer's question using the word “yes”. From the question used by the lecturer, she used the

rhetorical question to test the learner. Through the use of the rhetorical question appears that the lecturer indirectly asked students to answer the lecturer's question by selecting the correct answer.

2) Interpretation

In context classroom discourse above, when asked to use a rhetorical question, lecturer using indirect request. Indirect Request according to (Fairciough, 2013) is requesting that consist of a question and can be more or less indirect. On the lecturer's question "You are going to do your research about past tense? The learner would review the research title but the lecturer still asks and confirms the student. The rhetorical question was told by the lecturer reasoned because one question from the lecturer could not answer him, even a mistake that is quite essential done in the beginning. The error is a lexical error in the tense that is the title of the study that the use of the word "thought" should be used is "taught". According to the lecturer that the learner is doubtful to research the past tense because the students are error in the past tense use.

3) Explanation

The power of request represented in the discourse above is visible from the use of rhetorical questions by lecturers in the form of indirect requests. (Fairciough, 2013) states that it is obvious that there is a connection between request and power. Someone who has the power, of course, has the right to request something. On the indirect question used by the lecturer above, indeed, the learner replied briefly that the first is correct, although the answer is wrong. Respond to the student, although wrong but how the lecturer to make the student expressed his mind can succeed. Indeed in learning, not all students have the ability and good confidence when asked to speak when they write and vice versa. Furthermore, when the lecturer gave the next question by giving lexical options in past tense use. The lecturer asks that which is right whether the first or the second. But the student again chose the wrong answer. The lecturer then gave oral corrective feedback in the form of recasts. Recast is oral corrective feedback performed by the lecturer by repeating the wrong students '

answers without directly saying that the learner's answer is wrong, and then the lecturer gives the corrections.

b) Extract 2: Correcting tense use

The following is the directive Speech act in the form of a request made by the lecturer. The request for a rhetorical question is used when correcting student mistakes when presenting in class, discourse interaction in the classroom is described as follows:

Yunita : *(The student was displaying her job in the slide show presentation, and the lecturer immediately saw the mistake made by the learner and directly gives feedback) (context)*

Mrs. Elra : *“Ingat dia akan meneliti past tense, sementara past tense dia tidak tahu bentuknya bagaimana yang benar. Yang mana yang benar itu, Yunita?”*

Yunita : *“The first”*

Mrs. Elra : *“The first? Yang lain yang mana? Audience, yang mana yang benar?...yang pertama itu yang thought itu, itu dari infinitive of think, kalau di situ think, coba terjemahkan dalam bahasa Indonesia english is dipikirkan sebagai sala satu..itu maunya diajarkan taught ya? Itu baru satu, yang mau dibahas adalah past. How do you know the ability of students while kamu sendiri tidak master, jadi tadi itu kata pertama hati-hati. Berikutnya yang menggelitik saya di sini, because “by English we can go anywhere” saya terima itu dengan akal sehat, the second we easy get job, jangan, siapa bilang banyak alumni bahasa inggris menganggur”.*

learners : *(learners in the classroom laugh at the lecturer statement) (context)*

1) Description

The lecturer in the discourse above gave the questions “How do you know the ability of students while you do not master?” .This question is the kind of indirect request. This question is a challenge to the student regarding the knowledge and skills of the past tense, and it is impressed that the student chooses a topic that she does not properly master. Another question in form indirect request presented by the lecturer is "The second, we easily get a job, don't, who says?” .This question asked the learner to provide evidence on her statement.

2) Interpretation

It is obvious from the discourse above that the lecturer used questions in the form of indirect requests. Indirect Request according to (Fairciough, 2013) is requesting that consist of a question and can be more or less indirect. The question used by the lecturer above is “How do you know the ability of students while you do not master?” .This question is rhetorically implies that the lecturer did not permit the learner to investigate the students' ability related to past tense because in the vantage point of the lecturer that the students had not the ability in the past tense. Besides that, the lecturer also gave a question on the student statement “By English, we can go anywhere, and we easily get a job”. According to the lecturer, on the first clause it makes sense to him, but on the second clause is absurd, saying "The second, we easily get a job, don't, who says? The proof is, many English alumni are unemployed ". Then, on the rhetorical question "who says?" in the context of the lecturer's speech “The second, we easily get a job, don't, who says? The proof is, many English alumni are unemployed “.Rhetorical question types like this reveal a strong feeling of the dissenting of the lecturer. And, through this indirect request, the lecturer requested the evidence of learners’ statement. Furthermore, because the learner could not give the evidence, therefore, the lecturer confirmed his question to reinforce the views she had expressed.

3) *Explanation*

The power of request displayed in the classroom discourse above is indicated from the use of rhetorical questions by lecturers in the form of indirect requests. (Fairciough, 2013) states that it is obvious that there is a connection between request and power. On the question in form of indirect request "How do you know the ability of students while you do not master? ", this question indirectly means that the student could not do the study to find out the ability of students about the past tense because she did not have an ability in that field. It teaches students that it is very important to study vigorous, prepares every material that will be presented, and more accurately in writing, so that not just writing but most importantly is whether the structure is correct and the exact meaning of work can be responsible. In the lecturer's speech form the combination statement and question namely "The second, we easily get a job, don't, who says? The proof is, many English alumni are unemployed ". This indirectly requested the learner to always include evidence of every statement submitted. Indeed no one can resist the data, the statement will not mean without the data in the form of facts.

c) Extract 3: Ordering a learner to delete a statement

In the context discourse below demonstrates the use of the command spoken by the lecturer in giving feedback on the results of the student's work. In giving feedback, this lecturer analogized the study program with the product term.

Sinta : *(She was presenting his opinion in the form of a statement that when someone mastered English then he would easily get the job. Then, lecturers clarify the form of a statement disagree and instruct the student to remove it) (context)*

Miss. Ojjud : *"Ok. Hapus saja itu, itu melecehkan produk lain kalau begitu".*

Learners : *(laughing) (context)*

Miss. Ojjud : *"Tersinggung keras nanti progdi bahasa Indonesia, matematika, ganti saja itu".*

1) Description

After the use of requests, the lecturer used the directive speech in the form of the command. The command of directive speech appeared in use imperative "Ok" for example in the speech "Ok, Just delete it, it's harassing other products if so".

2) Interpretation

In the interaction, the lecturer used indirect command by uttering "Ok, Just delete it, it's harassing other products if so". The Directive is a kind of speech act which its purpose to request the respond non-linguistically from the hearer, (Suhardi, 2009). The use of the Speech Act directive by the person in the communication aims to make people do something. Giving a command is one example of the use of the Speech Act directive, (Yule, 1998). The lecturer from the above discourse directed the learner to delete the statement because it is sensitive. The sensitive statement meant by the lecturer is "By English, we can go anywhere, and we easily get a job". The lecturer asked the learner to delete the clause "We easily get a job" because it does not make sense and does not correspond to the facts that exist. At the time, the lecturer said that "Ok, Just delete it, it's harassing other products if so", the other learners laughed. It reasoned for the use of utterances "it's harassing and" other products". Afterward, the lecturer clarified that what was meant by another product was other courses, by saying "Indonesian Language, and Mathematics Study Program will be offended later, just change it".

3) Explanation

The use of declarative or in the form of a question grammatical by the teacher in the classroom teaching, partially demonstrating the command addressed to the student as the teacher's obligation form. The use of commands by teachers can be categorized as a power relationship, (Fairciough, 2013). From the above discourse, the lecturer's power showed when she asserted students not to be able to appear too confident by saying it is very easy to get a job when speaking English well. It cannot be generalized because the closest evidence of them is the sheer number of English graduates who

have not yet worked. The lecturer said indirectly that "it's harassing other products if so". Therefore, lecturers revealed that she motivated the learners to provide the statement with evidence.

2) Lecturers' Language Power in expressive speech act

Lecturer's language power in expressive speech act presented in the elaboration below in form of appreciation on the learner's work.

d) Extract 4: Appreciating the learner's work

In the context of the conversation between lecturer and learner below, lecturers reviewed students' work. He saw in passing the display of the material presented in Research on ELT lectures. Lecturers reconfirmed whether the student is right to master the material properly. After that, he gave feedback in the form of questions to the learner. Furthermore, the learner answered it well, as described as follows:

Mr. Onneh : *"sudah diajarkan dulu bahwa untuk mendapatkan score student satu adalah jumlah benar dibagi dengan jumlah soal dikali dengan ? berapa?"*

Joni : *"Seratus" (he answered with a loud voice, and sounded to the position of the back seat) (context)*

Mr. Onneh : *"Kenapa dikali dengan seratus?"*

Joni : *"tergantung skor maksimal, pak" (He was very confident answering the lecturer question. It was seen from a serious facial expression) (context)*

Mr. Onneh : *"Ya, mantap, itu yang cocok, kan tidak selamanya skor maksimal adalah seratus, ada juga yang sepuluh. Nah, OK, divided by N number of your respondent adalah jumlah daripada respondent."*

Joni : *"Thank you, sir". (He answered with a full of joy and eagerly smiling) (context)*

1) Description

In the context of classroom discourse above, lecturers gave appreciation to the students for the responsibility of his work. When lecturers tested students' understanding through questions, the learner appropriately answered. Then the lecturer appreciated by saying "*Ya, mantap, itu yang cocok, kan tidak selamanya skor maksimal adalah seratus, ada juga yang sepuluh.* [Yes, steady, that's the fit, right not always the maximum score is a hundred, and there are also the ten]". From the lecturer's speech, it was clear that he used evaluative feedback to respond to learners' work and answer by praising learners using utterances "Yes, steady, that's the fit". When the learner subsequently responded to the lecturer's pleasure, He answered "Thank you, sir" with a full of joy and eagerly smiling.

2) Interpretation

The lecturer's expression of pleasure for the learner's answers to the above interactions expressed a sense of happiness and satisfaction. It is obvious that by using pleasure expression, the lecturer applied the expressive speech act. Expressive under (Searle, 1979) is when someone expresses feelings and attitudes. Form the discourse above, as a lecturer, he felt proud and happy when his students managed to know and understand the material it teaches. This is also one of the benchmarks in achieving every special purpose of the meeting in the lecture. Likewise, with the praise from the lecturer to the learner, it looks like a happy student who indicated a sense of pride and happiness for his ability in the learning process at that time.

3) Explanation

Reward Power is a power that is owned by the teacher by giving gifts or appreciation to students as a form of appreciation to students who have carried out the wishes and desires of teachers in the learning process, (French & Raven, 1959), (McCroskey & Richmond, 1983). In the discourse above, the reward from lecturers to the learner in the teaching and learning process is important in improving the motivation and attitude of students. In context discourse above, the effect of the

lecturer's pleasure is the sense of happiness and pride of the student. It is seen in the form of respond words and act students with a full of joy and eagerly smiling, and in the end, the learner was very polite to answer thanks for the direction, input, and especially praise from the lecturer.

3) Lecturers' Language Power in assertive speech act

e) Asserting the meaning non-verbal communication

In the context of classroom discourse below, the lecturer (Miss. Ojjud) was teaching on the subject of Cross Cultural Understanding. She was teaching non-verbal inter-culturally forms of communication with their own culture. Lecturer elaborated one of the meanings of communication by using a thumb symbol, the excerpt of interaction is as follows:

Miss. Ojjud : *“Kita menggunakan tangan jempol, kalo begini (thumbs up) in American culture. Thumbs up?” (She showed her fingers to the learner and formed thumb up, then, she continued with material explanation) (context)*

Martha : *“Ok” (She raised her hand and answered the question) (context)*

Miss. Ojjud : *“Ya, bagus , Ok, or good. But in Arab and apa tadi yang anda lihat di Arab (guru sambil “thumbs up”) in insult for a man. Do you understand? Ini insult. Arti insult?”*

Learners : *(Students do not know the answer, then they try to find in the dictionary what the meaning of the word insult) (context)*

Miss. Ojjud : *Insult. Apa itu insult?*

Learners : *(learners still trying to find in the dictionary what is the meaning of insult) (context)*

Miss. Ojjud : *Huh? Apa itu insult? What is the insult? Jadi kata yang perlu anda tahu “offended”, dan “insult”. Apa itu offended?*

Learners : *“tersinggung”*

Miss. Ojjud : *Ya, tersinggung. Insult*

- Lisa** : *Penghinaan*
- Miss. Ojjud** : *Ya penghinaan. Ya jadi once again, some signals or some signs in our culture become an insult or some from the other culture will be offended by those signals. Ok we start from thumb up, thumbs up artinya "ok" atau "good job" but for American culture. Ok, ya for American culture but Arab, this is the sign of bla la bla of man genital organ.*
- Jojo** : *Bencong (Very sure to answer it) (context)*
- Miss. Ojjud** : *Bencong? Not bencong! ... (Smiling)... an organ vital for Arabs. Ok, jadi itu orang Arab bisa tersinggung kalo anda kasih begini (showing thumb up). So, don't do it, ok?*
- Students** : *(all learners laugh) (context)*

1) Description

Interaction in the class between lecturer and learners in the above conversation illustrates how lecturers uniquely embedded material about culture. Lecturer first compared the meaning of the symbol of non-verbal language, namely the use of the thumb in intercultural communication. The lecturer first evocated the meaning of the thumb in the American state, by asking the students questions, saying "American culture, Thumbs up?" .Then followed by comparing the meaning of the thumb when applied in communication in Arabic. Similar to the previous way, lecturers asked about the meaning of the use of thumb finger in communication. But no student successfully replied, and then the lecturer gave a clue by saying "It insult for a man". Do you understand? This is an insult. Insult means? ". But none of the students knew the meaning, and the lecturer repeated the question by emphasizing the word "insult". Learners did not know the answer, then they tried to find in the dictionary what the meaning of the word insult. Then they understand and mention in Bahasa Indonesia that insult is something sensitive that can make others offended. Then the lecturer repeated the question by using the filling gap namely "This is the sign of bla la Bla of man genital organ". Then there was the student answered "*shemale*", but claimed by the lecturer as the wrong answer. Because she started

to see the student confusion then he explained its meaning by saying that the thumb up for the Arabs meant the genital organ for men. Once explained as such, all students laugh out loud.

2) Interpretation

How the lecturer explained the material about the use of sign thumb culture in different countries is with indirect way. She used assertive of the speech act in explaining the material. Assertive is the speaker reaches an assertive point when they declare how things are in the world, (Searle, 1969). In the discourse context above, she did not immediately explain the meaning of its use but first compared, then followed by asking the students, then students open a dictionary when they do not understand. Even when the lecturer saw the student confusion she gave a clue from his question. However, it was not yet able to answer, and finally, the lecturer immediately gave an answer and explained it at the end. The lecturer's way of explaining the material is highly structured and provides learners with more active opportunities in learning, and students are easier to understand because course materials are described in an interesting and stimulating way of critical thinking, although, they have not had such cultural experience. The lecturer explained the somewhat sensitive material in the eastern culture especially for Indonesians who still highly uphold the moral value of modesty is applied in that context. It is shown to students that people with Eastern cultures do not directly reveal anything of taboo terms.

3) Explanation

Expert Power is a teacher-owned power because of the competence and expertise owned by a teacher. So far, students believe that teachers in the field of teaching have the skills and the ability to transfer knowledge, the effect of this power is the change for students especially in terms of cognitive, (French & Raven, 1959), (McCroskey & Richmond, 1983). The expert power showed in this discourse context when the lecturer used the assertive speech act. In using assertive, she succeeded in making learners more active in learning by applying a communicative way of learning by establishing critical thinking of the learners. Also, the lecturer indirectly taught to learners that in the culture of eastern people the taboo is not indiscriminately mentioned, the name so it needs to be

learned because they will someday communicate with people with a different culture, even intercultural. The lecturer was very effective in being applied so that the learners can understand the material well and still apply the moral value of the East Culture.

It is obvious from the finding above that the lecturers' language power in EFL Teaching in this study revealed through the use of speech acts of the lecturers. Per (Fairclough, 1995) power is defined in terms of imbalance between members in a discourse, besides, the power is also conceptualized in terms of capabilities that are not equal to control or control how the text is produced, Submitted, and when the text came to the listener in a particular socio-cultural context. Hurt, et al. (1978, as cited in Mccroskey & Richmond, 1983) means that power refers to the teacher's ability to influence their students in learning in various ways outside of the student's control itself. In this study, the lecturers' ability to influence their students in learning showed in various ways. Through the lecturers' language, it can be investigated their power in EFL Teaching. It is proved through observation that the learners influenced by the lecturers' language power. Lecturers' influence showed through text, attitude, and behavior that they were motivated to learn English.

The lecturers' language power in EFL Teaching represented through a directive, expressive, and assertive speech acts. Directive speech acts are Point of Directive when the speaker attempts to make the listener do something, (Searle, 1969). Directive speech acts in this study revealed through command and request. *Command* applied by ordering a learner to delete a statement without a shred of evidence. It influenced the learners' critical thinking to provide the statement with evidence. *The request* revealed through questioning on learner's lexical error, its effect is the learner's belief to answer and demonstrate the form of courtesy to the lecturer. Besides directives, the lecturers also represented the Expressive speech act in the form of Pleasure. Expressive is the point when they reveal their attitudes about something in their environment, (Searle, 1969). Lecturers' *pleasure* revealed through appreciating the learner's work. This influenced the motivation and attitude of learners. And the last speech acts applied by the lecturers are the Assertive speech act. This type of speech act means that the speaker reaches an assertive point when they declare how things are in the world, (Searle, 1969). Assertive speech acts represented by *asserting* the meaning of non-verbal communication. It

influenced the learners can understand the material well and still apply the moral value of East Culture.

Conclusion

The lecturers' language power represented in the EFL Classroom through a directive, expressive, and assertive speech acts. Directive speech acts in this study revealed through command and request. *Command* applied by ordering a learner to delete a statement without a piece of evidence. It influenced the learners' critical thinking to provide the statement with evidence. *The request* revealed through questioning on learner's lexical error, its effect is the learner's belief to answer and demonstrate the form of courtesy to the lecturer. Besides directives, the lecturers also represented the Expressive speech act in the form of Pleasure. Lecturers' *pleasure* revealed through appreciating the learner's work. This influenced the motivation and attitude of learners. And the last speech acts applied by the lecturers are the Assertive speech act. Assertive speech acts represented by *asserting* the meaning of non-verbal communication. It influenced the learners can understand the material well and still apply the moral value of East Culture.

This study offers pedagogical implication in Teaching English as a Foreign Language, specifically for language and literature courses. First, Lecturers' language power is inherent in promoting change and learning. Since education is a process of change, teachers become the main agents of that change in learners. Most of the times, the lecturers impinge on the learners, sometimes subtly, sometimes strongly. The lecturers also challenge the learners. While this process of the learners' change may be uncomfortable and threatening for them, the process of education almost always includes the learners' change, and the lecturers exercise power over the learners in some way. Second, this study about power is an aspect of literary criticism that focus in lecturers' discourse in classroom context, thus, the learners can learn the contextual material of power in EFL Classroom.

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Multicultural Education-Based Instruction in Teaching English for Indonesian Islamic Higher Education

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Abstract

The paper report explores the lectures' perception of multicultural education-based instruction in teaching English in Indonesian Islamic higher education. It employs online survey research design utilizing google form to collect the data on lectures perception on multicultural education-based instruction in their classroom teaching practices. Research result reveals that there were apparent variances in the way the lecturer perceives their multicultural education-based instruction in teaching English in their classroom, and these differences influence their classroom teaching practices. The interconnection of the lecturer attitude on multicultural based instruction toward their classroom teaching practices led to three categories of the lectures such as (1) Highly Implemented Multicultural Education (HIME), (2) Moderately Implemented Multicultural Education (MIME), and (3) Lowly Implemented Multicultural Education (LIME). This study found that the more positive of the lecturer toward their multicultural based instruction, the better the teaching performance they have in the Indonesian EFL classroom. This study has short of expanding on the scholarly understanding of multicultural based instruction in teaching English at Indonesian Islamic higher education.

Keywords: *Multicultural Education, Lecture's Perspective, EFL teaching and learning.*

Introduction

Multicultural Education, sometimes referred to as multiethnic education, anti-racism education, or multiracial education. Many countries have been involving in this issue to refer to educational efforts that have attempted to inculcate more positive values about social pluralism and improve the learning potential for all students (Mitchell &

Salsbury, 1999). Multicultural education is one of the school transformations approaches within the framework of the social justice and democracy movement. Multicultural education emphasizes different cultural components and groups with the main aim of restructuring schools (Banks & Ambrosion, 2020).

All students acquire to get the knowledge, attitudes, and skills needed to function in an ethnically and racially diverse nation and world. In the 1960s, Multicultural Education (ME) grew out of the Civil Rights Movement. Immigrant African and Americans began a quest for their rights that was stateless in the US (Banks & Banks, 2010) It has historical between African and American ethnic studies movement that emerged in the nineteenth and early twentieth centuries. In the globalization era, as human beings, there are multicultural influences on our interaction cultural background, language, belief, value, norms, behavior, knowledge, attitude, gender, age, nationality, and others. In 2017, recent data that Indonesia is a multicultural society country. About 1.330 tribes and 730 languages. It means that is Indonesia has thousand native speakers and thousand-second language speakers. A word is a form of learned behavior and a part of the culture. Intrinsically, language and culture cannot be separated. The meaning is that every part of life is only understandable and learnable when it relates to the language. Every section of life is part of cultural materials and values. These cultural materials and values are deciphered using languages—the correlation between language and culture as the center of interest of many sciences.

We realize that people are different, what is acceptable to one person may not be to others, even though the same culture. Our personality, experience, and knowledge of other cultures, among other factors, influence the extent to which our behavior is typical of our culture as well as the area to which we are flexible in accepting or tolerating behaviors that are not part of our culture. We do not need to go abroad to understand the importance of individual differences and appreciate the reality that understanding the culture in depth is never enough to predict others' behavior. Within our own culture, we are often puzzled by others' behavior and face disagreements, conflicts, and misunderstandings regularly. Bringing cultural differences into a community will pose challenges that are difficult to decipher because of their unclear baseline and initial characteristics. Conflict is a difference between two or more individuals, beliefs, cultures,

values, ideas, or interests. Conflict explains as the behavior due to which people differ in their feelings—there are many disputes connected to racial discrimination. The term racial discrimination means that minority groups, ethnic minorities, religious minorities, older society. All these groups are affected by prejudice. Even conflict can occur more broadly cause of misunderstanding. Conflict closely connected to communication. Communication may be the result of differences in speaking style, nonverbal communication style. A bad connection is a base on misperception and misunderstanding.

Culture creates a framework for humans to learn to regulate thoughts, emotions, and behavior towards the environment. In other words, culture is not innate (Neuliep, 2018). Culture teaches one how to think, conditions on how to feel, and instructs one how to act, primarily how to interact with others; in other words, how to communicate. Culture is not static but is dynamic and continues to grow. Culture becomes exciting and vital in everyday conversation among people from different cultural groups in a multicultural society. Therefore, cultural needs to be presented at schools in Indonesia to students from primary schools to university. This is important because understanding each other from people of different cultures can promote harmony and order in society.

In teaching, a teacher must have passion and interest not only for the subject but also for the students' education. Having great enthusiasm and excitement will create a positive atmosphere in the classroom (Weda et al., 2018), and this is important in the process of teaching and learning (Samad et al., 2018), especially how to know students' cultural understanding in the school. A teacher must also recognize the influence of their cultural background and attitudes on their communication on their students. Therefore, this study aims at providing information about the perception of the lecturers about multicultural education-based instruction in teaching English in Indonesian Islamic Higher Education. This study is expected to have a theoretical and practical contribution. Theoretically, this study can give more benefits to teaching and learning, especially in multicultural education. Besides, the result of this study is expected to be used by further researchers as information and reference in the field of multicultural education.

Review Of Related Literature

The Principle of Multicultural Education

The notion of multiculturalism includes the awareness of race, ethnic background, language, sexual orientation, gender, age, disability, social class, education, religious orientation, and other cultural dimensions (American Psychological Association, 2003). Multicultural education encompasses a process of teaching and learning in a way that promotes cultural pluralism. Multicultural Education is subject to the principle of educational equity for all students, regardless of cultural background, language, belief, value, norms, behavior, knowledge, attitude, gender, age, nationality, and others. It tries to remove barriers to educational opportunities and success for all students.

Multicultural Education, sometimes referred to as anti-racist education. Multicultural educational efforts that have attempted to inculcate more positive values about social pluralism and improve the students' potency. Multiculturalism is a movement on the gender, ethnic, racial, and cultural diversity of a pluralistic society that should be attributed to all the standardized education settings, including the staff, the norms and values, the curriculum, and the students. Multiculturalism is relating to some different cultures, the tradition of people, different religions and races, different nationalities, and languages in living together.

Multicultural education begins with the development of ideas and awareness of interculturalism after World War II. The emergence of an idea and interculturalism awareness is not only related to international political events regarding human rights, freedom from colonialism and racial discrimination, and so on but also to the increase of plurality in the Western countries themselves as a result of increased migration of newly independent states to the United States and Europe. The civil rights moment in the United States had a tremendous impact on educational institutions as ethnic groups (first African Americans and then others) demanded that (1) educational institutions' curricula reflect their histories, cultures, and perspectives; (2) schools hire more nonwhite teachers and administrators so that their children would have more successful role models; and (3) ethnic communities control schools and that textbooks reflect to the diversity of peoples in the United States (Sinagatullin, 2003)

Study programs and lectures that are developed should not be without careful thought and planning. Therefore, efforts are needed to make it healthier in education, for example, institutionalizing it in an education system (Banks & Banks, 2013). At present, multicultural education is well-thought-out as a form of education that respects differences and works without discrimination (Kahraman & Sezer, 2017). Education as a process of developing human resources to obtain social capabilities and individual development, which optimally provide a strong relationship between individuals and society. Another crucial aspect of multicultural knowledge is an understanding of how social systems operate for their treatment of culturally diverse groups of people (Toporek et al., 2010).

The Characteristics of Multicultural Education

Multicultural education has several characteristics that hold students together in the educational environment and empower peace and freedom in society. There are several key characteristics of multicultural education in our society (Rata, 2013). Multicultural education is an ongoing and dynamic process. Hence, it is critical pedagogy because both students and teachers involved in a multicultural teaching and learning process do not view knowledge as neutral and apolitical, multicultural education is anti-racist. Multicultural education is primary because, along with other disciplines, it represents an integral component of education. Multicultural education is pervasive in the overall schooling process. Multicultural education is vital for the majority and minority students. Multicultural education is aiming at school justice (Arslan & Rață, 2013).

Banks and Banks (2004) divide multicultural educations into five dimensions that can be used as a guide by teachers. Students can only share knowledge and values when the teachers apply specific techniques and methods that empower the academic achievements of students from different ethnic and social groups (Nakaya, 2018). These dimensions indicate how multicultural education textbooks and teachers integrate multicultural content and help students to understand prejudice construction, authentic culture, social discrimination, and equity among ethnic groups, and thus develop positive racial attitudes.

The first dimension is content integration, which needs the infusion of ethnic and cultural content into the subject area instruction. However, it may not be necessary to integrate equally multicultural content in different subject areas. The inclusion of ethnic and cultural material may be easily applied to social studies. There may not be so many opportunities for mathematics and sciences. Content integration provides a better understanding of oneself and others, facilitating interactions between oneself and others. The second dimension is knowledge construction is described as a second dimension by Banks. This dimension helps learners understand and determine the influence of cultural assumptions, perspectives, and biases on the way knowledge is constructed within a subject area. Teachers may ask students some questions related to historical, religious, racial, ethnic, political, and sexual perspectives to create knowledge about multicultural ideas.

The third dimension is prejudice reduction. Teachers are required to help students develop expected and tolerant attitudes to different ethnic, racial, religious, and cultural groups. Consequently, students are expected to behave respecting each other both at school and out of school. If this dimension is neglected at school, some misunderstandings may happen among a social group in society. This dimension helps students develop positive feelings about various cultural groups through instructions that give positive images of ethnic people. Equity pedagogy, is the fourth dimension, has some specific goals in facilitating and improving the academic achievement of students from different racial, cultural, gender, religious, and social class groups. This dimension insists on using a variety of teaching styles and approaches congruent with the learning styles of children from different ethnic, religious, and cultural groups. Equity pedagogy is encouraged when teachers teach the learning styles of the various divergent groups and modify them to suit the cultural and social class groups of their students. Teachers should use a combination of a wide variety of teaching styles.

The fifth dimension is empowering school culture, which includes all members of the school staff. Creating or allowing school culture cannot be the responsibility of the principal or teacher alone. A multicultural and robust school culture empowers students from diverse backgrounds and promotes gender, ethnic, religious, and social-class equity. The total school environment must be re-shaped to create and enable an expected school

culture. Empowerment is a process in which the culture of the school promotes equality for students from diverse groups. The procedure includes examining the teachers' ethnic and racial attitudes and the influence of these attitudes on the ethnic students' academic performance.

In order to apply multicultural education successfully in the school environment, the main issue is the school's latent curriculum. The curriculum is a strong part of school culture that communicates school attitudes towards various problems, including how schools treat students. Schools must regulate how schools treat students based on gender, ethnic group, religion, culture and race. Sleeter (2007) explain the goals of multicultural education as follows:

- 1) To acquire the skills, attitudes, and knowledge necessary for increasing an individual's ability to function effectively within a multicultural environment.
- 2) To develop the ability to seek information about the economic, political, and social factors of various cultures.
- 3) To foster the affirmation of all cultures; - To provide individuals with opportunities for experiencing other cultures and recognizing them as a source of learning and growth.
- 4) To build an awareness of an individual's cultural heritage that provides a basis for personal identity.
- 5) To increase tolerance and acceptance of different values, attitudes, and behaviors.

There are two main multicultural perspectives – vertical and horizontal. Vertical Perspective: Multicultural education consists of several enlarging layers. A classroom is a bottom layer; a school is a larger layer and the country as an even larger layer. They are called "class layer," "school layer," "country layer," etc. The multicultural goals of a particular layer may coincide with those of other layers in the hierarchy (Sinagatullin, 2003). Horizontal Perspective, Multicultural education may incorporate a single variable or a diversity of variables in a class, school, country, or larger socio-geographical area. The general idea firmly remains intact: creating equal opportunities and quality education for all students. In one school, teachers may place greater emphasis on ethical issues, in another institution, on teaching children with alternative health, in still another school, on

bilingual education. A rural school may be concerned with a problem of quality education and equal informational opportunities for all students

Method

This study applied a qualitative method that employs a case study design on multicultural education-based instruction in teaching English for Indonesian Islamic higher education. The case study recognizes the socially constructed nature of knowledge (Lichtman, 2010). The case study enables a researcher to gain a wide range of information and seek the views, beliefs, and perceptions of the study participants. Case studies considered particularly valuable where the research context is too complicated for experimental or survey research. This study applied the descriptive analysis to describe a given situation as thoroughly and carefully as possible. In educational research, the most common descriptive methodology is the survey (Fraenkel & Wallen, 2009), as when researchers summarize the characteristics (abilities, preferences, behaviors) of individuals or groups or (sometimes) physical environment (such as schools).

Research Setting

To explore lecturers' perception of multicultural education in the EFL classroom, the authors conducted this research on the undergraduate program at one of Islamic Public institutions in East Kalimantan, Indonesia. There were fourteen English lecturers participated in this research consist of six male and eight females majoring in English study. The instrument of this research is a questionnaire with a Likert scale adopted the fifteen questions about lecturers' perception of multicultural education (Karacabey, Ozdere, & Bozkus, 2019). The scale was ranging from 1 to 5 scales (1 is Strongly Disagree; 2 is Agree; 3 is neutral; 4 is Agree; 5 is Strongly Agree). The authors sent the participants privately the questionnaire in the form of google form.

Data Analysis

The data were then analyzed through some steps, namely, data collection, data reduction, data display, and conclusion drawing. We presented the data in the descriptive analysis, as in the findings section. The study was measured based on the multicultural

education indicator, as in Table 1 below.

Table 1. Implemented Multicultural Education Indicator

Score	Indicator
3.5 – 5	Highly Implemented Multicultural Education (HIME)
2.5 – 3.4	Moderately Implemented Multicultural Education (MIME)
1 – 2.4	Lowly Implemented Multicultural Education (LIME)

Results and Discussions

This study explores the perception of lecturers on multicultural education-based instruction in teaching English in Indonesian Islamic higher education based on their real experiences in the classroom. The data in this study were collected through an online survey utilizing google form. Research results indicate that there were noticeable changes in the way the EFL lecturers perceive their multicultural education-based instruction in classroom teaching. The differences influenced their classroom teaching practices. The interconnection of the EFL lecturers' attitude on multicultural based instruction toward their classroom teaching practices led to three categories.

Highly Implemented Multicultural Education (HIME)

Of the 15 total items that were responded by 14 participants in this study, 9 items included the HIME category. This signifies that participants implemented multicultural education in their teaching process. Items that are implemented maximally by participants can be traced obviously. More details, nine items can be seen in Table 2 below.

Table 2. Highly Implemented Multicultural Education (HIME)

No	Item	Code	Items	Participants														Average Score
				P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	
1	1		Teaching methods are adapted to suit students' culturally diverse needs.	3	4	3	3	4	3	4	3	5	4	4	4	5	5	3.9

2	2	Teacher should be aware of the cultural differences that exist in the classroom	3	3	4	5	5	4	3	3	4	3	3	5	4	3	3.7
3	3	it important to teach a culturally diverse student	4	3	4	3	4	4	3	4	3	4	4	4	4	5	3.8
4	4	Teachers can learn a lot from students who have a culturally diverse background	5	4	4	3	5	3	3	5	4	5	3	3	5	4	4
5	6	Multicultural awareness training can help teachers work more effectively with a diverse cultural community	2	4	5	4	4	3	5	5	4	5	3	4	3	3	3.9
6	7	Teacher should be aware of the cultural background difference in the class	3	4	3	5	4	5	4	4	4	5	3	4	3	4	3.9
7	11	Teachers are responsible for being aware of their students' cultural background	4	4	5	5	4	4	3	4	3	4	3	4	5	4	4
8	13	Teachers responsible for encouraging students to be proud one to be proud of his or her own culture	4	4	3	3	4	4	5	5	3	4	5	4	3	4	3.9
9	15	Today's curriculum should emphasize on multiculturalism and diversity	4	4	4	5	3	4	3	5	3	4	4	3	4	5	3.9

Table 2 above shows that the methods applied by lecturers in teaching should be adapted to the needs of diverse students. Lecturers should be aware of cultural differences in the classroom and feel important to teach them. Lecturers can also get a lot of information from students who come from various cultural backgrounds. Therefore, training on multicultural consciousness can help lecturers to work more effectively in diverse cultural communities. Teachers should also demonstrate a responsible attitude to encourage their students to take pride in their own culture and appreciate the culture of others. This should all be supported by a curriculum that emphasizes multiculturalism (Muhammad et al., 2019; Richardson et al., 2016; Sleeter and Carmona, 2017).

Moderately Implemented Multicultural Education (MIME)

This study also attracted us because of the five items where the lecturers showed a hesitant attitude in implementing a multicultural education. Lecturers are disputed whether to answer “Agree” or otherwise “Disagree.” These five items can be viewed in table 3 below.

Table 3. Moderately Implemented Multicultural Education (MIME)

No	Item Code	Items	Participants														Average Score
			P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	
1	5	The teacher's work becomes more valuable if the class differs culturally	3	3	4	4	2	4	5	3	1	5	3	4	2	5	3.4
2	8	Teachers should encourage the students to be aware of the multicultural difference	4	4	3	3	3	3	4	3	3	4	3	3	4	4	3.4
3	9	Teachers are required to take multicultural education	2	3	5	4	3	3	4	4	3	3	4	3	4	3	3.4
4	10	the teacher should address the needs of the culturally diverse students	3	3	4	4	3	4	3	3	3	4	3	3	4	4	3.4
5	14	Communication style is always associated as a matter of behavior	3	4	4	3	4	4	3	2	2	4	3	4	3	4	3.4

Lecturers are unconfident if the work as teaching in the classroom becomes more valuable if the students differ culturally. Some lecturers in this study also seemed hesitant to encourage students to be aware of the multicultural differences. In addition, lecturers also seemed reluctant if they were obliged to take a multicultural education. Lecturers are also less assured if they are required to meet all students' needs from various cultural backgrounds. Lecturers are also cautious about responding about whether communication styles are often interpreted as behavioral problems. It may be because communication

styles are heavily influenced by cultural backgrounds (Ting-Toomey & Dorjee, 2018), not just individual behaviors or characters.

Lowly Implemented Multicultural Education (LIME)

The third aspect of the study was that there was 1 item that the lecturers disagreed. Although there are some lecturers who hesitate to respond to this item, but overall, the lecturers disagree with this item in multicultural education implementation issues. Items that convince almost all lecturers in this study answered “Disagree” can be seen in the following table 4.

Table 4. Lowly Implemented Multicultural Education (LIME)

No	Item Code	Item	Participants														Average Score
			P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	
1	12	Classes are culturally different making teacher work more difficult	3	3	3	2	3	2	3	2	3	2	3	1	2	1	2.4

According to table 4 above, this study shows that lecturers disagree with the assumption that the cultural differences in the classroom complicate lecturers' work. This actually shows that the lecturer demonstrates the attitude of their students' cultural differences in carrying out their teaching duties in the classroom. Thus, the lecturer said that the task of teaching in the school is obviously not become more difficult just because of the difference in the cultural background of the students. In other words, the cultural differences in the classroom are the aspects that make the lectures' work difficult. The culturally diverse needs counseling (Sue, Sue, Neville, & Smith, 2019).

Conclusion

This study indicates that the more positive of the lecturer toward their multicultural based instruction, the better the teaching performance they have in the Indonesian EFL classroom. This study has short of expanding on the scholarly understanding of multicultural based instruction in teaching English at Indonesian Islamic higher education. Indonesia is a nation that has various ethnicities, religions, classes, races, and social classes. Multicultural as in developed countries, although composed of

a variety of diversity, each nation has a background in developing multicultural education (Sinagatullin, 2003). This background determines how multicultural education is carried out.

To develop Indonesia, the idea of multiculturalism becomes a strategic issue, which is an urgent demand. Indonesia is a nation that was born with multiculturalism, where culture cannot be seen only as a glorified wealth but must be placed regarding survival as a nation. In the Indonesian context, multicultural education is a necessity, not a choice anymore. In it, the management of diversity and all the positive and negative potentials are carried out so that diversity is not a threat or a problem, but rather a source or positive impetus for the development and common good as a nation.

Pedagogical Implications

One of the examples of efforts to develop multicultural education is local-based curriculum development. However, multicultural education only prepares students with their own ethnic, cultural awareness. The purpose of multicultural education is to prepare students with knowledge, attitudes, and skills needed in their ethnic, cultural environment, national culture, and among other ethnic cultures (Banks and Ambrosion, 2020). Education as the development of cultural awareness like this is still in the level of multicultural awareness that is only on the surface.

The fact that Indonesia has diversity is undeniable. Finally, for the development of national plurality, multicultural education in Indonesia seems to consider several things. First, multicultural education presents or provides a broad place for the processing of diversity or diversity of the nation. Second, multicultural education bases itself on Pancasila as the best choice in the variety of the Indonesian people. Third, multicultural education bases itself on the socio-political, economic, and cultural aspects of Indonesia. Fourth, multicultural education requires appropriate learning methods so that internalization of values can be realized properly

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The perceptions of Educators for Gamification approach: The Effectiveness of Kahoot in Teaching English

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Abstract

The arrival of technology in this century has replaced traditional activities in English language teaching. It helps create a novel learning experience that increases students' motivation. One of the inevitable influences of technological attributes in the learning environment is a gamification approach to assess competence. Kahoot application is the method of gamification investigated in this study. As based on the previous research claiming that students have positive perceptions towards Kahoot, it is interesting to discover the perceptions from the educators' (lecturers/teachers/tutors) points of view. This paper will clarify how the educators teaching English in the language center of Tanjungpura university perceive Kahoot apps as a method of gamification in teaching English. A qualitative approach was employed in this research through semi-structured interview as the tool for collecting the data. The interview was conducted to six out of the total seventeen educators in the institution adapting Kahoot in their teaching. The results indicate that the educators have positive perceptions towards Kahoot despite

the constraints they face during applying this product of technology. To conclude, Kahoot is an engaging assessing tool that makes the learning interactive, fun and enjoyable.

Keywords: *Kahoot, effectiveness, gamification, educators, teaching English*

Introduction

Nowadays, more and more educators run their classrooms with the help of technology. Technology advancement has allowed teachers to create a more conducive and engaging teaching environment. Gamification is the product of the current technology assisting learning, which is proven to increase students' motivation and participation in the class (see Bicen & Kocakuyun, 2018; Iaremenko, 2017; and Ismail MA-A, Mohammad JA-M, 2017). It often requires the involvement of mobile technology products to mention smartphones and tablets. Howlett (2019) believed that the access intensity to those devices has leveled up and the attention has increasingly been placed in the classroom use. It facilitates the current strategy of language teaching to mention gamification. This approach makes the learning process more attractive to learners which can encourage an internal trigger by changing perception (Buyukyildirim, 2014). In order words, competition atmosphere brought by gamification approach can increase students' motivation to learn, in this case in English language learning situation.

Kahoot is one form of gamification approaches that is apparently gaining its popularity. Many tertiary educational institutions have applied this application as a part of classroom activities to provide an up-to-date teaching in the cutting-edge technology era (Omar, 2017). Various research projects conducted on Kahoot have shown that this application is effective in enhancing students' learning and the students have positive perceptions towards this gamification product (see Iwamoto et.al, 2017; Bicen & Kocakoyun, 2018; Omar, 2017). However, it is also important to observe the perception of the educators on Kahoot. This paper is intended to fill the gap of investigating the views of the educators (lecturers/ teachers/instructors) on this application and assess from their perspectives of what actually happens in their classrooms during utilizing the application. Furthermore, it is interesting to discover the constraints that these instructors face when applying the strategy.

In the university the writer investigated, Kahoot has been applied for at approximately two years. It is especially used in the language center where the local test namely TUTEP (Tanjungpura University Test of English Proficiency) adopts norms in TOEFL, one of the high stake tests. In the university, the students who are ready to have their final exam to graduate from the university need to take the test prior to their exam (the students can actually take the test anytime during their study period) and when their scores do not meet the standardized requirement, they are obliged to join the TUTEP training to reach the required score. Kahoot is used during the training to boost the students' motivation that can help them obtain the minimum score required. They are trained by English lecturers working for the university and instructors in the language center. The lecturers and instructors of this training are termed 'educators' in this paper.

Literature Review

Gamification comes to term learning with games. It refers to a concept for strategies involving game elements and principles in non-game contexts to increase motivation in reaching intended targets (Burke, 2014). Game-based learning is an innovative approach which can engage learners with the learning environment and therefore stimulates students' curiosity to acquire the knowledge. Games bring fun to the class which are vital to relieve the stress during the learning. In order words, they can trigger learners to be active in the class making this approach have a major educational value (Iaramenko, 2017).

Gamification helps educators make an interactive learning. This approach eases the teachers' task in facilitating the teaching since games, according to Griffiths facilitate "(i) discussing and sharing, following directions, (ii) giving directions, (iii) answering questions, and (iv) having a discussion topic with visual aides to share with others.

It is undoubted that games arouse learners' attention and make them totally involve in the activity. Games are effective in encouraging learners to be active in class; they stimulate particular reactions such as curiosity, competitiveness, excitement, annoyance through rewards and rules (Werbach & Hunter, 2012). Gamification allows learners to have a relaxing yet challenging atmosphere while at the same time to learn and evaluate their knowledge through this approach. Learning through gamification is found

out to be more effective for students than that through traditional method (Kijjoonphol & Phumchanin, 2018). This technique, apart from the physical rewards, creates an internal motivation which can have a significant impact on work engagement (Huckabee & Bissette, 2014; Muntean, 2011).

With the advancement of technology, many games are conducted in a computer-assisted environment (Hussein, 2015). Kahoot is one of the products of the cutting-edge technology that is popularly growing as an educationally relaxing activity during the teaching and learning process. It is an online application that allows teachers to evaluate the students in a fun way by presenting questions in a game-show type format. Teachers can make quizzes to prepare their students for the exam while they provide a leisure break after a few of seriously learning meetings. Involving technology products as an approach in the teaching-learning environment has been a consequence of the advancement of technology in the global era. Many universities and other tertiary educational institutions have applied gamified applications such as Kahoot in creating interactive classroom activities as a way to adapt with the technology era (Pugh, Sheldon, & Byers, 2002).

Several studies have proven that Kahoot is effective in enhancing students' motivation in learning (see Iwamoto et al, 2017; Ismail & Muhammad, 2017; Omar, 2017; Singer, 2016). In these studies, students were reported to understand their subjects better through Kahoot and this application has made their learning less stressful, enjoyable and interactive. Ismail & Muhammad (2017) further argued that Kahoot encourages the students to face challenges, engage with the activity and arouse their internal motivation. It is also easy to construct and play. To construct, the educators just need to visit <https://Kahoot.com/> and sign up. Once they have signed up, they will be able to construct quizzes or questions based on the needs of their classes; they can also use the available quizzes if the topics match the lessons they teach. Currently, Kahoot has even come with more various and complete forms of quiz to mention Quiz, True or false, Open-ended and Puzzle. Furthermore, Educators can insert videos to support the quizzes. Learning through computer games has a positive effect in encouraging students' intrinsic interest in a way that this methodology triggers their curiosity and allows them to control their own learning (Kumar, 1999).

Methodology

This research was qualitatively conducted employing semi-structured interviews. In this research, seven educators teaching TOEFL in the language center of Tanjungpura University were interviewed. Five of them were also the lecturers teaching English in this University, while the other two were the instructors of TOEFL in the language center.

The lecturers and instructors were anonymously labeled as E1 (Educator 1) to E7 (Educator 7) to avoid revealing their identities in order to maintain confidentiality. E1 to E5 were the lecturers teaching English in the university as well as the TOEFL instructors whereas E6 and E7 were only the TOEFL instructors in the institution. From these seven educators, one of them just applied Kahoot for several times and labeled as E5. Nevertheless, she had adequate ideas about this gamification approach. The other six educators had applied Kahoot for around one to two years. In the transcripts of the interview, some minor editing for clearer understanding was made to grammar and wordings without losing the meaning meant by the participants.

The purpose of the research was to investigate the perspective of the educators applying Kahoot in their classes. It was interesting to discover whether they really perceived that Kahoot supports the teaching learning for their students and how they personally observed Kahoot as a means of learning evaluation.

This research discovered the perceptions of educators for gamification approach to ensure the effectiveness of Kahoot in their classes based on the following research questions:

1. What are the general perspectives of the educators of Tanjungpura University towards Kahoot?
2. What constraints do the educators face during the using the technology?
3. In what ways does the use of Kahoot influence the educators' enthusiasm in teaching?

Findings

Educators' perspectives towards Kahoot

The perspectives of seven educators towards Kahoot were obtained through interviews and are presented in this section to answer the Research Question 1.

First of all, all of the educators agreed that learning through Kahoot is interesting and engaging as shown in their responses:

- *Yes, I think so, students now like to do something online. They do like Kahoot because they compete each other to answer the questions. My students like it so much. I like it as well because it's interesting and attracting. I can see my students' faces how they compete each other I can see the expression when they win (and) when they can answer the questions. (E1)*
- *It is both very engaging and interesting. The students really like it and want it every meeting. But I don't use it every meeting because they will get bored. (E2)*
- *Yes it is. It's really nice and engages the students. My students like it. It's like a game. They are very challenged for that. Kahoot came with sound and the sound is great and the way we make the questions and how to answer that. Everything is great. (E3)*
- *I think so because our students tend to like games so they are not easy to feel bored. They really like it. Sometimes they always request Kahoot... Kahoot. I also enjoy giving Kahoot. (E4)*
- *Yes. Both my students and I enjoyed playing it. (E5)*
- *Yes, the students really like it. The class becomes lively. (E6)*

- *A good application that can engage students in class activities because the application requires us to use technology so that everybody can involve in the activity and it's like a competition. (E7)*

Besides E3, E1 also found that music background in Kahoot is one of crucial factors that makes Kahoot attractive. She added:

- *.....but it seems this one is more interesting because of the background, the music and how they compete each other.*

Regarding what aspect of learning can be measured using Kahoot, all of the educators had the same voice that Kahoot is suitable for reviewing materials and evaluating their students' understanding towards the lessons. However, according to E2, Kahoot also has the possibility for delivering the materials. He stated:

- *I love using Kahoot for reviewing my lessons so I think evaluating students' understanding will be more suitable even though for some teachers, they can use for delivering the material as well.*

Although most of the educators found Kahoot effective for teaching, they had various opinions towards the effectiveness of Kahoot in English teaching and some of them made certain conditions of how the students will develop their English through this novel teaching strategy.

- *I think so (it is effective). Especially for teaching structure because I just apply it for teaching structure. I haven't tried it in big classes (regular English classes). (E1)*
- *I think so (it is effective) especially because there is a time limit so they might improve the speed of their reading. It's just my assumption. We can practice*

(through Kahoot) for grammar and they can think faster. I do it in my reading and grammar sessions. (E2)

- *How do I say that. I taught them using Kahoot. I can't say that because I just use Kahoot for quiz only. For some skills yes (It is effective). For comprehension, it is effective. They have to comprehend my lesson before and the questions come through Kahoot. (E3)*
- *I think it depends on what kind of topic we bring to classroom. If it's like a game to know how far they understand about the material I think it's effective. It's good to make them recall what they have learnt but if it's only a game then it will not have any specific benefits. (E4)*
- *It will be effective if students use more related materials to learn after the class on Kahoot. I still can't say it would be effective since students can get bored with the same model of learning even through Kahoot. (E5)*
- *It is very much effective. It helps students to strengthen their understanding of the previous lesson. Especially for today's students they like to play with their phones and Kahoot allows them to play with their phone while studying English. (E6)*
- *Yes, because they like competition and they don't have time to look unfamiliar words through dictionary so they can guess. In that way, I think their English gets better. Without technical problem, Evaluating students through Kahoot is very effective. (E7)*

Furthermore, when asked whether ranking in Kahoot is suitable to showcase a good performance of the students, these educators also had quite different perspectives. Two of them definitely disagreed on the statement as shown from their following responses:

- *I don't think so. Sometimes the ranking is caused by how fast students answer the questions. Sometimes it is also due to the factor of luck. (E1)*
- *No, I don't think so. In my point of view Kahoot is a game-based learning platform that makes teaching learning process fun. Therefore, it is not recommended to be used to measure somebody's performance. It might be better for brainstorming or reviewing a lesson. I prefer to use Kahoot after 3 meetings and the right time to use Kahoot is when the students felt bored or had less response to the materials presented either they didn't enjoy or didn't understand the lesson. (E3)*

E2 suggested that since he frequently uses team scheme in playing Kahoot with his students, individual performance cannot be determined by the result of the game.

Meanwhile, the rest four educators generally perceived that this application might represent the students' performance although they were aware of not scoring or ranking their students through this technique due to technical issues occurring during the process. Their judgements are extracted as follows:

- *In some ways I think it is because in ranking we know that which students do best in their answer but I never use then ranking to score my students or classify them as good or bad. So far I think yes, some students who always got high rank in Kahoot, they really did best in the class. (E4)*
- *I couldn't say that since I applied Kahoot in my classroom for two or three times only. The only thing that I can say that fast learners in the classroom tended to be in top ranks. I have no idea if it is because of the application of Kahoot. However, it boosts more interest to the low learners or unconfident students to learn more about the materials. (E5)*
- *I think it would be safe to say that the ranking could show the students' performance. I've seen students changing behavior from being reluctant to use Kahoot to being fully engaged in every class. However, I don't think the ranking would be the best representative for students performance as the students*

challenge in our area probably more than that, like technical issues - the phone signal / wifi. (E6)

- *Yes, because the students are able to show their performance through Kahoot game. In fact, Kahoot is a game which can measure students' ability on accuracy and velocity. (E7)*

After various perspectives delivered by all of the educators towards Kahoot, the writer inquired whether they would continue using Kahoot in their teaching. As predicted, all of them were convinced to continue utilizing this digital platform, especially because this application not only is interesting and effective in boosting students' mood in learning, but also it is free of charge.

Overall, to answer Research Question 1 (What are the general perspectives of the educators of Tanjungpura University towards Kahoot?), it can be concluded that all educators participating in this study has positive perspectives towards applying Kahoot in their teaching. Although they thought that Kahoot is not valid to really showcase or rank the performance of their students in English, they enjoy using Kahoot in their teaching because it enhances the students' motivation in learning and helps them get rid of their students' boredom in learning English.

Constraints in applying Kahoot

In this section, the answer of the second research question “What constraints do the educators face during the using the technology?” is presented.

For this inquiry, all educators in this study mentioned that internet connection is the main constraint in applying this current gamification technology product. Since the internet connection in their institution is not always very good, they have to prepare other alternatives to replace the planned activity using this application. In addition, students' gadgets are also not always facilitated with good internal signals. In this case, E2 had some solution to deal with the situation as reflected in his response:

- *So far Internet connection. We have a good internet connection, a good wifi here in my institution but sometimes when the Internet doesn't work, it is a problem*

because not all students have good internet connection or mobile data. In that case I put them in groups so I can use less mobile phone.

The internet connection is also not evenly distributed in the university. In the language center where they teach TOEFL, the connection is generally good, but in campuses where five of them teach English, it was said to be mostly quite poor.

- *For TOEFL students it's no problem because the language center has a quite good internet connection. But for my regular classes as a lecturer, it is a problem. The internet connection is not always good in campus classes. (E3)*

Other than the internet connection, some educators also find internal constraints when they use the application such as limited word numbers in the question spaces and upgraded notification by Kahoot which somehow restrains their attempts to quickly use Kahoot.

- *The Internet and the features are not complete especially for placing words. Not many words can be put in the question spot. (E5)*
- *Internet connection. It becomes more complicated because when opening the account it always directs us to upgrade the account so not directly go to the main menu. (E6)*
- *Internet connection. And Kahoot need to support longer questions. (E7)*

The Influence of Kahoot on the Educators' Enthusiasm in Teaching

Lastly, Research question 3 is to answer whether Kahoot will have a significant influence on the Educators' enthusiasm in Teaching English in the institution.

Four out of seven educators have strong statements that Kahoot makes them confident in teaching. They gave the following responses when asked whether Kahoot helps build up their confidence in teaching:

- *I feel confident. Because Kahoot makes the lessons become more interesting and fun. I believe students learn more when they are happy. (E3)*

- *Absolutely! I guess my students naturally hate english, so I need games to boost their motivation and gain more attention. Kahoot provides that. When I employed Kahoot for the first time in their class, they were thrilled. And every time I went to the class, they would ask me to play Kahoot. I felt, for a moment, that I am one of the best teachers they have ever had. (E4)*
- *I feel confident in teaching using Kahoot because it is a really fun and engaging way to review material and could roughly measure students understanding. (E6)*
- *Yes, I feel like my teaching is not monotonous, and feel like the students will like a little fun activity in the middle of teaching. And it makes me as a teacher confident toward my teaching style. (E7)*

E2 also feels confident applying Kahoot in her teaching, especially because of the reaction of the students during reviewing the lessons through Kahoot, as shown in her response:

- *Yes. I could see most of my students feel motivated once they play the game. They collaborate with their teammates and compete with other teams. This atmosphere makes the classroom alive.*

The other two educators also agreed that they feel confident using Kahoot for their students although the feeling was in a lower degree and in some conditions.

- *Yes, in certain condition. I give Kahoot to students to attract their attention. so far structure is difficult for them, so to make them interested in doing exercises, I use Kahoot instead of doing exercises with paper. (E1)*
- *I use many digital platforms, one of them is Kahoot to present myself as a well-prepared and professional teacher who manages to diverse my language instruction into myriads media of teaching.*

These lecturers and instructors were also questioned whether they think Kahoot boosts their performance in teaching. In general, these educators admitted that Kahoot enhance their teaching performance in some ways. This view was at least held by five participants. Their perceptions are extracted as follows:

- *Kahoot helps me in exercise through online and helps students interact in groups. At least they have fun doing it with their new friends. It can be seen from how they react when they win and lose the games. They ask me to play it again and again. (E1)*
- *I think so. Kahoot boosts my teaching performance in a way that it engages and lives up the atmosphere in the class. (E3)*
- *I think using Kahoot was better than teaching the class by using only printed materials. If I only taught them using conventional teaching aids like whiteboard, powerpoint slides, and books, they tended to be bored easily. By using Kahoot, I could modify my teaching methods. For example: I explained the reasons for correct and wrong answers for each question; Student who got the correct answer could explain to their classmates; Each group could explain to the class why they thought the answer was correct or wrong. (E4)*
- *I think in some ways it does. Like it brightens up the class because as I said before it is fun & engaging. It is definitely not a boring activity because it also brings students sense of competitiveness and all of it lightens up the class atmosphere and boosts my performance in teaching. It also integrates something that the students love so much, their gadget and internet. So students are exposed to the positive possibility that the Internet offers. (E6)*
- *Yes, I mostly use Kahoot in teaching reading for toefl prep class. As we remember that reading is not really everyone's favorite to learn for some reasons. And my presence as a reading instructor should be set as fun teacher who provides a variety of teaching techniques like games or using the advancement of technology and learning sources from the Internet like Kahoot. (E7)*

Although E2 stated that Kahoot does not boost his teaching performance, it indeed raises his mood in teaching as shown in the following statement:

- Well, it does raise my mood in teaching, but not in teaching performances. I only use the website for lesson review or games, not the main medium for teaching delivery, though.

E2 might have separated teaching mood and performance although with a boosting mood, a teacher will usually improve their teaching performance. After all, from his statement, it is safe to conclude that Kahoot has a significant influence on his teaching performance.

Meanwhile, E5, a new user of Kahoot stated that Kahoot encourages her to discover which part of her materials that work best with Kahoot.

Overall, it is not reluctant to deduce that Kahoot has a positive influence on bringing up the educators' enthusiasm in teaching English.

Discussion

From the findings presented above, it is clear that all participants have positive perspectives towards Kahoot as a gamification approach. They all find this novel instrument for teaching as interesting and engaging. They admitted their students really enjoy the teaching using this application due to the fun atmosphere and sense of competitiveness as Werbach & Hunter (2012) pointed out that games stimulate particular reactions such as curiosity, competitiveness, excitement, annoyance through rewards and rules.

Although not all educators agreed the idea that Kahoot showcases students' performance, majority of them suggested that this digital platform is very effective in reviewing the teaching material and evaluating students' understanding towards the given lessons. Moreover, the participants also claimed that Kahoot increases the students' motivation in learning. According to some participants, their students even kept

requesting to play Kahoot in every meeting. However, the participants stated that they realize using Kahoot too frequently would bring boredom to the class.

Despite the engagement to the learning and teaching, applying Kahoot has some constraints. According to all participants, the main constraint they face when applying Kahoot is the internet connection. When the connection is poor, it would ruin the learning process through this approach and cause them to prepare other alternatives to replace the activity.

Not only the internet connection is the restraint of applying Kahoot, internal restriction also derives from this application. The participants were investigated to mainly use the quiz format in Kahoot and some of them complained about the feature in Kahoot which cannot facilitate longer questions, not to mention a text. In other words, the number of words in the question space is limited and not accommodating. One of the participants also expressed dissatisfaction about not able to directly go to the main menu of Kahoot because it always directs to upgrade the application to the premium ones before being able to proceed to the free one.

Lastly, besides increasing the students' motivation, Kahoot also successfully boosts the participants' mood in delivering the teaching. The participants affirmed that applying Kahoot in the class helps them build up confidence in teaching because the students are really engaged with the learning. One of the participants even explicitly stated that when applying Kahoot she felt like the best teacher ever.

The majority of the participants also acknowledged that Kahoot in some ways enhances their teaching performance. Teaching through Kahoot, according to a few participants, is better than bringing printed materials in the classroom; it lightens up the class atmosphere because it is fun and engaging. These participants believed that Kahoot helps boost their teaching performance. However, there were also participants stating that Kahoot was just a part of their additional instruments of teaching and instead of enhancing their teaching performance, it helps lift up their mood in teaching.

Conclusion

The investigation resulted in satisfactory responses from the educators as the participants. Overall, the educators have positive perceptions on Kahoot as a gamification

approach. They confirmed that Kahoot is effective in evaluating the students' understanding on the materials taught. However, the biggest constraint to apply Kahoot, according to the participants is the internet connection. In addition to the internet connection, the internal factors from Kahoot itself also somehow limit them to smoothly utilize the application. There are limited spaces for placing the questions. Moreover, several attempts from Kahoot as a way to persuade the participant to upgrade their Kahoot to the premium ones before the users can proceed to the free of charge one were said to discomfort these educators.. Finally, the participants agreed that Kahoot influences their enthusiasm in teaching in a way that it makes them confident in teaching and somehow boosts their teaching performance.

Pedagogical Implications

The result of the study has provided another evidence of the effectiveness of Kahoot in the language learning as an engagement tool. Teachers can utilize this gamification method to engage their learners and use it to evaluate the students in a fun way. This application may help teachers to overcome the students' boredom during the structured learning. In addition, by discovering Kahoot from the educators' points of view, other teachers may be advantaged by finding out the advantages and constraints of applying Kahoot in teaching that they can decide what material would work well on Kahoot.

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Cultural Value-based Design for Learning Speaking for Foreign Indonesian Language Learners

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Abstract

Speaking skills are basic skills that are important for foreign learners. The diversity of psychological, social, and cultural conditions of origin is an obstacle to foreign speakers' motivation and skills in learning to speak Indonesian. The purpose of this study is to produce a speaking skills learning design by making cultural values a medium in learning Indonesian for foreign speakers. This study uses a learning development research design following the steps of the Assure consisting of (1) learner analysis, (2) State Standards and Objectives, (3) Select Strategies, Technology, Media, and Materials, (4) Utilize technology, media, and materials, (5) Require Learner Participation, (6) Evaluate and Rivise. The results of the study produced a prototype of an integrated learning learning design for the value of Indonesian culture for foreign speakers. Cultural values that can be adapted in learning are mutual cooperation,

diversity, tolerance, deliberation, and good manners both in behavior and in speaking. For further research, it is expected to assess the effectiveness of cultural value-based speaking learning design for foreign speakers and to further examine the cultural values of other Indonesian nations that can be integrated into Indonesian language learning, especially learning to speak for foreign speakers.

Keywords: *Indonesian for foreign speakers, cultural values, speaking skill*

Introduction

Language learning, need to build knowledge and understand basic skills, is no exception for foreigners who learn Indonesian. The basic language skills consist of listening, speaking, reading and writing. Speaking is considered an important skill from the learner's perspective because a person is often judged based on speaking ability rather than other basic skills (McDonough, Shaw, & Masuhara, 2013). However, speaking skills become a problem because it requires mastery of linguistic, social, and interactional skills (Hughes, 2011). Likewise, speaking characteristics that require many aspects such as pronunciation, conversational aspects are translated such as thoughts, feelings, and expression of ideas, oral grammar that reflects communicative competence, as well as pragmatic competence, which is complemented by the ability to discuss the message of other viewers (Paran, 2012).

The ability to speak is the skill most needed by Indonesian language learners for foreign speakers in Indonesia. The need for speaking skills for the benefit of communicating and interacting directly. Good speaking skills make it easy to convey ideas or ideas to others, so the other person can receive the information conveyed (Boonkit, 2010). This is also the case with speakers of Indonesian language learning with various objectives such as lectures at tertiary institutions in Indonesia, research needs and the provision of Indonesian cultural assistance. Foreign speakers will have difficulty in terms of information needed if they cannot speak Indonesian.

Speaking skills can be supportive in socially and collaboratively built environments as long as students can be comfortable (Nicolson & Adams, 2010). Various learning strategies that can be used to improve speaking skills. Among them through the

interactional strategy of information transmission (Burston, 2014; Indah, 2018), debate strategy (Alasmari, 2012), change experiences (Legutke, Michael, 2013; Levy, 2015), do a combination of discussion, problem-solving, and role-playing (Oradee, 2012) and using mock content where learning interprets, paraphrases, and accesses new information related to the content (Smotrova, 2015). To visualize and enforce pronunciation phenomena, it can use instructional movements (Smotrova, 2015) learners are encouraged to imitate the instructors' body movements (McCafferty, 2008; Uştuk & Aydın, 2016), drama (Piazzoli, 2011), and project-based language learning such as making short films that motivate and at the same time encourage students to be more skilled in speaking (Ryan, 2017).

But in reality, the Indonesian language learning program for foreign speakers comes from diverse psychological, social, and cultural learners. Each country adheres to different cultural values, so it requires an adaptation process in learning. Cultural anxiety is strongly correlated with motivation, so it is necessary to modify the cultural environment. It encourages learning experiences that are mediated to meet the needs of students from different cultures (Feuerstein, Feuerstein, & Louis, 2010). In this context, instructors are required to provide learning experiences that suit their needs with different backgrounds (Syaifulloh, 2018). That means the potential diversity of students needs to be oriented to the target culture that can facilitate interaction without dominant cultural differences of origin. Teachers must understand the cultural background, learning styles, sources of difficulties, and types of mediation that are appropriate to the cultural aspects.

In the Indonesian Language Program for Foreign Speakers (BIPA) there are 3 levels of learning classes, namely beginner, advanced and proficient. The class level is based on the ability of foreign speakers in Indonesian. Learning Indonesian for foreign speakers needs to analyze needs first. The need is intended to assess the communication actions required by the learner so that the specific linguistic skills and forms needed can also be determined (Munby, 1980: 24). Besides this, learners also need to know the cultural values that exist in Indonesia, which are part of the daily life of the Indonesian people. An understanding of Indonesian culture facilitates learning that is supported, sociable, and learning, including learning languages, in this case speaking Indonesian.

The richness of Indonesia's humanistic culture is considered appropriate as a medium and learning material for speaking for foreign speakers (Ruskhan Gaffar Abdul, 2010). Culture is interpreted as values that are valued, supported, and expected in society because those values are shared and tend to persist over time even though they have changed generations (Baumgartner, 2009). In this case, the value of Indonesian culture is integrated as a learning material for speaking. Values consisting of cooperation culture, diversity, understanding, good manners in good speech behavior in the choice of words. Integrating cultural values needs to be made through appropriate media, to provide students in local languages. Media that can be used in learning to speak like an interactive ebook (Megawati, 2014), comic (Ramliyana, 2016a), 3D film series (Putra, Darmawiguna, & Putrama, 2017), wayang mini (Widiyowati, 2017), and pictorial dictionary of love Indonesia-android based application (Putri & Yuniawan, 2017).

The existence of cultural content in teaching materials speaking Indonesian is also a means of introducing Indonesian culture to foreign communities. The introduction of culture will make learners more interesting to know more about Indonesian as a means of communication that can be used in digging deeper about Indonesian culture (Arwansyah, Suwandi, & Widodo, 2017; Nurwicaksono, 2013; Ruskhan Gaffar Abdul, 2010). This interest will stimulate students who want to learn better (Ruskhan Gaffar Abdul, 2010).

Research Regarding BIPA Learning has been conducted by (Suyitno, 2007) entitled "Development of Indonesian Language Teaching Materials for Foreign Speakers (BIPA) based on the results of needs analysis". The results of this study reveal that speakers of people who learn Indonesian have different goals, abilities, and cultural backgrounds, needing varied materials, using communicative methods and goals aimed at increasing the skills of speakers in Indonesia. Furthermore, the research conducted by (Al-jamal & Al-jamal, 2014) Finding difficulties in learning difficulties using foreign languages, due to lack of mastery of vocabulary imposed by spending, rejection of language use in the classroom and increasing repetition made by teachers.

There is a need that has not been accommodated in learning Indonesian for the speaker so that it requires the development of appropriate learning designs to be applied. One of the developments of learning designs following the integration of cultural values of the Assure model. The development model is oriented towards learning activities but

does not support an implied strategy (Purwanti, 2015). The strategy is based on the selection of technology, media, and subject matter that will be used. In this study, learning strategies are prepared by integrating cultural values in the syntax of activities that are integrated, appreciated, actualized, and evaluated.

The stages of development carried out are an acronym of Assure itself (Baharun, 2016; Purwanti, 2015) which consists of 6 stages, namely: (1) analyzing learners. The analysis carried out consisted of general characteristics, initial abilities, and learning styles. (2) Stating standards and objective. Standards for determination and purpose of learning objectives, control, and evaluation of learning materials. (3) Select strategy, technology, media, and material. The voting strategy is adjusted to the standards and objectives that have been determined. Choosing technology, media, and materials tailored to teaching materials. (4) utilizing technology, media, and materials. Using technology, media and learning material is done by first updating and applying the media and material. (5) requires student participation. The activeness of the learning process can be maximized through the use of methods, technology, media, and teaching materials and (6) evaluating and revising. This stage becomes important to improve the quality of learning. Two aspects become the evaluation material between the process and student outcomes and the revision of strategies, media, and learning materials.

Methods

Design

This research uses a development research design. Learning design is done by following the steps of Assure. To do the design, the syntax is formulated which includes orientation, appreciation, actualization, and evaluation. The purpose of this is study to produce a learning design for speaking skills by making cultural values a medium in learning Indonesian for foreign speakers. The components of the learning design of speaking skills based on Indonesian cultural values for foreign speakers are developed based on the following interwoven images.

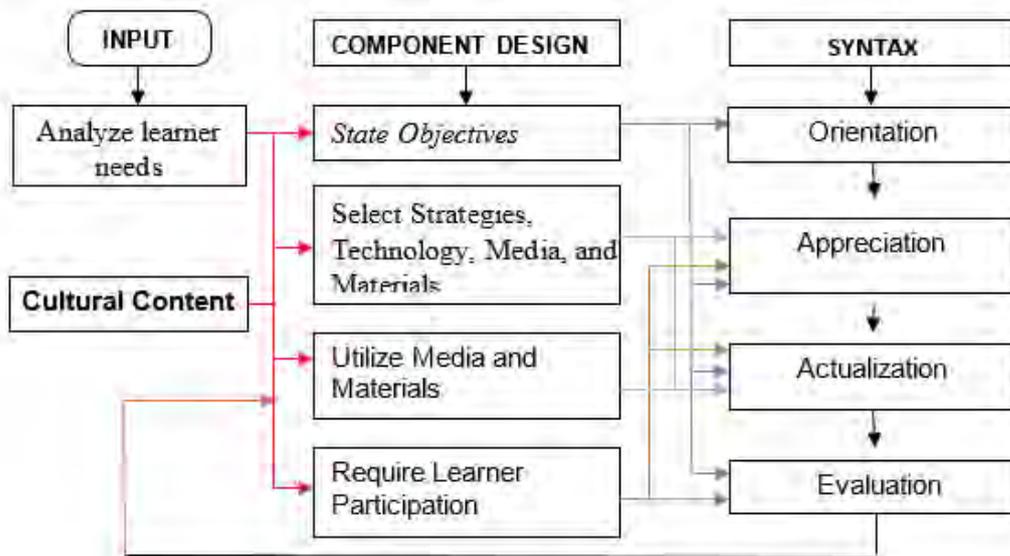


Figure 1. Interwoven Learning Design Development

Respondents

Data obtained from teachers and students. Teaching respondents were selected from groups who had taught Indonesian abroad and at home. Student respondents came from foreign speakers who studied Indonesian. The respondents were selected based on their representation from several countries, the level of ease of being interviewed in person and online.

Instrument

Data collection techniques were obtained through documentation studies on mass media, social media, and YouTube. In addition, interviews were also conducted on the structure and learners to explore objects directly and online. Focus questions in conducting interviews: (1) Cultural values that can be adjusted in learning; (2) Media and technology that can be applied in learning; (3) Learning strategies; and (4) Learning activities based on cultural values in learning Indonesian speaking skills for foreign speakers.

Data Analysis

Based on the findings obtained, a thematic analysis is then performed to map the learning designs needed and the cultural potential that can be adopted in the development

of learning. All research activities are intended to discuss cultural values that make it possible to learn Indonesian for foreign speakers.

Result

Analyze Learner

Learner's Needs and Specializations

The main reason for foreign nationals to learn Indonesian can be seen from their needs and interests. The intended needs and interests are academic and practical. Academic needs in the form of the purpose of conducting research and study in Indonesia. Practical goals such as journalistic needs, cooperation between countries, and business or work needs. Furthermore, Y (25 years-old) stated that Indonesian Language majors were very popular in Korea, the students majoring in Indonesian were more than 100 people in one class. The reason was, "the students think they can get a greater chance of getting a job. In addition, many Korean companies are looking for workers who can speak Indonesian." As is the case with Yuna who is a tour guide in Seoul, Korea. The Indonesian language learner named PI (20 years old) from Madagascar, also said "I want to be an Indonesian-language tour guide in Madagascar. Because the number of Indonesians visiting there is increasing." The data shows that the material needs to be oriented towards the purpose of getting a job.

In contrast to what has been described, the need to learn Indonesian language related to culture, art, and culinary, is reflected in the documentation of the transcript of AK's (30 years old) interview (KompasTravel) for participants exploring languages and cultures in the old town as follows.

" I really like the diversity of cultures in Indonesia. Therefore I studied Indonesian to get to know more about Indonesian culture," (AL (22 years old), from Italy 30/4/2017).

" I love Indonesian food, Indonesian food is very delicious. Therefore, I am pursuing learners in Indonesia to be able to learn Indonesian and eat well here," (TK (38 years old), from Japan).

" I love Indonesian modern art and want to explore it, so I study Indonesian,"(NN (20 years old) from Malay).

"I study Indonesian because I want to learn about politics in Indonesia. I have studied Indonesian for 1 year and will probably continue my doctorate in Indonesia by taking Politics," (MH (35 years old), from Iran).

"According to my uncle, the language of Malaysia and Indonesia is rather easy compared to other languages, and has a good outlook in the future, so maybe later there will be many opportunities to get a job." (AS (29 years old) from South Korea)

Based on its general-purpose, foreigners learn Indonesian, can be divided into three. The intended purpose is the interest of foreigners to be skilled in communication, have basic scientific skills, and explore culture, art and culinary, and obtain work or business.

Ability Level

Foreigners who learn Indonesian have varying degrees of ability. The ability of students can be divided into three levels, namely beginner, intermediate, and proficient. This is due to the association produced experience gained previously. Among foreign students, there are those who have never been to Indonesia and have studied Indonesian before. Even those who have been to Indonesia vary in their abilities, depending on the length of stay and the environment in which they live. There are even foreign students who have lived in Indonesia since childhood because they follow parents who can be categorized at an advanced level.

The intensity of the mother language is very influential. For example, Korean students find it difficult to understand the meaning of the Indonesian word, but students from Europe consider it easier. That is because the word in Indonesian has many meanings. So it can be said the difference in the level of student ability is also influenced by national background. Regarding students who have studied Indonesian, their knowledge also varies. Some have learned the Indonesian language structure and skills. Even so, the average who has learned Indonesian is at the middle level.

Cultural Background

Judging from the place of the program implementation, it can be divided into two namely (1) the program is held in the student's home country, (2) the program is held in

the student's target country. The cultural background for programs held in countries of origin tends to be homogeneous, while programs held in target countries of learners tend to vary. The origin of Indonesian language learners varies, they do not have similarities in background, language, religion, customs, and others. This is a challenge for teachers in classroom management. Besides that, their culture is certainly not the same as Indonesian culture. Teachers need to identify conflicting cultural values so as not to interfere with learning conditions. Thus the process of adaptation or cultural alignment is needed at the beginning of the program meeting.

Learning Style

One factor that needs to be considered in orienting students is the learning style that each student has. In order to accommodate all learning styles, identification is done first by using a standard instrument. This learning design emphasizes the use of visualization and analytics of cultural content to stimulate speaking skills.

State Standards and Objectives

Clear goals give a clear picture or direction in the implementation of learning. The learning objectives are formulated to obtain speaking skills through steps: 1) analyzing the context of learners and the environment, 2) conducting instructional identification in order to formulate competencies and learning objectives. The results of the identification of state standards and learning objectives of speaking for foreign speakers can be divided as follows.

Table 1. Learning Design' Objectives for Speaking Skills

Stage	Indicator	Competence	Operational Competencies
Beginner	Practical speaking skills	Fluent speaking skills	Ideas can be understood The idea was conveyed smoothly Communicate ideas logically
Advanced	Speaking as a life skill	Communicative speaking skills	Ideas submitted coherently and systematically

			The discussion is in context Be creative in developing conversation
Practiced	Formal speaking skills	Speaking skills based on the rules	Accuracy of grammatical feature Use the right accent The precision of prosodic features Use the correct choice of words/diction

Based on the above table, generally reflects the learning objectives that need to be achieved by students, namely: (1) practical speaking skills, generally intended for those who will visit or live in Indonesia, (2) speaking activities as life skills, intended for those who will working with his language skills, (3) formal speaking skills, for those who will learn and research Indonesian language problems.

Select Strategies, Technology, Media, and Materials

Strategy

The reason for choosing the strategy in this model was adopted based on the results of interviews with RB (38 years old) from Italy who won Indonesian speeches between foreign nationals by "Always communicating with Indonesian and listening to Indonesian songs" (RB, WEG Channel). Further in the interview, obtained information that a very influential factor is "Interest and must be happy, because happiness can find ways to learn, for example, if you like chatting with friends, watching movies, writing a diary." The data directs the strategy to orient students as the center of learning activities.

Y (25 years old) said that "was bored learning Indonesian because they had never been to Indonesia directly." The data explained the importance of actualization activities in learning. The learning process does not have to be always in the classroom, but can be done in places that have historical or cultural values that can attract students' attention. In

addition, the implementation of learning also needs to be oriented more attractively by visualizing the content of cultural content through the media.

Strategies that involve students interacting directly to speak can also overcome obstacles faced by Indonesian language learners for foreign speakers who cannot pronounce "R" correctly. Documentation of the constraints of foreign citizens learning Indonesian, which is difficult to distinguish the pronunciation of "R" and "L" (Youtube PintaOppa). Based on the results of an interview with LE (30 years old) "When I went to Indonesia I immediately tried speaking Indonesian and not using English" (LE, Germany, WEG Channel). These activities can practice pronunciation, practice the alphabet directly. Technically, this strategy can be done with techniques of correcting mistakes, question and answer, role play, narration, and dialogue.

Orienting students to speak directly, can also overcome problems such as those experienced by LA (22 years old) from England "very happy if invited to speak in Indonesian, but I don't know how to respond again in Indonesian." This was applied by Rama's teacher at Harvard, in order to attract and orient students, he teaches Indonesian to foreign speakers on a project-based basis such as making recipes (Stu). The strategy involves students directly in using Indonesian and the results can add vocabulary and be applied directly, without learning grammar classically.

To implement the strategy, it is necessary to manage learning based on objectives. Things that need to be given to the learning management strategies of speaking based on Indonesian cultural values are presented in the following table.

Table 2. Select learning Strategy

No.	Learning Management	Activity Pattern
1.	Learning focuses on learners	Learners talk in pairs and groups
2.	Teachers as learning partners	Learner interactions lead to productive learning experiences The teacher gives a non-binding assignment Teachers do learning by giving awards

3.	Facilitator, motivator dan mediator	Teachers provide guidance to learners Teachers motivate learners to learn to speak
4.	Teachers as planners	Accommodate the level of ability and learning style possessed Encourage more active speaking skills The teacher conditions the learner, so they are ready to accept the lesson.
5.	Teacher as evaluator	Conduct an evaluation based on the objectives and characteristics of learner differences

Based on the table above, there are a number of things that need to be done in the principles of reaction to the management of speaking learning (1) learning focuses on learners, (2) instructors are seen as learning partners, facilitators, motivators or mediators who help Foreign learners construct their own understanding, and (3) instructors as planners, and evaluators.

Technology

In order to elaborate on the material, of course, it takes learning media to speak. The availability of communicative media based on student characteristics is needed. Media that can be used such as the use of technology. Apart from being a medium for speaking skills, technology can also be used as a means of cultural recognition.

Based on the documentation of one of the BIPA UMN students, CYD (20 years old) from Busan, South Korea, said that they are happy with the game everyday. These habits can be adopted in integrated learning games.

In order to practice speaking directly, it is necessary to show the video first. The video can be developed by integrating content that has cultural values. Besides this, learning to speak for foreign speakers can be in the form of e-learning, virtual learning spaces designed such as Duolingo.com, Memrise, Dictionary Languae with video conversations with the real world, which further carry the message of the value of Indonesian culture.

Material

Learning content needs to be adapted to the needs of foreign speakers who are learning Indonesian. Teaching materials in Indonesian that need to: (1) foster motivation, (2) develop vocabulary, (3) develop language fluency. Through the material contained in teaching materials prepared by students, it is expected to be able to express thoughts, opinions, ideas, responses, and feelings in various forms of non-literary oral discourse through stories or discussions and be able to support an idea and provide criticism.

In the recording document of BIPA students' alumni conversations it was obtained information that they were interested in learning Indonesian on the grounds “Guru aku bilang bahwa Bahasa Eropa, kemungkinan *berjalan baiknya kecil*. Bahasa negara dari Asia Tenggara kemungkinan *berjalan baiknya besar*” (MR, 27 years old). The language of a country from Southeast Asia is likely to work well. Because of the recommendation, I chose Indonesian. In addition to giving a description of the interests of foreign students, the data also shows that the speaking skills of alumni students need to be improved as follows:

Guruku mengatakan bahwa belajar bahasa Eropa, kemungkinan *memiliki masa depan yang kecil untuk bekerja*. Sedangkan belajar bahasa negara dari Asia Tenggara, kemungkinan *memiliki masa depan yang besar untuk bekerja*. Karena rekomendasi *beliau*, aku memilih Bahasa Indonesia.

Words *beliau* in the speech above is a *guru* pronoun. In the exemplified sentence, *beliau* diction has a high level of politeness compared to *dia* or uses *nya* in his recommendation words which can be directed to refer to the subject, namely the *guru*. Referring to this, it needs material related to the accuracy of grammatical features and the use of the correct choice of words/diction in speaking.

The need for grammar is also reinforced by CYD (20 years old) from Busan, South Korea, who argues that "most like to learn grammar like" ber-", " meng--kan. "Although happy with the learning material provided, there are still many errors in The data shows that the accuracy of grammatical features and the use of the correct choice of words/diction in speaking need to be used as subject matter.

Data about the material needs that need to be provided is also reflected in the interview document which says that "Learn Indonesian because it is happy with Indonesian culture. He wants to understand Indonesian culture "(JM, 26 years old). This is related to the philosophy which says that language reflects the culture of its speakers. That is, learning a language means learning the culture of a country. The fact of the diversity of Indonesian society is very interesting for foreign speakers because in Indonesia there are a variety of religions and the average person is devout in worship based on his religion. Different from the condition of the diversity of countries of origin of foreign students. Thus the material will be very necessary Indonesian culture.

Cultural content that needs to be integrated into speaking learning includes various ethnic groups in Indonesia, Indonesian people's habits, traditions, historical places, and other matters related to daily life. For example, the cultural values of the Indonesian nation such as mutual cooperation, diversity, manners, tolerance, and deliberation. Polite in this case in the form of courtesy in attitude and speech to older people and not interrupt the conversation of others. The cultivation of cultural values is useful for foreign speakers in socializing with the community as well as the media in introducing cultural values that exist in Indonesia. This can be supported by discussions about cultural values and through practice and direct interaction with Indonesian culture.

Utilize technology, media, and materials

The organization of teaching materials is directed at the practical needs of foreign speakers according to their class level. Teaching material is prepared by containing the cultural values of the Indonesian nation. Likewise, the use of media and technology can facilitate the achievement of speaking competence and the inculcation of Indonesian cultural values. Organizing teaching materials based on cultural values can be displayed in the following table:

Table 3. Utilize technology, media, and materials

No.	Component	Characteristics
1.	Learning materials	Encourage the active participation of students Paying attention to the characteristics of students Clarity of direction targeted in learning

	The relationship and integration between the ability to speak and the cultural values of Indonesia
2. Technology	Can facilitate the development of foreign students' speaking skills Communicative and effective Strengthening the value of Indonesian culture
3. Media	Example video dialogs help make speaking easier. Encourage interactivity in learning
4. Assessment Instrument	Competency based assessment Implement project-based assessments The speaking component is spelled out in the Speaking skills assessment rubric There is an assessment of Indonesian cultural attitudes Assessment sheets are based on individual differences

Require Learner Participation

Learning plans need to encourage the active participation of students. A teacher needs to pay attention to the characteristics and competencies of the learner before learning planning is carried out. Aside from that, clarity of direction, as well as linkages and cohesiveness, are also needed. In order to provide direction on the actions teachers need to take, scenarios are needed to describe systematic and directed learning steps. The division of time in learning to speak needs to be more in practice than in theory. Learning needs to be done by adjusting the learning styles of students, information processing possessed with learning activities need to be provided. Likewise, orienting students need to pay attention to adult learning, and their learning needs.

The principle of independence in learning, teachers only need to provide encouragement based on the tendency of students' interests. Class settings are arranged such that foreign speakers do not gather with friends from the same country of origin. The seating arrangement is expected to help foreign speakers in getting along with speakers from different countries. In addition, the culture and habits inherent in each speaker do not become dominant so that the inculcation of Indonesian cultural values becomes easier.

Social systems, which need to be built in learning: (1) The application of suggestive relationship patterns to trigger the emotions of foreign learners is associated with culture. The thing that needs to be done is that the teacher first creates positive thoughts in the foreign learner. Apart from that, teachers need to encourage Foreign learners to learn independently; (2) Flexible in giving opportunities to develop their speaking skills. This needs to be done to maintain the independence of learning of foreign learners; (3) Communicative multi-directional interaction is created (teacher to the learner or vice versa). Respond to learning problems; (4) Collaborative and cooperative. Learners help each other correct their speaking skills. Build strong friendships and trust among fellow learners. Providing opportunities for learners to participate in decision making that has an effect on relationships and learning conditions. Provide awareness in the learner's self in viewing knowledge. More responding to the social-emotional quality of the learner, rather than cognitive performance.

Create situations that are fun, relaxed, relaxed, directed, controlled and safe. In addition, it is necessary to apply norms to avoid learning that results in stress, the application of rules must be clear, consistent, and democratic. Teachers need to oversee the application of rules that are educative and consistent in the classroom. For example, the imposition of fines if using a first language or other than Indonesian in certain situations. In addition to this, it is also necessary for teachers to provide learning opportunities to learners democratically. In practice, teachers need to convey clear instructions and directions.

Evaluate and Revise

There are two things that need to be evaluated in the design of learning, namely the impact of direct learning and the impact of mentoring. The impact of direct learning can be achieved through this learning design. To evaluate, learning designs need to be supported by instruments that measure cognitive, affective, and psychomotor. Cognitive instruments in the form of speaking components are explained in the assessment rubric. Speaking skills are based on individual differences, because sensory perception breeds attitude modalities on the information conveyed, bearing in mind that every human being is different. Related to this, affection instruments in the form of assessment of attitudes,

interests, and motivation, while psychomotor is measured through interactions that occur. Instruments for evaluating the affective domain in learning to speak need to be oriented toward politeness in speaking based on Indonesian culture. In addition, students' confidence in speaking.

Assessment of learning Indonesian for foreigners must be adjusted to the goals of strangers in learning, including formal speaking skills, practice speaking skills, and speaking skills as self-development. Procedures that can be applied in the evaluation of learning can be in the form of cultural values, while for the purposes of formal speaking skills can use the UKBI test. The assessment instruments that can be used are (1) Assessment based on competency; (2) Applying portfolio-based assessment, (3) The speaking component described in the speaking skills assessment rubric, (4) There is an assessment of Indonesian cultural attitudes, (5) Assessment sheets based on individual differences.

Learning outcomes obtained as a result of the application of this speaking learning design, without direct guidance from the instructor are categorized as accompaniment impacts. The nurturant effects of this learning design can instill the value of Indonesian people's local wisdom, love of the Indonesian language, as well as cultural globalization efforts which are all long-term learning goals. Of course, the accompanying impact is only possible if the opportunity to achieve/live these various capabilities is truly provided adequately. This will be achieved if the learning design is implemented correctly and adequately.

Discussion

To conduct a student analysis as a first step, it is necessary to examine the objectives and specializations, learning styles, level of ability of foreign speakers in Indonesian and the cultural background of foreign speakers (Wa-Mbaleka, 2014; Widiyowati, 2017). The existence of cultural differences is a big obstacle in the learning process. The ease of students in learning the Indonesian language and culture can be obtained by introducing and aligning the cultural values of foreign speakers with Indonesian culture (Saddhono, 2017). By aligning cultural values, learners can easily socialize with the surrounding community.

Foreign speakers who study Indonesian have different cultural backgrounds. Likewise, with their goals, their daily communication needs to visit Indonesia, conduct research, take part in lectures, even to find work. In other words, the need for learning Indonesian by foreign speakers is based on mastering basic interpersonal communication skills, mastering concepts, and scientific principles and exploring all aspects of Indonesian culture (Nurlila 2014). These three goals can work individually, but they can also be sustainable. Foreign speakers initially learn Indonesian to meet basic communication needs and then develop learning material that is more scientific in nature so that they are able to explore existing cultures. Given these differences, the design of Indonesian language learning for foreign speakers must be adjusted to the basic goals and abilities possessed by foreign speakers.

The next step is to determine state standards and objectives to get a clear picture of the direction of learning. At this stage, the learning objectives are based on an analysis of learner needs that have been determined in the first stage. This is consistent with the Kubutuhan survey described by (Faryadi, 2012) which suggests that the curriculum provides everything based on the results of a needs analysis that has been done. The purpose of learning to speak for foreign speakers is to be able to understand the speech partner's speech and be able to produce speech that is easily understood by the speech partner (Ghazali, 2010).

The third stage is to select strategies, technology, media, and material. The choice of strategy, approach, use of media, and learning resources needs to be oriented towards the goal. In this stage, the strategy approach, the use of media and learning resources are based on the stated learning objectives. The selection of learning strategies consists of: (1) learning focusing on learning, (2) instructors as learning partners, (3) facilitators, motivators and mediators, (4) instructors as planners, and (5) instructors as evaluators.

Based on the description of the results, learning steps that need to be formulated are orientation, appreciation, actualization, and evaluation. By making students learning centers, the diverse needs of learners can be accommodated. Appreciation and actualization activities as a learning step cannot be carried out in a hierarchical manner, but rather integrated with one another. These steps are needed to instill the value of Indonesian culture while also becoming a medium in learning. To measure the

achievement of learning can be done on a project basis using technology. The activity trains speaking and evaluating activities.

Teaching material provided to foreign speakers should be adjusted to the abilities and needs of the learner. Learning content is created based on learning objectives and by integrating the values of Indonesian culture. Cultural values instilled in foreign speakers are mutual cooperation, diversity, tolerance, deliberation, and manners. Through the selected content, foreign speakers are expected to be able to adapt to the community making it easier to learn culture and language and have adequate speaking skills in accordance with their objectives in learning Indonesian (Purba, 2017).

While the media that can be used in the form of learning media that uses technology such as an interactive ebook (Megawati, 2014), comic (Ramliyana, 2016b), 3D series film (Putra et al., 2017), mini puppet (Widiyowati, 2017), and pictorial dictionary of love Indonesia-android based Application (Putri & Yuniawan, 2017). The book used should be able to monitor the development of the learner's language, be able to monitor the communicative skills possessed by the learner, especially in speaking skills consisting of interactive speaking and productive speaking skills (Prastowo, 2011). Likewise with other media used should be able to help students understand the subject matter. The media used should be adapted to the learning styles of learners (Purwanti, 2015). Media selection should be based on several criteria, namely: (1) aligned with standard results and objectives, (2) accurate to current information, (3) Accuracy in age, (4) Level of interest and involvement, (5) Technical quality, (6) Ease of use, (7) Free of bias (8) has a user guide (Ibrahim, 2015).

The fourth stage is utilizing technology, media, and materials. The components are determined namely starting from lesson plans, learning scenarios, class settings, facilities, and assessment instruments. The component is focused on the selection of learning methods that will be used in improving the speaking skills of foreign speakers. Learning design is designed in such a way by integrating technology and media so that learning becomes more interactive and meaningful (Achmadi, 2014; Huynh & Tran, 2018). Classroom arrangement by arranging seats randomly so that foreign speakers can mingle with learners from different countries so that the cultivation of Indonesian cultural values can be more focused (Saddhono, 2017).

To obtain optimal speaking skills, it requires various learning methods that can be used but must still refer to the level of ability, learning objectives and supported by existing facilities. The copying method can be used for beginners and advanced learners (McCafferty, 2008; Smotrova, 2015; Uştuk & Aydın, 2016). Through the method of imitating learners can practice directly how to communicate well, knowing more vocabulary and more courage to appear using their language skills. The method of imitation can use video or voice recording facilities. While the methods of discussion, speech, and role-playing are used for advanced and advanced level students (Alasmari, 2012; Burston, 2014; Legutke, Michael, 2013; Levy, 2015; Oradee, 2012). This is based on the abilities of students (Ryan, 2017).

The choice of imitating, discussion, speech, and role-playing methods requires more ability and is adapted to the objectives of learning Indonesian. Research conducted by (Al-jamal & Al-jamal, 2014) found that difficulties in learning speaking skills using foreign languages were due to lack of mastery of vocabulary owned by learners, lack of demonstration of the use of foreign languages in the classroom and lack of repetition conducted by the instructor so that methods, speeches, discussions, and role-playing needed to be increased in intensity but must be adjusted to the ability of students. If, students' learning ability is still low, then do not be forced to do learning that requires higher abilities, because motivation is closely related to student anxiety and activeness in the teaching and learning process (Indah, 2018). The same thing was expressed by (Elaldi, 2016; Uştuk & Aydın, 2016) that the mastery of vocabulary, experience, and self-efficacy of students has an impact on motivation and anxiety in learning and using foreign languages to affect speaking performance and oral communication.

The fifth stage is to require learner participation. In order to increase student activity in the learning process, modifications are needed relating to the learning steps applied (Baharun, 2016; Wang, 2012). This is supported by (Feuerstein et al., 2010; Widiyowati, 2017) which suggests that the instructor needs to know the difficulties faced by the learner and the appropriate type of mediation to be able to create a conducive learning environment. One reason students are less motivated in learning is because of the boring classroom atmosphere (Indah, 2018). When in a conducive atmosphere

students will be more excited and motivated to learn so that the involvement of students both in learning in class and independent learning becomes more (Rustan & Bahru, 2018).

The use of more interactive learning media can increase learners' interest and motivation (Ramliyana, 2016b). Also, providing motivation can be done by integrating cultural and social elements. In this case, the social system needs to be built such as (1) application of suggestive relationship patterns, (2) flexible, (3) communicative, and (4) collaborative and cooperative. The social system is realized through the integration of Indonesian cultural values, namely mutual cooperation, diversity, tolerance, deliberation and courtesy in the learning process. This is in line with what was expressed by (Bahari, 2018) where students' speaking skills can be developed by modifying the psychological, social and cultural environment. With this method, students will feel relaxed following the learning, self-confidence increases and continues to achievement motivation and speaking skills (Krug, Love, Mauzey, & Dixon, 2015).

The final stage is to evaluate and revise. There are two things that need to be evaluated in the design of learning, namely direct instructional impact and accompaniment impact. The direct instructional impact is an impact that can be achieved through learning designs that are made up of cognitive, affective and psychomotor. While the accompaniment impact is the learning outcomes obtained as a result of the application of instructional design without direct direction from the instructor. The impact of the accompanist can be in the form of understanding and love of foreign speakers of Indonesian culture. In addition to evaluating student learning outcomes, it is also necessary to evaluate the design, strategies, methods and learning media used (Baharun, 2016; Ibrahim, 2015). This evaluation certainly refers to the learning process and student assessment results.

Conclusion

Cultural values that can be adapted in learning are mutual cooperation, diversity, tolerance, deliberation, and good manners both in behavior and in speaking. Integrating cultural values needs to be packaged through appropriate media, in order to facilitate students in learning languages through the culture of society. Media and speech learning technology needs to be communicative and effective based on the characteristics of

students. Learning encourages interactivity in learning. Videos containing dialogue help improve speaking skills. Also, the technology that can facilitate the introduction of Indonesian culture such as a pictorial dictionary of love Indonesia-android based Application, e-learning, virtual study room designed with the addition of daily conversation videos.

A learning strategy based on several steps that can be applied in the learning, namely: the orientation, exploration, actualization, presentation, and evaluation stages. Learning activities based on cultural values in learning Indonesian speaking skills for foreign speakers by communicating and interacting directly with the purpose of practical speaking, as a support for life skills, as well as formal speaking. In order to practice speaking directly, it is necessary to show the video first. The video can be developed by integrating content that has a cultural message. In order to measure learning achievement, it needs to be project-based with cultural content in the form of YouTube vlogs

Implication

The learning design in this study can be input for Indonesian language teachers in teaching foreign speakers. By integrating Indonesian culture, learning Indonesian for foreign speakers becomes more enjoyable, spurring the motivation of foreign students to further improve their language skills, facilitate foreign speakers in adapting and socializing while at the same time becoming a means of introducing Indonesian culture to foreign communities.

However, the research conducted has not yet reached the testing phase so it is expected for future researchers to assess the effectiveness of the learning design of speech based on cultural values for foreign speakers. In addition, other Indonesian cultural values need to be studied further to be integrated into Indonesian language learning, especially learning to speak for foreign speakers.

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The Implementation of Flipped Classroom in Micro Teaching Class

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Abstract

This study is qualitative study, applying grounded research. To analyze collected data, the researcher adopted a technique of grounded research of data analysis. Firstly the writer prepared field notes containing all the data collected. Secondly the writer carried out open coding which is done through three steps such as naming the phenomenon, categorizing the conceptual label and naming the category, and developing the category from property and dimension side. Thirdly the writer combine and associate the category after doing open coding called Axial coding. The last step was doing selective Coding (The process of choosing core category and relate it with other categories). This research was conducted in English education department in one of university in Makassar. The data were collected through observation, interview, and questionnaire. The result of this research indicated that the implementation of flipped classroom were conducted in three stages, In before-class activities the students watched teaching videos, read articles related to teaching skills, and collaborated in online discussion in WhatsApp group. The lecturer shared videos and articles related to the upcoming topic in the class. After watching videos and reading articles about one topic, the students and lecturer then share their opinion and experiences related to the issues in the videos or articles. In while-class activities the students had more time to perform teaching practice and then followed by feedback from the lecturer as the after-class activities. Besides that, from the tracking of the investigation and data analysis, it indicates that flipped classroom in micro teaching class is beneficial for students to learn and apply their teaching skills effectively. Since the students were conducting lot of teaching practice in the class, they are more familiar with teaching terms, they were getting better in planning a lesson, presenting and practicing language, giving instruction, doing error correction, eliciting, checking concept, and doing feedback.

Keywords: *Inverted learning, Technology, Teaching skills.*

Introduction

The flipped classroom was first initiated by Jonathan Bergmann and Aaron Sams, two chemistry Lecturers in Woodland Park, Colorado, who needed to help students who

had missed class. They then decided to create a series of videos of their lectures for the absent students to watch at home. It works for Woodland Park students. Soon, students from other districts found and used the videos as well. Sams realized that the videos could be used routinely to teach material the night before each class met. The next day class could be used to engage students and ensure understanding; the conventional instructional model could be “flipped.”

Different case happened to the writer’s class. The writer decided to apply flipped classroom in response to students’ habit nowadays. The habit of students staring at their gadgets any time indirectly lowers their learning focus which results in not achieving maximum learning targets. This habit cannot be controlled by the Lecturer in the class. The best solution to this problem is that to use gadgets and social media as a medium for teaching, learning and sharing. Carpenter & Krutka, (2015) argue that the development of social media has significantly influenced human interaction, and the media can support learning. In line with the opinion of Carpenter and Krutka, Abazi Bexheti, E. Ismaili, & Cico, (2014) stated that social media is the most important tool for interaction among people, where everyone can share, exchange, comment, discuss and create information and collaborative knowledge. In addition, (Maming, 2018) stated that social media is able to motivate students to develop their language skills particularly in reading skills in natural way during the interaction. Some basic features of social media can have a major impact on the process of developing teaching and learning. The connectivity or interactivity offered by social media is a very big attribute that attracts visitors to their website (Casama Orlanda-Ventayen & Ventayen, 2017). There is a lot of content as a teaching material that we can share on social media that can make the learning process more flexible. YouTube for example, it is one of the largest and most popular websites in the world for sharing videos. Then the Lecturers only need to find or choose videos related to the subjects they have learned in class.

In this study the researcher tried to explore the implementation of flipped classroom in microteaching class. The reason why the researchers chose to apply flipped classroom in this class is that because the previous micro teaching class was considered unsuccessful. Most students lack of teaching skills when they were teaching in schools

during the PPL/ Internship program. The failure could be caused by the limited time for students to practice their teaching in the class.

In flipped classroom students have learned some material about teaching skills in the form of slideshows, articles, and instructional videos from YouTube that are shared in WhatsApp groups before face-to-face meeting in the class. This allows students to do more practice in the classroom. In WhatsApp group, students and lecturers can discuss and share various important issues in the form of files or links related to the lesson. Maulina & Noni (2005) stressed that WhatsApp as a social media has much potential for students to improve their speaking skill through audio and video recording. Therefore, the passive students were also engaged actively when there was a stimulus set by the lecturer and rest members in the WhatsApp group. When students come to class they have read many sources and watched videos about teaching skills, so they can spend more time practicing in class. By applying reverse learning this means that lecturers give students unlimited access to electronic resources. Furthermore, Chilingaryan & Zvereva (2017) emphasized that the use of flipped classroom in any case is not intended to replace the Lecturer's image into his virtual copy or make the student communicate not with the Lecturer but with the computer. Flipped classroom is a part of integrated education, which includes a variety of methods, both traditional and innovative

Literature Review

Bishop & Verleger (2013) conducted a comprehensive survey of prior and ongoing research of the flipped classroom. Studies are characterized on several dimensions. Among others, these include the type of in-class and out-of-class activities. Results of this survey showed that most studies conducted to explore student perceptions (Ogden, 2015; Blair, Maharaj, & Primus, 2016; Love, Hodge, Grandgenett, & Swift, 2014; González-Gómez, Jeong, Airado Rodríguez, & Cañada-Cañada, 2016; Jeong, González-Gómez, & Cañada-Cañada, 2016) and use single-group study designs. Reports of student perceptions of the flipped classroom are somewhat mixed, but are generally positive overall. Furthermore, Bishop & Verleger (2013) define the flipped classroom as an educational technique that consists of two parts: interactive group learning activities

inside the classroom, and direct computer-based individual instruction outside the classroom.

Another definition given by Ozdamli & Asiksoy (2016) that flipped classroom is an active, student-centered approach that was formed to increase the quality of period within class. The properties of this approach which its English correspondence is “Flip” are explained like this by referring first letters:

- F (“F”lexible Environment): It indicates provision of time and place flexibility of learning.
- L (“L”earning Culture): In traditional Lecturer centered approach the source of knowledge is Lecturer. In flipped classroom approach there is transition from Lecturer centered approach to student centered approach.
- I (“I”ntentional Content): Flipped classroom educators both think about how education is used to provide fluency and how they can develop cognitive understanding of students.
- P (“P”rofessional Educator): The responsibility of flipped classroom educators is more than the ones using traditional approach. Flipped classroom educators continuously observe students during the course, evaluate their studies and make feedbacks (Piehler, 2014)

A very simple definition of the flipped, (or inverted) classroom is given by M.J. Lage, G.J. Platt, (2000) that Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa. As they conducted a study using the flipped classroom for an economics course, they found easy-to use, readily accessible technology to develop course materials for the flipped model. They reported spending about 2 hours per topic to create videotaped lectures and digital slide presentations with voiceovers. Although contact hours remained the same, they found preparation time was significantly reduced after the initial groundwork was completed. They reported that question and answer sessions at the beginning of each class took about 10 minutes of class time followed by students working and learning together on "an economic experiment or lab that corresponded to the topic being covered". Creating videotaped lectures and digital slide presentation as done by Lage (2000) is one of Lecturers’ way to integrate technology in learning especially in flipped classroom

model (Hwang, Lai, & Wang, 2015; Mohamed & Lamia, 2018; Rahman, Zaid, Abdullah, Mohamed, & Aris, 2015; Ruggiero & Mong, 2015; Wang, 2016; Shyr & Chen, 2018; Ng & Ng, 2015; Sun, Wu, & Lee, 2017). Hwang et al. (2015) stressed that in flipped classrooms, the main Lecturer's role should be guiding students to think and discuss, and to give professional feedback and advice. However, integrating technologies in this model is very helpful in helping Lecturers achieve the goal of teaching. In line with Hwang, Mohamed & Lamia (2018) pointed out that computers, smartphones, tablets, and other smart devices indeed disturb students' attention. But those smart devices can be used as auxiliary tools of modern teaching methods. A research conducted by Shyr & Chen (2018) concluded that the flipped classrooms represented a revolutionary new approach to the technology-enhanced learning for flipped classrooms.

The concept of flipped classroom has been widely investigated in various field of studies such as health and science (Galway, Corbett, Takaro, Tairyan, & Frank, 2014; Morgan et al., 2015; González-Gómez, Jeong, Airado Rodríguez, & Cañada-Cañada, 2016; Chen, 2016; Leo & Puzio, 2016; Street, Gilliland, McNeil, & Royal, 2015), math (Clark, 2015; Bhagat, Chang, & Chang, 2016; Overmyer, 2014), foreign language teaching (Evseeva & Solozhenko, 2015; Chen Hsieh, Wu, & Marek, 2017; Hung, 2017; Mehring, 2016; Soliman, 2016; Lin & Hwang, 2018), and many other field of studies. Zainuddin & Halili (2016) conducted a research on flipped classroom and trends from different fields of study. He analyzed 20 articles report on flipped classroom. The result of his study found that various fields were practiced in the flipped classroom approach, and some technology tools were used as the online platform for its practice. Analysis of the impacts showed that flipped classroom brought positive impacts toward students' learning activities such as achievement, motivation, engagement, and interaction. The other impacts of flipped classroom were stressed by Enfield (2013), he reported that the flipped classroom was effective in helping students learn the content and increased self-efficacy in their ability to learn independently.

The benefits and challenges of flipped classroom

A major benefit of flipped classroom for Lecturers is to free up time and increase student engagement outside the classroom by moving delivery of content to the out-of-

class portion of the course, so that they can devote their energy to observation, feedback, and assessment (Marshall, H. W., & DeCapua, 2013). Bergmann Jon & Sams Aaron (2014) point out some benefits of flipped classroom such as: Students get help on difficult topics, the Lecturer-student interaction is enhanced, it allows for differentiation, it creates an atmosphere of learning, students can learn at their pace, it helps when students are absent, it helps when the Lecturer is absent, Lecturers don't have to flip every lesson, and relationships with students are better. In line with Bergmann and Sam, Roehl, Reddy, & Shannon (2013) highlighted some benefit of flipped classroom such as: 1) The flipped classroom give students the freedom to interact with the content according to their own learning style. In flipped classroom students become more aware of their own learning process than do students in more traditional settings. Students will therefore need more space to reflect on their learning activities in order to make necessary connections to course content. 2) The time gained by removing the lecture portion from class allows for more one-on-one personal engagement between the Lecturer and students. A flipped classroom allows students who may be hesitant to ask questions in the middle of a lecture to seek assistance from the Lecturer during their individual feedback sessions. Students also have the opportunity to "replay" the lectures several times before formulating their questions. 3) The ability for the class to move forward despite both Lecturer and student absences. Flipped classroom pedagogy has the potential to address situations in which students miss lectures due to illness and for students who are engaged in university-supported activities such as athletics.

A research conducted by Strayer (2012) revealed that students in the inverted classroom were less satisfied with how the classroom structure oriented them to the learning tasks in the course, but they became more open to cooperative learning and innovative teaching methods. In this case the concept of flipped classroom is still effective to be applied in teaching especially in increasing cooperation, innovation, and task orientation. The other researchers (Nouri, 2016; S. P. Morgan, 2005; Nwosisi, Ferreira, Rosenberg, & Walsh, 2016; Sezer, 2017) conducted research on effectiveness of flipped classroom. Despite many researchers highlighted the benefit of flipped classroom, there are still some challenges in its application.

The challenges of flipped learning include increased time needed to set up the tools and equipment for technology support, developing appropriate language and assessment activities, finding online resources to support language and content activities, and designing tasks for critical thinking and project based learning (Bauer-Ramazani, et al, 2016). In line with Beuer-Ramzani, at al, Evseeva & Solozhenko (2015) One of the challenges is concerned with extra workload that the Lecturer is designing the content of the electronic course. Recording lectures, developing learning materials and searching for supplementary resources require a lot of time, skills and efforts from the Lecturer. Furthermore, they stated that the flipped classroom technology need integrity of the classroom and electronic components of the course, which means that all stages of the teaching and learning process should be logically connected.

Methodology

This study is qualitative study, applying grounded research. The research was conducted in one of private University in Makassar. The subjects of the research were university students majoring English who programmed Micro Teaching course. The primary data collection instrument was the researcher herself (Gay, 2006) as an observer and an interviewer. In collecting the data, the researcher employed three primary data collection techniques, such as: Observation, Interview, and Examining Records. In addition to observation and interviews, information was gathered through documentary evidence. This third primary data collection technique was examining records. The researcher examined various types of videotapes and audiotapes.

To analyze collected data, the researcher adopted a technique of grounded research of data analysis suggested by Straus and Corbin (1990). Firstly the writer prepared field notes containing all the data collected. Secondly the writer carried out open coding which is done through three steps such as naming the phenomenon, categorizing the conceptual label and naming the category, and developing the category from property and dimension side. Thirdly the writer combine and associate the category after doing open coding called Axial coding. The last step was doing selective Coding (The process of choosing core category and relate it with other categories).

Result

1. Concept/ Phenomena in Micro Teaching Class

After doing the open coding of identified phenomena from some field notes, the researcher found out some concept or phenomena which are related to the implementation Flipped Classroom in micro teaching class. Those phenomena are categorized in two core categories such as the implementation of flipped classroom in micro teaching class and the procedure of flipped classroom in micro teaching class.

- a. Microteaching class.

Table 1. The Result of Open Coding

Category: The implementation of flipped classroom in micro teaching class.

Concept/ category	Sub category	Property	Dimension	Description of data
Students spend more time for teaching practice in the class	Students	Teaching practice	Time allocation	FN 2, 3, 4, 5
Students seems familiar with the topic discussed in the class.			Out of class learning	FN 2, 3, 4, 5, 6
Students run quite good activities during the teaching			Students design activities before the class.	FN 9, 10, 11, 12, 13, 14, 15

practice in the class.	Learning materials	Technology assisted learning	WhatsApp web/ mobile.	FN 2, 3, 4, 5, - 14
The materials were accessed on line through computer/ mobile devices before the class.		Instructional content		Video, article, digital slide.
The materials are in form of instructional video, article, digital slide.				

Based on the concept/ category, the writer divided the implementation of the flipped classroom into two subcategories such as students and learning materials. In the implementation of flipped classroom in micro teaching class, the students spend more time for teaching practice in the class. They were more familiar with the topic discussed and they are quite good at designing and running teaching activities during the practice. The learning materials were shared via WhatsApp group a week before the class so the students can learn more before coming to the class. The instructional contents shared were in form of instructional video, article, digital slide.

a. Extensive reading class procedure.

Table 2. The Result of Open Coding

Category: The procedure of flipped classroom in micro teaching class.

Concept/ category	Sub category	Property	Dimension	Description of data
<p>Students were required to participate in the WhatsApp group and follow the instruction (read the presentation slide, articles, watch the instructional video)</p> <p>The shared content are related to the topic for the upcoming class e.g. presenting language, giving instruction, doing error correction, etc.</p> <p>Students were given chance to conduct online discussion related to the topic shared in WhatsApp group.</p>	Before class activity	Preparation	Shared online and offline instructional content in WhatsApp group.	FN 2,3,4,5,6,7,8
		Duration	A week before the class	FN 2,3,4,5,6,7,8
		Time	Anytime	FN 2,3,4,5,6,7,8
		Purpose	To provide students with theoretical materials	FN 2,3,4,5,6,7,8
			To enrich students with some examples	FN 2,3,4-15.
			To allow students share their opinion	

Students were asked to prepare themselves for practice in the upcoming class. e.g a warmer, material to present, etc.	While class activity	Duration	80 minutes	FN 2,3,4-15.
Students did lots of practice in the class . E.g warming up, presenting language, doing eliciting.	After class activities	Purpose	To allow students practice the material they have got through WhatsApp group.	FN 2,3,4-15.
Live discussion		Duration	Last 20 minutes of the class	FN 2,3,4-15.
Students scored their friends' performance		Purpose	To allow students reflect their strengths and weaknesses during the practice.	
Lecturer gave feedback				

Based on the result of open coding in table two, the procedure of flipped classroom was divided into three sub categories such as before-class activities, while-class activities, and after-class activities. In before-class activity, the students were required to participate in the WhatsApp group and follow the instruction (read the presentation slide, articles, watch the instructional video) from the lecturer. The shared content were related to the topic for the upcoming class e.g. presenting language, giving instruction, doing error

correction, etc. in this stage, students were given chance to conduct online discussion related to the topic shared in WhatsApp group. Students were asked to prepare themselves for practice in the upcoming class. e.g a warmer, material to present, etc. In while class activity, students spend more time to do teaching practice in the class, run live discussion, and scored their friends' performance. The last stage of flipped classroom procedure was after-class activity. In this stage the lecturer give feedback to the students' performance.

1. Paradigmatic relationship among phenomena

The second step of analyzing the data as mentioned before is axial coding. Axial coding is aimed at recombining and correlating the data identified through open coding. This combination is done to correlate one category to other categories and categories with subcategories. The focus of this step is that to specify the phenomena from it causal condition to occur, another causal context, action strategy decided, and the consequence resulted. Therefore the following paradigmatic form applied: Causal Condition → Phenomena → Context → Intervening Condition → Action Strategy → Consequence (Atmowardoyo, 2010). The result of this step is presented in table below. The table shows some critical incidents in learning process which lead the Lecturer to apply flipped classroom.

Table 3. The Result of Axial Coding

Paradigmatic Relationship among Phenomena

Causal condition	Phenomena	Context	Intervening condition	Action strategy	Consequence
Students need to be enriched with theoretical material before practicing.	Students read slide presentation/ articles related to the topic	Theoretical materials	Took place outside of class	T shared the slide presentation to provide students with theoretical material	Students read slide presentation before coming to the class.

Students need to see the example of instructional activities	Students watch and instructional content shared	Samples of instructional activities	Took place outside of class	T enriched students with some examples of instructional skills	Students watch instructional video online/ offline through WhatsApp group.
Students need to share their idea or opinion related to the shared content.	Students conducted online discussion	Online discussion	Took place outside of class	T gave chance for the students to share their opinion	Students conducted online discussion .
Students need time to prepare for their teaching.	Students prepare for their practice in the upcoming class	Preparation	Took place outside of class	T gave chance for students to prepare their teaching	Students were well prepared
Students need more time to practice in the class	Students practice the instructional activities during the class	Practice	Took place in the class	T provided students more practice	Students did more practice in the class
Students need to feel free to comment and	Students give comment and score their friends	Peer review	Took place in the class	T provided chance for students to comment and score their friends	Students conducted peer review

score their friends based on their perception	Feedback from the Lecturer	Feedback	Took place in the class	T gave feedback	Students got feedback from T.
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2. Core category

The next step of analyzing the data is that selective coding which is the process of choosing the core category, correlating the core category with other categories systematically, validating the relationship, and completing the categories need revision. The result obtained in this process is the story line which reflects the core category. Story line is short conceptualization of description about incidents related to phenomena of the focus of the research (Atmowardoyo, 2010).

In this case, the main phenomena are the implementation of flipped classroom in micro teaching class, those phenomena cover the before-class activities, while-class activities, and after-class activities in micro teaching class. Based on the description of phenomena in the previews part of this paper, the story line of this research is formulated as follows:

The learning activities in extensive reading class are divided into three stages. First stage is before-class activities which take place outside the class, in this stage the lecturer shared the upcoming instructional materials in WhatsApp group to students before face-to-face meeting in the class. The materials shared were in form of instructional videos, lecturer's note in form of ppt. and related articles. Students had chance to learn the theories of upcoming topic so they can prepare themselves in class activities. The second stage is while-class activities; in this stage the students were demanded to do a lot of practice since they have learnt the theories a week before the class. in the class the

students had more time to do teaching practice, discuss their difficulties in teaching, correct/ comment each other's performance. The third stage is after-class activities which took place still in the classroom. In this stage lecturer give feedback for students related to their teaching performance. In this stage the students can make their own reflection in order to perform better teaching practice.

From the story line, it is identified three core categories in the implementation of flipped classroom in micro teaching class which is supported by some other categories. The categories are: *before-class activities, while-class activities, after-class activities.*

Discussion

Based on the aim of this study which is to explore the implementation of flipped classroom with WhatsApp in microteaching class it is found that three stages are highlighted in implementing flipped classroom in microteaching class as seen in the following figure.

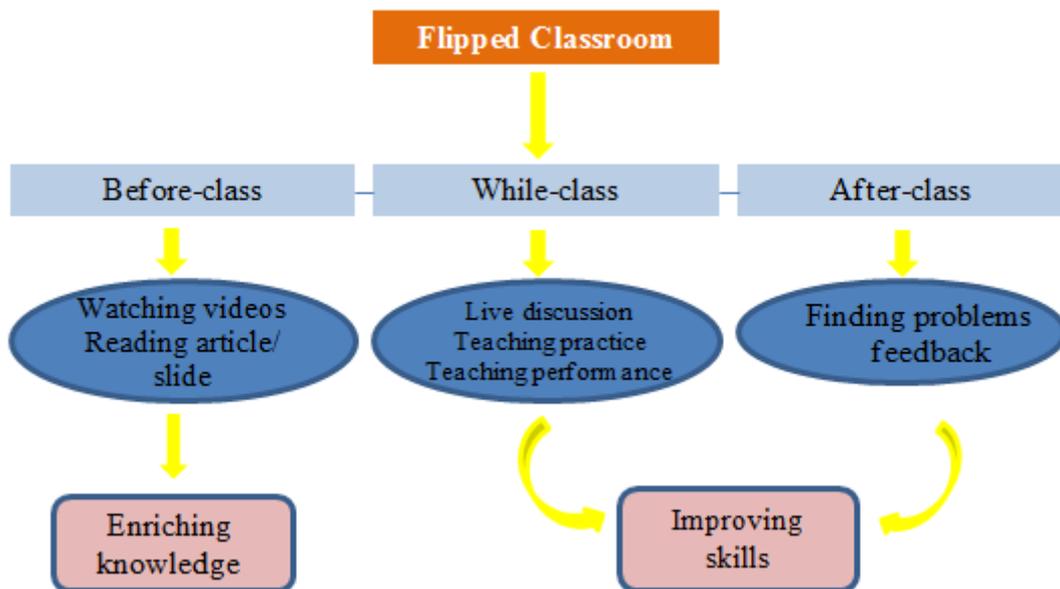


Figure 1. The flipped Classroom in Micro Teaching Class

The first stage of flipped classroom implementation is before-class activities. In this stage the students are demanded to join the WhatsApp group and participate actively in the group. The utilization of technology in teaching help Lecturer to optimize teaching

and learning process. This concept of integrating technology in teaching is in line with Mohamed & Lamia (2018) opinion that pointed out computers, smartphones, tablets, and other smart devices indeed disturb students' attention, but those smart devices can be used as auxiliary tools of modern teaching methods. In addition, flipped classroom is one of teaching method that integrate technology in teaching and learning process. As Shyr & Chen (2018) stated that the flipped classrooms represented a revolutionary new approach to the technology-enhanced learning for flipped classrooms.

The lecturer shared instructional contents in form of videos, lecturer's notes, and articles to students before coming to the class. During this stage students learn and interact with their mobile or computer devices outside the class. This concept is effective in making students learn independently based on their own style. As Enfield (2013) reported from his research that the flipped classroom was effective in helping students learn the content, and increased self-efficacy in their ability to learn independently. Roehl, Reddy, & Shannon (2013) also highlighted some benefit of flipped classroom as stated previously, and one of the point is that the flipped classroom give students the freedom to interact with the content according to their own learning style. The instructional materials shared in the group aimed at enriching students' knowledge related to the theories of teaching.

The next two stages, while-class activities, and after-class activities took place inside the classroom. In while class activities the students had more time to practice the theory of teaching they have learnt before the class through their mobile or computer devices. In this stage the students did a lot of teaching practice. They practice designing lesson plan and teaching techniques like how to run appropriate warming up, present and practice the language point, give instruction, correct the errors, check concept, elicit the language, control practice, etc. before coming to the class the students have learn the theory at home then they can prepare themselves to design their activity to perform in the class. after watching and observing students performance in the class, the Lecturer then conduct live discussion and involve the whole class to give their opinion about their fiends' performance. This concept is also in line with what Hwang et al. (2015) stressed previously that in flipped classrooms, the main Lecturer's role should be guiding students to think and discuss, and to give professional feedback and advice.

The last stage is after-class activities, in this stage the Lecturer give comment or feedback to the students' performance. This activity was conducted to support students' improvement in practicing their teaching skill. From the feedback the students know good thing they've perform and fix the not so good performance. Finally at the end of the course the students can improve their teaching skill and proof it in the final teaching performance.

Conclusion

The result of this research indicated that the implementation of flipped classroom were conducted in three stages, In before-class activities the students watched teaching videos, read slide/articles related to teaching skills, and collaborated in online discussion in WhatsApp group. The lecturer shared videos and articles related to the upcoming topic in the class. After watching videos and reading articles about one topic, the students and lecturer then share their opinion and experiences related to the issues in the videos or articles. The aim of this stage is to enrich students' knowledge about teaching. In while-class activities the students had more time to perform teaching practice, doing peer review, and live discussion. This stage then followed by feedback from the lecturer as the after-class activities. The aim of these two stages is that to help students improve their teaching skills.

Future study that investigate the flipped learning in EFL class should explore comprehensive perception from students and teacher due to the implementation of flipped classroom. Further more, the development of technology may allow the teacher to utilize more sophisticated tools or application that need to be explored. Finally, the implementation of flipped learning is very helpful for both students and teachers since it is free up time and increase student engagement outside the classroom by moving delivery of content to the out-of-class portion of the course, so that they can devote their energy to observation, feedback, and assessment.

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The Effects of Multiple Intelligence to English Achievement of Papuan EFL Learners

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Abstract

The aim of this study is to find the possible relationships between multiple intelligences and the achievement of English by Papuan learners of English as a foreign language. Ex post facto design of quantitative methodology is used in this research. A group of Papuan students in Biology department with beginner level of English proficiency who were studying English as a foreign language were taken as the subject of the study. A questionnaire for Multiple Intelligence was used to collect the students' multiple intelligences, while the students' final exam scores of EFL were used as the measure of the students' achievement. The result shows that all multiple intelligences (linguistic, mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal, and

natural) were developed by the students. The scores of the English achievement of each Multiple Intelligence groups of students were compared using ANOVA. The finding shows that the students with musical and linguistic intelligences tend to have higher EFL scores than the students with other types of intelligence. This finding supports some previous findings. Implications for EFL teaching are discussed and suggested, especially EFL teaching to beginners.

Keywords: *Papuan learners, Multiple Intelligences, English Achievement*

Introduction

Educators of EFL around the world always make efforts to improve the quality of the students' competence in EFL, including Indonesia. With various programs, Indonesia has tried to improve the quality of the students' competence in English as a foreign language. However, compared with other countries, Indonesia is still categorized in a "low proficiency band" (Renandya, Hamid, Nurkamto, 2018: 621). One of the area in which the students have problems in EFL is Papua province. Papua province is one of the provinces in Indonesia which has many challenges or difficulties in the development, including the development of education. These difficulties are mainly caused by the geographical condition which still has many pure jungles, big rivers, and mountainous lands. These geographical conditions have resulted in the poverty of the local people. The poverty of the people in the challenging geographical condition has caused a specific culture of the people, including in viewing education for their children. For these people, education is not more important than hunting for animals in jungles (Mua, 2015).

The situation has been worsened by the fact that not many teachers have willingness to teach in remote areas, causing many schools to lack of teachers. Some teachers assigned to those schools have moved to cities or other better accessible areas. Therefore, it is common to see that some elementary schools only have 2 teachers, or even only 1 teacher who becomes the headmaster, the teacher, as well as the administrator. Not even better, some elementary students in some schools are taught by soldiers who happen to be assigned to those areas. In addition to the small number of teachers who are willing to teach in remote areas, the large number of teachers'

absenteeism in the process of teaching and learning in secondary schools (Modow, 2013) and the lack of mastering the teachers' pedagogical competencies are also factors causing the less success of education in Papua (Rinantanti, Bin-Tahir, & Suriaman, 2019).

With regard to EFL teachers in Papua, they are generally less aware of the importance of mastering the students' characteristic. They merely know their students from their ethnicity, religion and parents. In fact, knowing how the students learn or what the learning styles they possess and their intelligence profile are paramount important and has implication for the classroom instructional activities (Sulaiman, Hassan, & Yi, 2011). This implication is used as the basis in designing the types of learning activities and teaching strategies which are appropriate to the characteristics of the students (Rinantanti & Suhirman, 2018).

The difficult condition in Papua has contributed to the failure of the students when they are studying in universities (e.g. Ahlaro, 2017). As preliminary observed, many Papuan students failed and withdrew from their study in the first, second or third semesters. This is a problem which needs to be overcome.

Many studies have been conducted to overcome this education problem (e.g. Rivai, 2015), but the result is still not satisfying. One of the possible ways to overcome the problem mentioned above which has not much been discussed can be to teach them in a specific way using any specific strategies which can meet their characters. One of their characters can be identified as their profile of multiple intelligences (MI). There are 8 types of multiple intelligences according to Howard Gardner (Armstrong, 2009). They are known as Linguistics, Logical-Mathematical, Spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalist.

By knowing the students' multiple intelligence profiles, an appropriate teaching strategy for students might be proposed. However, the impact of MI to students' academic achievement, especially in the area of EFL, is still not confirmed and controversial (Derakhshan & Faribi, 2015). Some research found that there is not any relationship between MI and EFL achievement (e.g.: Sadeghi & Farzizadeh, 2012). By contrast, some other research findings show positive correlation between MI and EFL achievement (e.g.: Fithrotunnisa, 2015; Hajhashemi, Akef & Anderson, 2012). This contradiction needs to be clarified. Hence, this study is to give data to support a clarification for the

contradiction. The research questions that need to be answered are 1) What types of MI are developed by Papuan EFL learners, 2) Is there any influence of MI to EFL achievement amongst Papuan EFL learners, 3) Which MI group of students have better EFL achievement, and 4) What possible appropriate teaching strategy needs to be practiced. The answers to all of these research questions are expected to be useful both for teaching practices, that is how to provide a better teaching strategy, and for theories, that is the theory of the Multiple Intelligence and education.

Multiple Intelligence

Intelligence was traditionally and narrowly defined as a static and a singular construct (Berman, 2005) and it has been interpreted as an intelligence quotient (IQ) that merely measured the verbal/ linguistic and logical/ mathematical abilities (Abdi, Laei, & Ahmadyan (2013) by using psychometric tests which is based on the solving problem and providing reason. However, since the emergence of Gardner's theory of Multiple Intelligence, it has caused considerable debate about what intelligence is. Gardner argues that intelligence consists of "relatively independent intellectual faculties" (1999: 12) and he believes that intelligence should not be defined as a singular construct nor as a capacity to be measured. Since then, there was a paradigm shift of the definition of intelligence which refers to a complex construct and not static.

A term of Multiple Intelligence first appeared in Gardner's theory of Multiple Intelligence. Since the existence of this theory (MI) in the educational context, has sparked numerous studies on the prominence of including the MI within the instructional design to facilitate personal differences in developing better learning outcome (Maruanaya, 2018; Lunenburg & Lunenburg, 2014; Tracy & Richey, 2007, and Arnold, & Fonseca, 2004). Likewise in the EFL instructional context, MI is also becoming the major issue to be taken into account in designing and preparing the EFL teaching learning process. EFL teachers should be able to design their lesson, using suitable strategies in teaching and develop activities that suit all of the students' intelligences. For doing so, the EFL teachers should know the students' needs. By knowing their needs teacher will try to get the suitable strategies to encourage students to be actively participate in all activities and becoming successful students.

Multiple intelligence is defined by Gardner (Armstrong, 2009: 6) as “the capacity for (1) solving problems and (2) fashioning products in a context rich and naturalistic setting”. Armstrong himself defines Multiple intelligence as “the broad range of abilities that humans possess”. The humans’ abilities suggested by Gardner are the ability to use verbal language (linguistic intelligence), ability to work with numbers (logical-mathematical intelligence), ability to recognize location (spatial intelligence), ability to use one’s body for various purposes (bodily-kinesthetic intelligence), ability to understand and make use of music (musical intelligence), ability to understand other people’s feeling (interpersonal intelligence), ability to understand oneself and to make use of their potentials (intrapersonal intelligence), and ability to recognize natural objects around (naturalistic intelligence).

Every human has all eight abilities, but the level of the abilities varies, depending on one’s “biological endowment, personal life history, and cultural and historical background” (Armstrong, 2009:27). One can have spatial intelligence more dominant than linguistic intelligence, while another may have musical intelligence more dominant. Even a group of students majoring in the same field of study can have various intelligences as in a survey conducted by Juanda (2019). Juanda’s survey in a university in Surabaya shows that the students of Counseling who commenced in 2015, 2016, and 2017 have different intelligences. The students commencing in 2015 and 2016 tend to be more Spatial, while those commencing in 2017 tend to be more Interpersonal.

Educators have recently been trying to develop students’ intelligence through many ways. Niyati and Kurniah (2016) for example, were successful to improve students’ logical-mathematical intelligence through the traditional game of *congklak*. Two players in this game have to put jack fruit seeds in two rows of holes (consisting of around 12 holes, a hole in one end of the row belonging to one player and one hole on the other end belonging to another player). All holes should be filled in with the seeds, including his or hers. The winner in this game is that who has more seeds in the hole belonging to him/her. To win this game, the players should count the seeds well in order to fill them in their own hole as many as possible.

Developing all multiple intelligences in *Madrasah* (Islamic schools) in Indonesia has been done through the integration of their curriculum with the values of religion

(Abidin, 2017). For example, Musical intelligence is developed through the art of the Quran recitation or through Islamic traditional musical such as *rebana* (small drum). In the Quran recitation, students have opportunities to differentiate the standard and non standard intonation and pitch, and to differentiate as well as to enjoy the beauty of the Quran rhythm.

A study of Multiple intelligences, especially linguistic intelligence has been developed also with pre-school kids through English songs and games (Suyadi, 2017). Through singing and playing games in English every day, the kids enjoy the activities while developing their English linguistic abilities such as names of animals, names of flowers, and names of things around them.

Understanding students' profile of the multiple intelligences can be beneficial for the purpose of teaching strategies, as revealed by some previous research. Mohammadzadeh & Jafarigozar (2012) proved that Iranian students with intelligences of linguistics, interpersonal, and musical are more potential to have willingness to communicate. The implication of Mohammadzadeh & Jafarigozar's finding is that we can improve our students' ability to communicate by developing their linguistics, interpersonal, or musical intelligences. Furthermore, we can also develop a teaching strategy based on the students' profile of intelligences.

Mohammadzadeh & Jafarigozar's finding is supported by AgusSalim (2016) who found that students with linguistic intelligence in Kediri are more skillful in friendship. He found that the more the students have linguistics intelligence, the more skillful the students would be in friendships. Agus Salim found that students with linguistics intelligence have more ability to speak properly and effectively with their friends such as how to convince, thus have a good communication skills. The implication of AgusSalim's finding for language teaching is that students with linguistic intelligence may be directed to group work in the classroom activities because they like to interact with others.

Support to the recognition of multiple intelligence in foreign language teaching is also proposed by Dewi and Wilany (2019). They found that some university students with linguistic intelligence consistently got high score in reading EFL texts. With this finding, Dewi and Wilany suggested to find any teaching strategies based on linguistic intelligence to maximize the teaching of EFL.

There are several studies aimed at investigating the effectiveness of proposed program based on MI on Reading comprehension of the students (Haboush, 2010; Abdulkader, 2002; Hashemi, 2007; & Hajhashemi, 2012). All of these studies reveal that MI strategies bring a positive impact on the students' reading comprehension.

Not all previous research leads to support the positive recognition of multiple intelligences. Karim Hajhashemi Alireza Shakarami, Neil Anderson, SeyedYasinYazdi-Amirkhiz, and WuyingZou (2013) found no relationship between multiple intelligences and learners' learning strategy. This finding may suggest that we don't need to be bothered with students' multiple intelligence when trying to search for appropriate teaching strategies. This finding is supported by Pour-Mohammadi, Abidin, and Ahmad (2012) who found negative relationship between multiple intelligence and English achievement among Malaysian students.

Another research which does not support the recognition of multiple intelligence is Razmjoo's (2008). Rasmjoo found that there is no relationship between English proficiency and any of the multiple intelligences among 278 of Iranian candidate of Ph.D students. This finding may again, suggest that multiple intelligences are not important factors to consider when we are searching for any appropriate strategies in teaching English as a foreign language.

In conclusion, there are two concerns that need to be attended from the previous research. First, there is still contradictory on whether multiple intelligence has relationship with EFL achievement. Secondly, the previous research on multiple intelligence was conducted in varieties of ethnics, either in Indonesia or in other countries. Furthermore, when the research was conducted with EFL students, their level of English were not beginner. Any research on multiple intelligence has not been conducted to any ethnics of Papuan with very low level of English proficiency. Therefore, this study is in attempt to answer these two concerns.

Method

The design of this research is ex-post facto, where natural phenomena were taken as data. Existing EFL scores of students in one semester were used as the data for

statistical calculation and analysis. The scores were the students' EFL final exam scores after they finished one semester study of general English.

Research subject

The subject of this research is a group of students, 41 Papuan students taking an EFL class in second semester in the study program of Biology. The study program of Biology is one of several study programs in the Faculty of Mathematics and Science, Cenderawasih university in Papua province, Indonesia. Most of these students come from villages in the remote areas where their elementary schools face difficulties such as lacking of teachers, lacking of facilities, and even lacking of communication access. Therefore, their academic ability when commencing to the university was not considered as good. More specifically, their English proficiency was considered as almost zero or beginner.

Data collection

Two kinds of data were collected. First data were document of the students' EFL final exam scores, and second data were the students' profiles of intelligence. The first data were collected from the documents of the students' EFL scores of their final exam of a semester. These data were used to see the students' achievement of EFL. Their scores of EFL achievement can reflect the influence of MI to the students' EFL achievement. The second data, the students' intelligence profiles, were collected using an MI questionnaire by Armstrong (2009). The questionnaires consist of 10 statements in each type of MI for the respondents to tick. For example, the statements related to Spatial intelligence (Armstrong, 2009: 22) are:

“ ___ I often see clear visual images when I close my eyes

___ I am sensitive to colour

- ___ I frequently use a camera or camcorder to record what I see around me
- ___ I enjoy doing jigsaw puzzle, mazes, and other visual puzzles
- ___ I have vivid dream at night
- ___ I generally can find my way around unfamiliar territory
- ___ I like to draw or doodle

- _____ Geometry is easier for me than algebra in school
- _____ I can comfortably imagine how something might appear if it were looked down on from directly above in a bird's-eye view
- _____ I prefer looking at reading material that is heavily illustrated “

The respondents had to tick the statements that fit with their personal opinions. They were allowed to tick more than one statement.

Data Analysis

Data analysis was done through several steps. The first step was to find the students' intelligence profile. To do this, the number of the statements ticked by the students in each type of intelligence was calculated, then totaled. The total number of the ticked statements in one type of intelligence was then compared with that of the other types. The highest total number amongst the 8 types of intelligence reflected the intelligence profile of a student. Second step was to group the students with the same intelligence profile. The respondents with the same type of MI were counted then compiled, resulting in 8 groups of different MI profiles. The third step was finding the average EFL scores of each MI group. Finally, the EFL scores of these different groups were then compared using ANNOVA to see which group has higher EFL score to make conclusion of the positive influence of MI to the EFL learners' achievement.

Findings and Discussion

The data analysis resulted in several research findings: The types of MI developed by Papuan EFL learners, and the influence of MI to the EFL learners' achievement. From these findings a better teaching strategy is finally proposed.

The types of MI developed by Papuan EFL learners

The types of MI developed by 41 Papuan EFL learners vary, as can be seen in table1.

Table 1

Type of MI Develop by Papuan EFL Learner

DEVELOPED MI	
MI	NUMBER OF STUDENTS
Natural	10
Musical	6
Linguistic	6
Intrapersonal	5
Spatial	5
Interpersonal	4
Kinesthetic	3
Mathematical	2
	41

As can be seen in table 1, the lowest number of respondent (2 students or 4.9%) have mathematical intelligence, and the highest number (10 students or 24.40%) have natural intelligence. Students with musical intelligence and linguistic intelligence are also high enough in number (6 students or 14.6% respectively) compared with the number of respondents with other types of intelligence.

The variation of multiple intelligences developed by the students of Biology department supports the finding by Juanda (2019) that students can have different types of intelligences even though they are in the same field of study. As revealed in this study, the students of Biology department develop 8 types of intelligences. This finding suggests us to be aware of differences in a classroom, meaning that we have to be alert with differences of students' learning strategies, attitudes and achievement levels. Consequently, we have to be alert also to use various teaching strategies to maximize the development of all intelligences, as suggested by Saricaoglu & Arıkan (2009).

The interesting question is why natural intelligence is the one mostly developed by this group of students. The answer might be able to be related to what Armstrong (2009) states that people with naturalist intelligence are smart in identifying natural things such as flora and fauna. In fact, these students choose biology as their field of study. In this Biology department the students study natural science, the study that meets with their

intelligence. Most subjects studied in this department are related to nature, including flora and fauna. Furthermore, as revealed in the questionnaire, most of the respondents come from villages where they are frequently exposed to trees and animals in jungles. The place these respondents live has a role in shaping their naturalist intelligence, as Gardner (Armstrong, 2009; Behjat, 2012) said that all types of intelligence have potential to be developed, depending on how individuals are exposed to, trained, and influenced by the environment.

The fact that most of the students in Biology department are naturalistic can lead to a suggestion that many students by instinct choose their study programs based on their intelligences. Thus, the study program of architecture for instance, would likely consist of the students with Spatial intelligence and the study program of Sport would likely consist of students with bodily-kinesthetic intelligence (Armstrong, 2009).

The influence of MI to EFL achievement amongst Papuan EFL learners

The influence of MI to Papuan students' achievement in EFL was revealed by comparing the average scores of all groups of MI. The scores were the scores of final exam of one semester EFL class. The average scores of each MI group can be seen in table 2

Table 2
Average scores of EFL of each MI group

EFL SCORES	
INTELLIGENCE	AVERAGE
Musical	53.83
Linguistics	35.5
Naturalist	31.4
Interpersonal	30.25
Intrapersonal	28.4
Spatial	26.6
Mathematical	26

Kinesthetic	24.67
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As can be seen in Table 2, Papuan students' EFL score are low, being 53.83 as the highest. As mentioned before, most of the participants are the students coming from remote areas of the province, where the schools lack of teachers, and therefore influences their academic level which is considered as low (Mua, 2015).

Regardless of the achievement level, the group of students with musical intelligence has the highest score of EFL (53.83), and the group of students with kinesthetic intelligence has the lowest score (24.67). Linguistic group also seems to be high in the score compared with others. However, a test needs to be applied to see the significance of the difference. To see the significance of the difference, which points to the influence of MI to the EFL achievement, ANOVA was used. The result of the ANOVA test using SPSS program can be seen in table 3 (see the next page).

Table 3 shows an example of the result of ANOVA analysis using SPSS. It describes the comparison of the EFL scores between 8 groups of students with different intelligence types. The bold typed numbers indicate the significant values. Two types of intelligence in the first column (kinesthetic and musical) are compared to other 7 types of intelligence. Compared to the other 7 types of intelligence, kinesthetic group has the value of the significance of more than 0.05, except with musical group which shows the significance value of 0.00. The significance value of 0.05 or less (≤ 0.05) is needed to find the significant difference. From the data in the table, it is concluded that the score of kinesthetic group is not significantly different compared to that of other groups, except compared to musical group.

Table 3 also shows the comparison of the scores between musical group and other 7 groups. As bolded in the 'sig' column the values of all groups, compared to musical group, are all less than 0.05 (≤ 0.05). For example, comparison between musical group and interpersonal group results in the significance value of 0.01. Another example, musical group compared to linguistics group results in the significance value of 0.02. The result of this comparison indicates that there is a significant difference between the score of musical group and those of other groups.

Table 3

Significance of difference of EFL scores amongst MI groups

(I) Intelligence	(J) Intelligence	Mean Difference (I- J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Kinesthetics	Linguistics	-10.83	8.54	0.21	-28.20	6.53
	Mathematical	-1.33	11.02	0.90	-23.75	21.09
	Spatial	-1.93	8.82	0.83	-19.87	16.00
	Musical	-28.17	8.54	0.00	-45.53	-10.80
	Interpersonal	-5.58	9.22	0.55	-24.34	13.17
	Intrapersonal	-3.73	8.82	0.67	-21.67	14.20
	Naturalist	-6.73	7.95	0.40	-22.90	9.43
Musical	Linguistics	17.33	6.97	0.02	3.15	31.51
	Mathematical	26.83	9.86	0.01	6.78	46.89
	Spatial	26.23	7.31	0.00	11.36	41.10
	Kinesthetic	28.17	8.54	0.00	10.80	45.53
	Interpersonal	22.58	7.79	0.01	6.73	38.44
	Intrapersonal	24.43	7.31	0.00	9.56	39.30
	Naturalist	21.43	6.23	0.00	8.75	34.12

The finding above suggests that the students with musical and linguistic intelligences are more successful in learning EFL compared to other students with other MI. The students with naturalistic intelligence, who are the highest in number, seem to have lower ability in EFL achievement. This gives evidence that students with musical intelligence, regardless of their study major, would likely to have better achievement in EFL. It also means that we can be more optimistic that students with non-English major can have potentials to develop their English proficiency.

This finding is in line with the research finding by Currie (2003) revealing that most of the students in a language class have musical and linguistic intelligence. Currie further pointed out that the logical reason for the ESL students to have musical intelligence is that studying language is similar to studying music which involves rhythm, stress, accent, and melody. This finding is also in line with Saricaoglu and Arikan (2009) who found that students with musical intelligence tend to have high score in EFL writing. Additionally, Zybert and Stepien (2009) proved that students with musical intelligence could more easily produce foreign language words orally than those who had lower musical intelligence. As Zybert and Stepien pointed out, the ability to perceive or produce musical elements such as intonation and pitch influenced the ability to produce phonemes. The main point of this finding to teaching process is that it might be useful for EFL teachers to enhance students' musical intelligence as well as their linguistic intelligence. This can be done by using songs in teaching (Suyadi, 2017; Millington, 2011; Zybert&Stepien, 2009)

Conclusion

The conclusion of the finding is that Papuan students in Biology department develop various types of intelligence, being Naturalist intelligence as the highest number. Students with naturalist intelligence in Biology department are obvious, since naturalists are experts in natural phenomena. Furthermore, the variation of intelligence developed by the students in one class provides a reminder for EFL teachers that students have differences in characters, pointing to the differences in learning strategies. Additionally, Papuan students with musical intelligence have the highest achievement in EFL. This gives evidence that multiple intelligence has effects on the achievement of EFL, which supports some previous findings. More specifically in this research, EFL learners of beginner level, which makes this research different from similar previous research. The influence of multiple intelligence to the achievement of EFL, as proved in this research, can provide ideas of how a beginner EFL class should be conducted. The finding can also suggest that multiple intelligence is not static. It can improve or even change depending on how one is exposed to and influenced by the environment in his or her life. In the

education context, the development of intelligence can be influenced by several factors such as the curriculum and the teaching methodology.

Implication for Teaching EFL

The finding has given ideas on how beginner EFL education can be better conducted, and in this article 2 examples of the implications are presented: Using variety of teaching strategy in one class and Using MI test in the student's admission process.

Using variety of teaching strategy in one class

It is noted that Papuan EFL students in one class develop all multiple intelligences. This has given a signal that EFL teachers should be aware that students' attitude and aptitude can be various in a class. In other words, teachers should be aware that not all students in one class have the same paces or the same strategies in learning. Consequently, EFL teachers are suggested to use various strategies or even methods in teaching to fulfill the needs of all students with various intelligence profiles. In the teaching steps, this can be done in either pre -activities, while -activities or post -activities. For the purpose of consistency, the teaching method of PPP – Presentation – Practice – Production (Harmer, 2007) is used as an example throughout this article.

To fulfill the needs of students with musical intelligence, for instance, EFL teachers can use songs in their teaching (Suyadi, 2017; Millington, 2011; Zybert&Stepien, 2009). With the teaching method of PPP, songs can be played in the steps of either Presentation, Practice or Production. In the step of Presentation, the function of songs is to present an example or to expose how a piece of language form is used, so students can draw a generalization. Of course, the students are directed to pay attention to certain language forms which are being discussed by giving texts with bolded sentences, for instance. In the step of practice, the function of songs is to prompt students remember pieces of the language forms and try using them in a given situation. Students can be prompted with cloze texts for the students to fill in. Finally in the step of Production, the function of songs is to prompt students use pieces of language form freely.

To fulfill the needs of students with naturalist intelligence, as another example, EFL teachers can use pictures of flora and fauna (Amstrong, 2009) to teach a descriptive

text, for instance. In PPP, the use of these pictures can be done in any steps. In the step of Presentation, teachers can show the pictures and ask students to brainstorm what they can tell from the pictures. The purpose of this activity is to introduce students with the topic and the language features. In the Practice step, students can be given the pictures with some questions to prompt them use the target language forms in a controlled context. In the Production step, teachers can show the pictures to give a context for the students to produce the target language forms freely.

Kinesthetic students, as a further example, are more convenient to use their body when they are studying such as doing performance (Armstrong, 2009). Therefore, EFL teachers are suggested to use any strategies which use body movement to teach this group of students. This can be done by using role playing, for instance. This role play can be performed in the step of practice. To do this, students are given a card of situation, then they perform the instruction in the card. The function of this activity is to make students try using the target language in a specified situation.

It is also noted that multiple intelligences can be developed. This note suggests that EFL teachers do not need to feel pessimistic to any class with students of various intelligence profiles. Since intelligence can be developed, there is always chance for all students with all intelligence profiles to develop, because the development of one's intelligence depends on the way one is exposed to and trained by the environment, including by teachers. To do that, again, variety of teaching strategy needs to be applied. So if we want students to be intelligent linguistically or musically, we need to train them based on those types of intelligences (e.g. Bas & Beyhan, 2010; Amalia & Tarwati, 2017).

Using MI test in the students admission process

As noted from the finding, a department in a university would likely consist of most students with intelligence profiles which are related to the nature of the field of study. However, because of certain reasons, students with any intelligence profiles may register to any departments which naturally would not be appropriate with his or her intelligence profile. The ideal is that a department in a university would consist of students with intelligence profiles which are expert in the field of the study. Thus, a department of English education is expected to consist of students with musical or linguistic

intelligences, as the finding of this research found that students with musical and linguistic intelligences tend to have better achievement in EFL. Other previous findings (e.g. Currie, 2003) also suggest that EFL class in an English department consist of students with musical and linguistic intelligences.

In order for an English department to have all students with musical or linguistic intelligence profiles, a test of MI needs to be applied. With this MI test, a group of students with musical and linguistic intelligence are expected to be able to be recruited. An EFL class consisting of students with the same intelligence profiles might be easier to manage, including the possibility of using multiple intelligence-based teaching. Multiple intelligence-based teaching proved to be effective (e.g. Bas & Beyhan, 2010). A simple example of an MI test can be downloaded from <https://testyourself.psychtests.com/bin/transfer>.

In conclusion, knowing that the Biology department students develop various types of intelligences and most of them have naturalist intelligence, as well as finding out that the students who have musical intelligence have the highest EFL achievement, these can be used as the basis for lecturers who teach EFL in the Biology science department to design EFL learning activities, teaching strategies, and to select and compile the instructional materials in accordance with the dominant type of the students' intelligences in order to get better EFL learning outcomes. The naturalist intelligence refers to a person's ability to distinguish living things and is sensitive to the natural environment, hence, the selection of suitable instructional materials is the text relating to the nature, animals, plants, and other natural objects that are influenced by the weather, wind, sun. Even though this study reveals that the dominant intelligence of the biological department students is naturalist, developing the students' other intelligences (multiple intelligences) is a must. Because, as it has been stated by the proponents of the MI theory that each student has distinct intelligences in which all of them interact with one another (not isolated) in achieving the expected outcomes (Gardner, & Moran, 2006; Moran, Kornhaber, & Gardner, 2006). Hence, developing the students' MI through applying the difference teaching strategies and various learning activities will be more interesting and challenging both for the EFL lectures in developing their pedagogical competence and for the students in applying their learning style.

This research was conducted only to the students from Papuan ethnic in the Biology department with low level of English proficiency who were studying basic general English. They consist of 41 students as the research subjects. Therefore, the results of this study cannot be used to generalize the types of intelligence of the native students of Papua in learning English. Research that involves a larger number of participants and includes many more students from various departments needs to be done. As a research involving more participants or research subjects will provide more convincing information compared to studies that have a limited number of participants. Finally, we thank you to PNBPN universitas Cenderawasih for funding this research.

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Hybrid English Learning Program (HELP) in the Teaching of English as a Foreign Language: ESP for Air Traffic Controller Students

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Abstract

The objective of this research was to 1) provide a clear description of the application of ESP by using the Hybrid English Learning Program for Air Traffic Controller and helping teachers to be better-prepared in teaching ESP for the students, 2) to find out whether the students were interested in Hybrid learning, 3) to know the effect of Hybrid Learning.

This research was experimental in the Aviation Polytechnic of Makassar. This research applied random cluster sampling to take classes out of the three classes. The subject of the research was the students of the Air Traffic Controller students, which consisted of 30 students as a control group and 30 students as the experimental group. Observation checklist, Aviation English test for the students, and questionnaires were used as instruments in collecting the data. The first result showed that the students of Air Traffic Control were enjoyable and exciting while teaching and learning both asynchronous e-learning and classroom face-to-face. The second result of this research

showed that the data indicated that the response of the implementation of HELP that most of the students were classified into very high interest and only a few of the students were classified as moderate interest. The third result of the research was the implementation of the Hybrid English Learning Program for ATC. There was a different significance in the achievement of Aviation English between the students who were taught using the Hybrid English Learning Program. After count t-test, it is known that the t-test was 4,441, with the degree of freedom is 58, and the level of significance was 0,1% gained with t-table 3,551. It was absolutely said that t-ratio was bigger than t-table (t-ratio 4,441 > t-table 3,551). Based on the data above, the researcher concludes that in the level of significant, 0,1%.

Keywords: *English for Specific Purposes – Aviation English, Hybrid English Learning Program.*

Introduction

English is one of the languages recognized by the International Civil Aviation Organization (ICAO), as stated in Annex 1 - Personnel Licensing. There are six languages known by the Annex, and they are English, Arabic, Chinese, French, Russian, and Spanish. For an Air Traffic Control (ATC), English is the most fundamental and had a crucial role in ATC's job. Before getting a license, an ATC must pass the exam of the ICAO English Language Proficiency (IELP) Test. The minimum required ILP test score was level 4. As listed in Annex 1- Personnel Licensing, Attachment ICAO Language Proficiency Rating Scale, The Operational Level (Level 4) is the minimum required proficiency level for radiotelephony communication.

Civil Aviation Safety Regulation (CASR) Part 69 stated that the language proficiency of the ATC and Aeronautical Station Operators that have IELP (ICAO English Language Proficiency) results below level 6 (expert level) must be tested again by applicable regulations. If the IELP test results are level 5 (extended level), the ATC will get re-evaluated test every six years. If the IELP test result is level 4 (operational level), the minimum required proficiency level for radiotelephony communication between ATC and pilot, and the ATC must retake the IELP test three years after the last

IELP test. The evaluation does not apply if the ATC candidate can demonstrate language skills correctly and with proficiency in English. Examples of a resident whose first language is English, and non-native who have dialects or accents that can be understood by the international aeronautical community.

Therefore, the English skill the ATC students must be trained well to ATC, especially English Specific Purposes for the ATC. Mastering English skills is one of the requirements to fulfill the criteria' to get the ATC license. Without the permit, they can't control the aircraft in the tower of the airport, although they had passed the education. One way effective to teach ESP for ATC is to implement Hybrid Learning. Hybrid Learning combines the best aspects of online learning, structured face-to-face activities, and real-world practice.

The advantages of HELP are that learning is doing anywhere and anytime using the internet. Students can access material freely and are required to be able to study independently because teaching materials are stored online. Instructors and instructors can provide feedback both in the form of questions and suggestions in real-time. So, discussions and questions and answers between lecturers and students not only take place in classroom learning but also take place outside of the classroom. Lecturers can also control student learning, and students can also explore the material to be delivered, and providing supporting tasks can be more easily informed. Of course, the teaching and learning process becomes more efficient and more effective because communication and interaction between lecturers and students can continue to occur not only during class time.

Literature Review

Previous Related Studies

A few empirical studies have conducted to uncover Blended learning or Hybrid Learning used by second/foreign language learners. Larsen (2012) studied the use of blended learning, its productiveness, and the extent to which these factors affected student perceptions of the ESL writing course. Students were found to work autonomously and be more focused while becoming more responsible for their learning. Not only was autonomous learning enhanced by blended learning, but students took ownership of the

material. Tanveer (2011) conducted a research study "Integrating E-learning in Classroom-based Language Teaching: Perceptions, Challenges, and Strategies." In his research, he has found that both teachers and learners perceive that e-learning can help students take responsibility for their learning by making them autonomous and confident. The teaching enables introverted students to interact more freely, provides diversification of activities, fosters an intrinsic impetus of knowledge, and permits the acquisition of valuable study and time management skills.

Pertinent Ideas

Hybrid learning provides the best opportunity for learning from class transition to e-learning. Blended learning involves class (or face-to-face) and online learning. This method is beneficial for adding efficiency to classroom instruction and allowing increased discussion or reviewing information outside the classroom. The study by Josemari et al. (2018) said that technology, online and mobile applications, combined with the students' collaboration and independence, played a vital role in improving the students' English ability, especially listening skills. According to Semler (2005), "Blended learning combines the best aspects of online learning, structured face-to-face activities, and real-world practice. Online learning systems, classroom training, and on-the-job experience have major drawbacks by themselves. The blended learning approach uses the strengths of each to counter the others' weaknesses".

Poon (2013:1) adds that the two delivery methods aim to complement each other. Currently, the use of the term blended learning involves combining the internet and digital media with established classroom forms that require. Friesen (2012) states that the article underscores the concepts that many "ingredients" can comprise blended learning models. Including instructor-delivered content, e-learning, webinars, conference calls, live or online sessions with instructors, and other media and events, such as Facebook, e-mail, chat rooms, blogs, podcasting, Twitter, YouTube, Skype, and web boards. One of the famous Learning Management System, Moodle, as stated by Cedar, 2013; Despotović-Zrakić et al., 2012; and Kavaliauskienė, 2011 showed that post-listening test results were higher than the pre-listening tests and showed a significant statistical difference.

According to Matsuzawa (2012), this involves L2 learners' repeatedly listening to the speech rate of Native English Speakers' various accents and speech rates.

Hybrid learning is learning that is supported by an effective combination of ways of delivery, methods of teaching, and different learning styles and is found in open communication between all sections involved with training. As for the advantages of using blended learning as a combination of face-to-face teaching and online teaching, but more than that as an element of social interaction, namely: a) Interaction between teachers and students; b) Teaching can be online or in-person; c) Blended Learning = combining instructional modalities (or delivery media); d) Blended Learning = combining instructional methods.

Research method

The design of this study was the mixed method under the quasi-quantitative method with pre-test and post-test control group design. This research consists of two groups, one group as an experimental group. This group received treatment of the implementation of a hybrid English learning program in ESP for Air Traffic Control, while other groups as a control group, that received conventional teaching and learning in the classroom. Both groups were given pre-test and post-test. The pre-test was given to know prior knowledge of the students, while the post-test was given to find out the improvement and effectiveness of English for Specific Purposes by using HELP. The data analysis was used to analyze the supporting data about the students' interest in the implementation of HELP.

The population of this research was the second-semester students of CASEA Makassar. There will be seven classes, and each class consists of 30 students, which ranged from all courses in all study programs in aviation safety departments. The total number of the population was 210 students. The random sampling was to provide an equal opportunity for every member to be selected as the sample. The cluster random sampling technique used was by lottery. The number of sample in this research were 60 students and decided two classes as an experimental group and control group, and each class consists of 30 students — Air Traffic Control Batch XI class as experimental group and Air Traffic Control XI Alpha as the control group.

Collecting data techniques obtained from two kinds of instruments, they were Aviation English Test, observation checklist, and questionnaire. The first instrument was the Aviation English Test, and the researcher made the test. It was the interview test, and the content of the questions was about English for the Air Traffic Control. How the cadet was mastering the speaking skill, how their performances by the emergency that they will face when they control the aircraft. The scoring of the test adopted to the ICAO English Language Proficiency (IELP) test. If the students of ATC, pilot, and radiotelephony flight crew want to be the real ATC or pilot, they must take an IELLP test. There are six areas of scoring: pronunciation, structure, vocabulary, fluency, comprehension, and interaction. The second instrument was the questionnaire of student's interest in the use of the Hybrid English Learning Program for Air Traffic Control. The third device used to collect the data in the research was the observation. In the classroom observation, the objects were student's activities in English teaching-learning. The researcher used the observation checklist to make a more systematic, containing a list of students' activities and responsibilities, which might happen in the classroom. The procedure of collecting data was by pre-test, treatment, and post-test to know the aviation English comprehension test. At the same time, the questionnaire was distributed to the students to understand the students' interest in using the Hybrid English Learning Program for Air Traffic Control.

Result and Discussion

Discussion

Garnham and Kaleta (2002) state that Hybrid learnings are learnings is the perfect combination of classroom instruction or face to face and online learning. The proportion of classroom activities is reduced but not eliminated. E-learning is to complete the missing part of the classroom format. For example, students can access the materials anywhere and anytime from online learning. They can chat with the teacher directly when online learning. But of course, the students still use a classroom for teaching and learning.

There were significant differences in the enthusiasm of the students when they study English using the e-learning model. The students showed their high interest in their learning activities. However, the students in the e-learning model seemed to be more

enthusiastic about performing Aviation English exercises. They did a lot of activities, such as listening, pronunciation activities, study case of the aircraft accident or emergency, fill in the gaps, reading comprehension, and so on. They excited about something that they used in learning made them enjoy doing the activities without thinking hard that they are studying English. For example, when the lecturer assigned them exercises using QUIZIZZ, one of the free game field, they felt very excited because they were challenged to complete the tasks according to the given time. Moreover, they could immediately get their score and their ranking among their friends. It was also more manageable for the student because they could choose the device that they have, such as a computer, laptop, mobile phone, or iPad.

Various services e-learning has been well managed independently by the institution by using the Learning Management System (LMS). LMS stands for Learning Management System, a global term for a computer system that was developed specifically for managing online courses, distributing a subject matter, and enabling collaboration between students and teachers. The LMS will allow you to manage every aspect of the course, from student registration to storage of test results. It will also enable you to receive assignments digitally and stay in touch with your students. The essence of understanding LMS is the backbone of most e-learning activities. The Learning Management Systems that can be used in teaching and learning English is Google classroom, my school books, moodle, off2class, or the institutional LMS, just like e-learning.atkp-makassar.ac.id. The teacher can use a video conference platform for teaching online, such as Zoom, Cisco WebEx, Google Meet, etc.

a. Validity and Reliability of the test

The writer did the validity and reliability of the Aviation English Test. For the validity of the test, the writer used the correlation technic of product-moment by Pearson. From the computation, the writer consults the table of correlation. The table confirms that the r product moment with the number of the sample $(N)=25$ and the significant standard $(\alpha)=5\%$ (0,05), so the writer gets the r table 0,396. It means that r_{xy} is bigger than r table $(0,423 > 0,396)$. Based on the count, the instrument of the test was valid. For reliability of the test, after the computation, the writer got the reliability coefficient, then consulted

to the table of correlation. The table confirm that the r product moment with number of sample (N) = 25 and the significant standard (α)=5% (0,05), so the writer got the r table (0,464 > 0,396). From the data above, it concluded that the instrument of the test is reliable.

b. The interpretation of Result of Aviation English Test

After calculating the students' pre-test and post-test on Aviation English Test, the table of the description of pre-test and post-test of the students' score in aviation listening test is as follows:

Table 1. The description of pre-test and pos-test of the students' score

Code	The students implemented by HELP	The students not implemented by HELP
n	30	30
R-n	5,25 -8,25	4,25 – 7,25
X	6,83	5,88
Me	7,00	5,88
Mo	7,00	6,25
SD	0,891	0,776
S ²	0,795	0,602

Notes :

- n : the number of samples
- R – n : the range of score
- ΣX : the total score
- X : mean
- Me : median
- Mo : modus
- SD : Deviation Standard
- S² : Variants

From those data, we can calculate the combination variants, and the result was 0,836. To know different significant between the mean of the experimental group and the mean of the control group, so the researcher used a t-test, and the result was 4,441. The counting result of the t-test was 4,441, with the degree of freedom is 58, and the level of significance was 0,1% gained with t-table 3,551. It was absolutely said that t-ratio was bigger than t-table (t-ration 4,441 > t-table 3,551). Based on the explanation above, the writer concluded that at the significance level, 0,1% there was a different significance in the achievement of Aviation English between the students, which used the Hybrid English Learning Program and a conventional class..

c. Students' interest of HELP

The aim of distributing the questionnaire to the students was to know how interesting the method in improving the students' aviation English. The surveys consisted of twenty items, and each piece was fulfilled individually based on their experience of the implementation of the HELP. Among the twenty items, ten things included positive statements, and the remaining items were negative statements. The result of the questionnaire was analyzed statistically based on the application of the Likert Scale. The option of the survey was very, 1) very high interest, 2) high interest, 3) moderate, 4) low interest, 5) shallow interest. The result of the use of HELP in teaching and learning aviation English in Civil Aviation Safety Engineering Academy of Makassar got positive impact by the mean score 90% the data can be seen in the table below:

Table 2. The Students' Interest to HELP.

NO	Classification	Range	Frequency	Percentage
1	Very High	85-100	17	56,67
2	High	69-84	12	40,00
3	Moderate	51 - 68	1	3,00
4	Low	36 – 50	0	0
5	Very low	20 – 35	0	0
Total			30	100

The data indicated that the response of the implementation of HELP that most of the students categorized into very high interest and only a few of the students classified as moderate interest. The mean score above where the mean score was 90, by the score, implies that the students have a very high interest in the implementation of the Hybrid English Learning Program for Air Traffic Control students of Civil Aviation Safety and Engineering Academy of Makassar.

Conclusions and Suggestions

Conclusions

Based on the findings and discussion, the researcher put forward conclusion as follows:

1. The use of HELP for The students of Air Traffic Control improved the mastering of Aviation English of the second-semester students of Politeknik Penerbangan (Aviation Polytechnic of Makassar) significantly. The result of the t-test is higher than the t-table ($4,441 > 3,551$).
2. The implementation of HELP in learning Aviation English was attractive to second-semester students of Air Traffic Control. The teaching and learning activities using the Hybrid English Learning Program could increase the students' interest and also their English skills, especially aviation English. The mean score of 90, and is categorized into a very high category.
3. The students of Aviation Polytechnic of Makassar had a great interest in using the Hybrid English Learning Program in Teaching and Learning Aviation English. Besides, it was interesting that the combination of e-learning, online learning, and face-to-face method had a good effect on the students'.

Suggestions

Based on the conclusions above, the researcher has some suggestions as follows:

1. It is suggested that the lecturers should implement Hybrid English Learning Program in teaching and learning Aviation English for Air Traffic Controller.

2. Considering the result of interest done by students of implementations of HELP, it can be regarded as that to be used in teaching and learning of Aviation English, and it also develops students' skills in technology.
3. It is suggested for the next researchers to conduct deeper researchs about the implementation of Hybrid English Learning Program, not only to improve Aviation English but also to build up the student's speaking contents or quality.

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The Students' First Language Interference on Their Written English Production at SMK Negeri 1 Palopo

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Abstract

This study is a case study conducted on five students of SMK Negeri 1 Palopo who speak both local language (Tae' Language) and Indonesian language in their daily communication. Through error analysis, the study investigated the error committed by the students in producing written English text and how their first language interference contributed to the error, especially lexical and syntactical area. The result of the study shows that in the lexical area, the students make literal or word to word translation, miss-use of words, and loan words. This occurs as a lack of vocabulary, students tend to select the first listed word in a dictionary without considering the context, and the students considered that all words look similar, which are they have the same meaning (false cognate). In the syntactic area, the students omitted or added some language features, miss selection of tenses, article, preposition, pronouns agreement, and miss order of words. The errors occurred as the students' limited knowledge of the rule of the target language (English) and the negative transfer of the students' L1 rule. By understanding the major error committed by the learners and source, the teachers/educators can anticipate it and create the appropriate learning strategy to overcome the problem.

Keywords: *First language, Interference, Written production.*

Introduction

Learning a language as a second language means learning a new language after the native. The native language has accustomed to the learner's tongue, rules, and culture. The situation brings the problem of interference of their first language (L1) to target language or L2. The interference occurs when the learners transfer their habits from their mother tongue to the target language. The learners may unconsciously transfer their habit in pronunciation or phonology, syntax, lexical, semantic, and even non-verbal aspects of communication. Some of the first language transfer may cause some errors or misunderstandings in communication. There are many researchers who conducted studies on the interference of L1 on L2. Most of them agreed that there is interference in Second language acquisition (Derakhshan&Karimi, 2015). Dweik and Othman (2017) detected lexicogrammatical interference in the students' translation from Arabic into English. The

students' L1 interfered with the target language in various aspects. Al Ja'arat and Hasan (2017) found them in Arab learners' case as; in plurality, countable and uncountable noun, prepositions, articles, adjectives, auxiliaries, tenses, lexical, and semantic.

Although previous researchers have discussed much about L1 interference into English as a Second Language or English as a Foreign Language, each language has different unique features. The people who live all over the Luwu region have many different languages and cultural backgrounds. The students of SMK Negeri 1 Palopo are multi-cultural. Some students speak *BahasaTae*, *Bugis*, *Toraja*, and other sub-cultural languages as their mother tongue. In contrast, some others use *Bahasa Indonesia* as their mother tongue as most parents prefer introducing Bahasa Indonesia to their children at the initial language acquisition and use it both at homes and schools. As they come from different sub-culture, they resulted in a unique dialect of the Indonesian language.

The interaction between Indonesian language and those local languages bring them to share their feature and produce a dialect, as Corder (1981) claims that the two languages share some features, which will produce a kind of dialect. It may bring some specific difficulties in learning English because both prior languages will take part in influencing their newly acquired language. Ortega (2008) claims that besides L1 as the essential transfer, the interference of other languages also presents multilingual. Understanding the characters of the errors committed by the students will help teachers and anyone who involves in this field to find the appropriate strategy to solve the problem. Erdogan (2005) proposes that the teachers can explain the errors in linguistic view; they must also provide themselves with various treatments of the errors. Sihombing et.al (2016) recommend that the teachers understand the errors frequently made by students to overcome the problem. Nur and Syarifuddin (2018) state that there are at least three strategies to be achieved in learning, namely metacognitive, cognitive, and socio-affective strategies. It is because a good assessment rubric provides the profile of the students' language development (Latifa, et al., 2015). Moreover, these strategies should be understood by teachers in order to help the students to minimize the obstacles that may occur in their oral or written communication caused by the errors. When teachers can communicate learning material properly, and the students can interpret and understand what teachers explained, then it is called active learning (Nurhayati and Saenab, 2018).

Literature Review

The source of error may occur in some aspects. Richards (1971) as cited in Ellis (1994, p. 58) stated three types of error:

a. Interference, in which the learners use the element of their L1 in producing their target Language.

There are some terms used interchangeably with the interference. They are language transfer or the influence of the mother tongue on L2. Slinker introduced the interlingual theory in 1972. He defines Interlanguage as the systematic knowledge L2 or foreign language learner, which are independent of both L1 and L2 (Al-khreshe, 2015). Azzouz (2013) proposes the notion that interlingual error occurs as the effect of the negative transfer of mother tongue because of the significant differences between the mother tongue and target language.

Similarly, Jafarova (2017) states that Language interference is the effect of a learner's first language on the production of the language he/she is learning. According to the contrastive analysis theory, there two types of language transfer; they are positive and negative transfer. Positive transfer occurs when the learners' mother tongue, and the target language share similar features. This kind of transfer will facilitate the success of L2 learners, and negative transfer occurs when both mother tongue and L2 share different features. The negative transfer brings difficulties to the learner. It claims that L2 learners' error is the effect of negative transfer (Al-khreshe, 2016). Al-khreshe (2013) also states that there are four types of errors that occurred as a result of the difference between L1 and L2. They are (1) overproduction, this type of error occurs when the learners make extreme use of what they supposed to be correct or acceptable in L2 and produce overuse of certain word or structure, (2) under production/avoidance, the learners avoid using complex rule of the second language, (3) misinterpretation, the structure of L1 affects the interpretation of L2 message, and (4) Production consists of substitution, calque, and hyper differentiations, under differentiation, hyper-correction, and structure alteration.

Thorovsky (2009) classifies interference into lexical interference grammatical interference, syntactical interference, and orthographical interference. Similarly,

Abisamara (2013) classifies the interference in 5 categories; they are grammatical interference, syntactical interference, lexical interference, semantic interference, and substance or mechanism. Cailing (2017) classifies the transfer or interference into lexical level, syntactical level, and discourse level. Especially in oral production, the learners may also commit some phonological errors. Irma et al. (2018) also concern about phonological interference as they focus on the oral presentation. In grammatical interference, there are five common errors made by Indonesian students in producing written text in English, namely article use, verb-tense and subject-verb agreement, word orders, singular and plural, and passive form. The errors occur since the Indonesian language has different grammatical systems from English (Irmalia, 2016). In syntactical interference, Abisamara (2013) finds some repetition and additions as the effect of colloquial Arabic. Schneider and McCoy (1998) summarize common syntactical errors such as number problems in subject-verb agreement, extra determiner, missing determiner, and incorrect determiner. More briefly, Sihombing et al. (2016) summarize the syntactical errors in terms of verb phrase error, like the omission of the main verb, the omission of to be, subject-verb agreement, and subject number agreement. Besides, error in constructing passive sentences and verb-and-verb construction is also found. Havlaskova (2010) identified four types of occurrence of lexical interference. They are 1). False cognate in which the learners consider that all words look or sound identically have the same meaning, 2) the learner's failure to consider about the polysemous character of a word, 3) the lack of ability to express a concept in more words in the target language, and 4) the literal translation of idioms and collocations. Additionally, Abisamara(2013) classifies literal translation as semantic interference.

Various aspects may result in language interference. Deakhshan and Karimi (2015) note some of the factors cause the transfer of L1 to L2, such as; differences and similarities of both L1 and L2, learners' background knowledge, learners' proficiency on the target language, and consonant cluster in L1 and L2. Besides, students' feelings (psychological burden) and assumption, disloyalty to the target language, and lack of vocabulary can also lead the students to generate interference (Irma, Jabu, and Salija, 2018). In the context of translation, Othman (2017) concludes that lexical interference occurs because of literal translation of the text, semantic interference occurred because of

misunderstanding the whole meaning of the text in the source language, grammatical interference occurred because of the transfer of the source language rules into the target language, Stylistic interference occurred because of the differences between the features of both source and target language. Phonological interference occurred because of the differences between the sound systems of the source and target language. Irmalia (2016) finds some cause of Indonesian interference, such as unfamiliarity of the students with English, the inappropriate word use as they have limited knowledge of word use, so they directly copy the word from the dictionary without selecting which word is appropriate to the context. The students construct their ideas in Indonesian and transfer them into the English word by word. In this case, they transfer the rule of Indonesian to English.

b. Intralingual error, the failure of the learners to apply the elements of the target language due to overgeneralization, incomplete application of the rule, ignorance of the rule restriction.

Intralingual error is the error caused by Target Language itself. It comes from the learners' competence in the target language. (Al-khreshe, 2016). According to Erdogan (2005), intralingual error comes from the faulty of partial learning of target language. To distinguish the intralingual from interlingua error, Zobl and Liceras (1994) exposed the characteristic of interlanguage such as (1) errors made by L2 learners are similar to the error made by the native speakers, (2) learners produce similar rule to the native speakers, (3) Errors reflect the learner's' competence of particular stage of learning, (4) learners try to construct hypothesis about the L2 (5) errors comes from L2, (6) errors reflect general characteristics of acquiring language rules, (7) learners use the strategies of simplification, generalization, and reduction. Azzouz (2013) considers that intralingual errors as the natural order of learning due to the less practice.

Al-khreshe, (2016) explains four sources of interlingual error, they are (1) overgeneralization, applying a certain rule to several situations which require different rule, (2) ignorance of the rule restriction, inability to uphold the rule learned before, (3) incomplete application of the rule, the failure of learner to achieve knowledge of target language. The learners use this strategy when they find that they can communicate successfully using the simple grammatical rules rather than the more complicated ones,

and (4) false concept hypothesized the learner failure in comprehending the distinction of target language. Ullah and Sijono (2018) find that most of the errors committed by EFL students in Sintang are intralingual errors.

c. Taxonomy of error

Corder (1973) as cited in (Al-khreshe, 2016b, p. 52) stated four taxonomy of error they are:

1. Omission, the learner leaves the required element in a sentence.
2. *Selection*, the learners, incorrectly use the element. Bock and Levelt (1994) expose three common errors in lexical selection; they are substitution, blending, and exchange.
3. Besides, the learner put or add an unnecessary element.
4. Miss order, the learner put the element in the wrong order form.

Research Method

This research applied a case study design. A case study is a qualitative research approach in which the researcher focuses on a unit of study (Gay, et al. 2012, p.443). This research investigated the case of interference of the first language on written English made by the students who speak both *Indonesian language and Tae'* language in their daily communication. The subjects of this research are five students of the students of SMK Negeri 1 Palopo who use both *Indonesian language and Tae'* language in their daily communication, either at homes or at schools. This is chosen because the researcher thinks that speaking two languages will bring a different challenge in learning English, as Ortega (2008) claims that beside L1 as the essential transfer, the interference of other language is also present (cross-linguistic interference). The object is to investigate the interference of the student's first language to their Written English Production. This is chosen because the researcher thinks that speaking two languages brings a different challenge in learning English, as Ortega (2008) claims that beside L1 as the essential transfer, the interference of other language is also present in multilingual.

In this research, the researcher collected the data by assigning the participants to compose a written text, precisely a recount text under the theme "*Unforgettable moment.*" The researcher met the participants and asked them to write a composition and

investigated the way they were writing the composition. Besides, the researcher also conducted some interviews to obtain more comprehensive data. Based on the data collection technique, the researcher used *the students' composition* as the main instrument. To obtain more accurate data, the researcher used an *interview guide* as the supporting instruments.

After collecting the data, the researcher analyzed the data based on Ellis' Error Analysis procedure as follow:

1. Collection, in this stage, the researcher collected the sample of learner error by assigning the participants to construct a composition.
2. Identification, after collecting the learner error, the researcher then identified which can be considered as an error.
3. Description, in this stage, the researcher described the error based on the order's taxonomy, omission, addition, selection, and miss order.
4. Explanation, in this stage, the researcher explained the source of the error, whether it is interlanguage or Intralingual.

Findings and Discussion

This chapter exposed the finding of the research and discussion of the research finding. This is to confirm the fact based on the research questions. After collecting and analyzing the participants' written compositions, the researcher finds the following facts:

Findings

1. The interference encountered by the students

The researcher limited this research on investigating the lexical and syntactic area; the errors in the other areas are excluded. Besides, the errors unrelated to the first language are also excluded:

a. Syntactic

Based on data analysis, it is found that the participants commit some errors in syntactic area as follow:

- 1) Omission of main verb
 - a) Me in front (S3)
 - b) I will narrate experience when I vacation. (S1)

The examples become ungrammatical because the participants (writers) omitted the main verb "sat/was." Both sentences do not follow the rule of subject+ verb+ object/complement (S+V+O/C).

2) Omission of linking verb

- a) 20 meter from home we accident. (S2)
- c) Want to holiday at the beach, mountain, mall, and.... (S3)
- b) My mom back to cottage (S4)

The examples show that the students omitted the linking verbs. The words "accident, holiday, and the sentences above need the linking verbs to connect them to their subject they are *got* the accident, *spend* the holiday, and *go* back.

3) Omission of auxiliary

- Afni even not ignore it what mom said. (S4)

The writer omitted an auxiliary (to do) in the sentence. English rule requires auxiliary for negative and interrogative sentences. The writer transfers her first language, which does not recognize any auxiliary.

4) Omission of Infinitive "to"

- a) We shocked see it (S4)
- b) I go together with my cousin buy food.(S2)

Both examples show the omission of the infinitive "to." In English, some words needsome words need "to" infinitives for different functions. For example j), it forms a phrasal object, and k), it indicates the purpose of action.

5) Omission of relative pronouns

- a) My cousin run and arrival in the place my family assembles.(S1)

In the example sentence, the writer omitted the relative pronoun "where." She should put "where" there to connect the place and its explanation.

Sihombing et al. (2016) found similar types of error they are omission of determiner, pronouns, verbs, tobe, and adjective clause. Similarly, Schneider and McCoy (1998) found the ASL tend to omit determiners, main verbs (copulas), noun phrase, and preposition.

- b) Addition of to be/auxiliary
Fabriwas swim (S3)

The writer puts auxiliary before the verb in the verbal affirmative sentence. "Swim" is a verb, so it does not need any auxiliaries in an affirmative sentence. The writer makes overgeneralization, in which she thinks that all sentences in English use auxiliary.

6) Addition of preposition

- a) There is a dog in behind chased us. (S1)
- b) I go together with my cousin buy food. (S2)

In both examples, the writers use an extra preposition. In ex. b), the writer misunderstands about the concept preposition "behind" In English, "in" is a preposition as well as "behind." The word "together" and "with" in ex. c) have the same meaning.

7) Addition of pronouns

- c) We directly go down cottage go in the garden that. (S4)

In ex. d) the word "that" is unnecessary because the article "the" represents the meaning of "that."

8) Addition of relative pronoun/phrase

- a) Afni climbed rambutan tree that there is in the garden. (S4)
- b) ... tree coconut who there is there (S1)

Both sentences use the phrase with relative pronouns to express the adverb of place. It makes the sentence too wordy (ineffective) and not recognized in English.

One of the effects of the interference for the distinctive features of the first language and second language is the learners make extra use of what they supposed to be correct or acceptable in L2 (Al-khreshe, 2013).

9) Misuse of tenses

- a) Time be about 10 years old, I go to beach Labombo for holiday. (S1)
- b) One day, I'm learning to ride bicycle, (S5)
- c) We took picture, we swim, playing sand, and running along the beach. (S3)

One of the *recount's* languages features is the past form of tenses. These examples show, that writers cannot determine which tenses should be used in expressing past events. In example. i), the writer uses a simple present instead of a simple past. Example. j) uses present continuous, and in example. k) the writer combines three tenses in one sentence clause.

10) Misuse of personal pronoun.

a) My mom come to approach we (S4)

b) He (mom) rebuked Afni. (S4)

Ex .a) shows the writer puts the subject pronoun for an object position. In ex. b), the writer uses "he" to refer to a female subject (my mom).

b. Lexical

In the lexical area, the participants commit errors by transferring the concept of their first language to English. Those errors are exposed below:

1) Addition/ extra word

a) At day Monday (S2)

The writer puts an extra word "day" as she does not know that "hari minggu" is equivalent to "Sunday" in English.

The student makes misinterpretation of her first language "hari minggu" brings her to misinterpretation of second language (Al-khreshe, 2013).

b) Literal/word to word translation

This type of error is one of the dominant errors found in first language interference, especially in lexical interference (Havlasova, 2010 and Othman, 2017). Samingan (2017) exposes more than 30% of ESL learners in IAIN Salatiga commit an error in literal translation for lexical interference.

a) Time to be old about 10 years...

Waktu = time, berumur = to be old, kira-kira = about, 10 tahun = ten years.

a) Not will once I forget

Tidak = not, akan = will, pernah = once, saya = I, lupakan = forget.

b) Afni is climbing wrong one tree rambutan that there is there.

Salah = wrong, satu = one, pohon = tree, rambutan = rambutan, yang = that, ada = there is, disana = there.

The sentences in the examples above show how the writers set up the concept in their first language and make word to word translation.

a) I permanent playing- playing own below tree rambutan.

The example shows the transfer of concept and rule of Bahasa Indonesia in local dialect. In Indonesian language of Luwu dialect, it is acceptable to use "bermain-main"

for “playing” (bermain) in formal Indonesian language and it is literally translated to be "playing-playing" which is not recognized in English. It is also understandable to say “di pohon” for “di atas pohon”, and it is literally translated to be “in tree”.

b) After that, we want to back to the place at first. (S1)

The sample shows an underproduction/avoidance the writer prefers using the more straightforward structure "the place at first" to express the concept to the more complicated one "the place we were before." Although it is not commonly used in the target language (Al-khreshe, 2013). It is also a literal translation of “tempat semula”.

c) Misuse of word

Beside the literal translation, the incorrect choice of equivalent and misuse of dictionaries and sources becomes the lexical interference problem encountered by the ESL learners (Othman, 2017 p. 52).

a) We hurry up get up.

b) I permanent playing- playing own below tree rambutan.

c) Fadil was riding the boat

d) Some the moment.

The examples show that the writers use improper word to the context. They thought that all synonymous words are useable for any context.

a) After from skilled get, we in under hospital.

The sample shows the writer's misunderstanding about the concept. The writer makes word to word translation, and she fails to differentiate Indonesian homophonous words "bawah (under)" and bawa (taken to).

b) This is experience once I natural

Example shows the writer misunderstanding about Indonesian homonym, a word with two different meanings as its different is the source (Kemdikbud, 2016). “alami (v)” means experience something and “alami (adj.)” means contains the characteristic of nature (natural), and or original. Besides, it is also transferred from the Indonesian structure, "Itulah pengalaman yang pernah saya alami”

2. How the students’ first language interferes their written English production

a. Syntactic

In the syntactic area, the participants may commit an error as the transfer of the rule of their first language, the limited knowledge of the rule of the target language, or maybe both/ambiguous. Samingan (2016) found that that syntactic interference occurs as the students think in the Indonesian style when they write English, so they transfer the Indonesian structure into their written English. The grammatical interference occurs since the students build up the concept in Indonesia and then transfer it into English word by word (Irmalia 2016).

1) Omission of main verb

a) Me in front (S3)

b) I will narrate experience when I vacation (S1)

The examples become ungrammatical because the subjects (writers) omit the main verb "sat/was." This occurs as the writer transfers her daily expression, "saya di depan" which refers to "saya duduk di depan or saya berada di depan" means I sat or I was in front (ex. a). In example b), the writer literally translates the expression "ketika saya berlibur", and she transfers the rule of her language which has no "to be" in nominal sentence.

2) Omission of linking verb

a) 20 meter from home we accident. (S2)

c) Want to holiday at the beach, mountain, mall, and.... (S3)

b) My mom back to cottage (S4)

It is affected by their first language. In their first language, they are accustomed to express the concept with single word, it is acceptable to say "kami kecelakaan" instead of saying "kami mengalamikecelakaan" (exp. e), they also have no word to express the concept of "berlibur/liburan" or students think that the word berlibur, liburan and libur has the same equivalent word in English (FCH).

c) Omission of auxiliary

Afni even not ignore it what mom said. (S4)

The writer omits an auxiliary in the sentence. English rule requires auxiliary for negative and interrogative sentences. The writer transfers her first language rule, which does not recognize any auxiliary.

d) Omission of Infinitive "to"

a) We shocked to see it (S4)

b) I go together with my cousin buy food. (S2)

Both examples show the omission of the infinitive "to." In English, there are some words that require "to" infinitives for different functions. In example g), it forms a phrasal object. For example h), conveys the purpose of action. The limited knowledge of the rule of English raises the error (IAR). Besides, the negative transfer of the writers' first language also gives a contribution. As she transfers the structure of her first language, the writer omits the infinitive "to," which is unnecessary in Indonesian structure "kami kaget melihatnya" (Ex. g)). "Saya pergi kepasar membeli ikan" (ex.h). In the Luwu dialect, the word "untuk" ("to" or "for") is not recognized in expressing the purpose of action.

c) Omission of Relative pronouns

My cousin run and arrival in the place my family assembles.

In the example sentence, the writer omits the relative pronoun "where". She should put "where" there to connect the place and its explanation. She uses the rule since it more straightforward than to put "where" (incomplete rule application of L2). Besides, In Bahasa Indonesia, it is more effective to say "sepupu saya berlari dan sampai di tempat keluarga saya berkumpul" than to say "sepupu saya berlari dan sampai di tempat "dimana" keluarga saya berkumpul".

Schneider and Mc. Coy (1998) stated that the students might drop some words or determiner as they do not have them in their first language. (LT)

d) Addition preposition

a) There is a dog in behind chased us. (S1)

b) I go together with my cousin buy food. (S2)

In both examples, the writers use extra prepositions. In ex. a), the writer misunderstands about the concept preposition “behind” In English, “in” is a preposition as well as “behind”. She transfers the Indonesian rule “di belakang” which consist of two words, “di” as a preposition and “belakang” as place/location. In ex. b), the writer constructs an ineffective sentence by putting two similar prepositions that can be used exchangeably. The local language also contributes in this error. In local language, people has only "together" equivalent to the conjunction "with."

e) Addition of pronouns

We directly go down the cottage go in the garden that. (S4)

In ex.e) The word “that” is unnecessary because the article “the” represents the meaning of “that” (incomplete rule application). She puts demonstrative "that" after "the garden." She transfers the rule of Bahasa Indonesia as she does not not understand that the article "the" in English is equivalent to "itu” (that) in Bahasa Indonesia.

f) Addition of relative pronoun/phrase

a) Afni climbed rambutan tree that there is in the garden. (S4)

b) ... tree coconut who there is there(S1)

Both sentences use the phrase with relative pronouns to express the adverb of place. It makes the sentence too wordy (ineffective) and not recognized in English. In this case, the writers transfer the concept of Bahasa Indonesia, which uses the phrase "yang ada di kebun” and “yang adadisana”.

g) Misuse of tenses

a) Time be about 10 years old, I go to beach Labombofor holiday. (S1)

b) One day, I'm learning to ride bicycle, (S5)

c) We took picture, we swim,playing sand, and running along the beach.
(S3)

One of the *recount's* languages features is the past form of tenses. These examples shows that writers cannot determine which tense should be used in expressing past events. In ex.a), the writer uses simple present instead of simple past. Ex.b) uses present continuous, and in ex.c), the writer combines three tenses in one sentence clause. The writer cannot uphold what they have learned about the use of tenses as the tenses are complicated for the English learners. (IRR).

h) Misuse of personal pronouns.

d) My mom come to approach we.(S4)

e) He (mom) rebuked Afni. (S4)

Ex.d) shows the writer puts the subject pronoun for an object position. In ex.e), the writer uses "he" to refer to a female subject (my mom). Both samples show that the writer cannot uphold what she has learned about personal pronouns. (IRR).

b.Lexical

In the lexical area, the students may commit errors as misuse of words, word to word translation, word borrowing, and the transfer of the concept from their first language to English. According to Othman (2017) lexical interference occur as the students do a literal translation.

1) Addition/ extra word

a) At day Monday

The writer puts an extra word "day" as she does not know that "hari minggu" is equivalent to "Sunday" in English. (FCH)

2) Literal translation

b) Time to be old about 10 years,....

Waktu = time, berumur = to be old, kira-kira = about, 10 tahun = ten years.

c) Not will once I forget

Tidak = not, akan = will, pernah = once, saya = I, lupakan = forget.

d) Afni is climbing wrong one tree rambutan that there is there.

Salah = wrong, satu = one, pohon = tree, rambutan = rambutan, yang = that, ada = there is, disana = there.

- e) Inside condition injury

Dalam = inside, keadaan = condition, cedera/luka = injury

- f) Afnistart feel good with his chest that sick

Afnimulai = Afnistart, feel = merasa, baikan = good, dengan = dengan, his chest = dadanya, that = yang, sakit = sick.

The sentences in the examples above show how the writers set up the concept in their first language and make word to word translation.

- g) I permanent playing- playing own below tree rambutan.

The example shows the transfer of concept and rule of Bahasa Indonesia in local dialect. Bahasa Indonesia in Luwu dialect, it is acceptable to use “bermain-main” for “playing” (bermain) in formal Indonesian language and it is literally translated to be “playing-playing” which is not recognized in English (ex. f). It is also understandable to say “di pohon” for “diatas pohon,” and it translated to be “in tree”. (LT)

- h) After that, we want to back to the place at first.

The sample shows that the writer prefers using the more straightforward structure “the place at first” to express the concept to the more complicated one “the place we were before,” although it is not commonly used in the target language. (IRR)

3) Miss use of word

- a) We hurry up get up.
b) I permanent playing- playing own below tree rambutan.
c) Fadil was riding the boat
d) Some the moment.

The subjects confirm that they think that all synonymous words are useable for any context. “Ada beberapa kata dalambahasaInggris yang biasdigunakan.Sayatidakmembedakandaribermacam-macam kata semaknakarenadalampembelajaran kami tidakberitahubahwa ride, steer atau drive itubeda . Jadisayapikersemuabiasdigunakan.” [There are some words can be used. I cannot differentiate them since we are not taught about the difference. That is why I think

they are all the same]. (S3, interview 30-04-2019). Irmalia (2016) states that misuse dictionary occurs when the students directly copy the word from dictionary without checking whether the word fits the context or not. "Saya biasanya mengambil kata pertama dalam daftar kamus. Saya tidak membeda-bedakan mana kata yang cocok untuk kalimat tertentu" [I usually pick the first listed word in dictionary. I don't think about which word is suitable for a certain sentence (S4: interview, 30-04-2019).

After from skilled get, we in under hospital.

The sample shows the writer's misunderstanding about the concept. The writer makes word to word translation and she fails to differentiate Indonesian homophonous words "bawah (under)" and bawa (taken to).

This is experience once I natural

Example shows the writer misunderstanding about Indonesian homonym, a word with two different meanings as its different is the source (Kemdikbud, 2016). "alami (v)" means experience something and "alami (adj.)" means contains the characteristic of nature, and or original. Besides, it is also transferred from Indonesian structure, "Itulah pengalaman yang pernah saya alami"

Through interview, the subjects admit that their first language interferes their written English through the structures and some utterance. "Saya rasa bahasa daerah (Luwu) mempengaruhi bahasa Indonesia sehari-hari dan itu juga berdampak pada tulisan bahasa Inggris kami termasuk struktur yang berbeda dan istilah" [I think our local language interferes our daily Bahasa Indonesia and it brings impact to our written English especially its different structure and utterance.] (S3, interview 30-04-2019).

Discussion

Based on the findings, there some major errors committed by the students in the area of syntactic and lexical. It can be classified into:

1. The errors committed by the students for the first language interference. In syntactic, the participants commit an error in sentence construction such as tenses use, the use of preposition, determiner, pronouns, auxiliary, and difficulties in constructing noun phrases.
 - a. We took picture, we swim, playing sand, and running along the beach.
 - b. My mom come to approach we

- c. I stay in coconut tree while crying.
- d. Fabrilwas swim
- e. Tree coconut

Those errors are commonly found among L2 learners. Schneider and McCoy (1998) expose standard syntactical errors such as subject-verb agreement, extra determiner, missing determiner, and incorrect determiner. Similarly, Irmalia (2016) finds five common grammatical errors made by Indonesian students in producing written text in English, namely article use, verb-tense and subject-verb agreement, word orders, singular and plural, and passive form.

2. How the students' first language interferes their English written production

In lexical, the participants tend to make a literal translation, misuse of words, and loan word (word borrowing). Besides, they tend to transfer their habit in their first language to English. The problems occur since the students have limited knowledge of the concept, difficulties in distinguishing synonymous, polysemous, and homonymous words, the limited vocabulary to express the concept in target language. Havlaskova (2010) summarizes at least four types of the occurrence of lexical interference. They are false cognate in which the learners consider that all words look or sound identically have the same meaning. The learners failed in considering the polysemous character of a word, expressing a concept in more words in the target language, and understanding the literal translation of idioms and collocations.

Based on the interlingual and intralingual theory, the errors come from the negative transfer of the learners' first language to target language (interlingual) and the students' low proficiency of the target language itself (intralingual). The interlingual occurs because of the distinction between the first language and the target language. Azzouz (2013) noticed that interlingual error occurs as the effect of the negative transfer of mother tongue because of the significant differences between first language and target language.

As well as the interlingual, the intralingual and development also contribute to the error committed by the students. According to Erdogan (2005), intralingual error comes from the faulty of partial learning of target language. Intralingual error covers four

sources they are: applying a certain rule to several situations which require different rule (over generalization), inability to uphold the rule learned before (ignorance of the rule restriction), the failure of learner to achieve knowledge of target language (incomplete application of the rule), and the learner failure in comprehending the distinction of target language or false concept hypothesized (Al-khreshe, 2016).

Example:

This is experience once I natural

After that, we want to back to the place at first.

Deakhshan and Karimi (2015) note some of the factors cause the transfer of L1 to L2, such as; differences and similarities of both L1 and L2, learners' background knowledge, learners' proficiency on the target language, and consonant cluster in L1 and L2. Besides, Irma, Jabu, and Salija (2018) consider that students' feelings (psychological burden) and assumption, disloyalty to the target language, and lack of vocabulary can also lead the students to generate interference (Irma, Jabu, and Salija, 2018).

In writing, the students set up the concept in their first language and then translated it into English word by word. It brings an impact on transferring the culture of their first language to target language. Detailly, Irmalia (2016) explains some cause of Indonesian interference such as unfamiliarity of the students with English, the inappropriate word use as they have limited knowledge of word use, so they directly copy the word from dictionary without selecting which word is appropriate to the context, and the students construct their ideas in Indonesian and transfer them into English word by word. In this case, they transfer the rule and the utterance of Indonesian to English.

Example:

We go to skilled get inside condition injury.

The error comes from the misuse of the dictionary. The writer does not find any word or phrase equivalent to the phrase "tukang pijat (massager)". She finds the word "tukang" (skilled laborer) and she writes the first word "skilled". "Kucaridikamus, tidakadakupat "tukang pijat" yang ada "tukang" ji jadi itumi kutulis" [I looked up the dictionary but I

did not find "tukang pijat ". I found only "tukang", that's why I wrote it.] (S2, interview 25-04-2019). (FCH)

My cousin broken bone

I permanent playing- playing my own below tree rambutan.

Conclusion

This research concerns about the interference of the students' first language on their written production in lexical and syntactic area, (1) the transfer of grammatical features of first language and literal translation and word use are common errors committed by the students of SMKN 1 Palopo in composing written English, (2) the interference/error occurs as distinction of English and the students' first language, the students' proficiency of the target language, and the students' communication strategy have a significant contribution to the errors committed by the students in producing written English. Therefore, in teaching English writing skill the teacher need to empower the material related to grammatical rule and give various methods, strategies, or approaches so that the students who bring L1 in the learning process will easily follow the rule of L2 both lexical and syntactical area.

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Wondershare Filmore in Teaching Vocabulary for Maritime Students

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Abstract

In the new era of 2017 Maritime English was a must for all the seafarers working globally. It was vitally important that those involved in any operational situation communicate effectively. This study is aimed to investigate the effect of Wonder-share Filmora in students' vocabulary mastery. This study applied quasi-experimental research. There were two groups in this model of experimental research. First was experimental group and the second one was control group. These groups were equated as nearly as possible. The population used to conduct the experiment was the nautical classes of the third semester students of Indonesian Maritime Academy AIPI Makassar in academic year 2017/2018. The effect of Multimedia *Wonder-share Filmora* could improve the students' mastery of SMCP vocabulary. The other hand, the new situation could be opened the students' mind to memories the ideas. It could be viewed from the result of the test and questionnaire of experimental and control class. Based on the statistical analysis, it could be implied that the mean score of the post-test was higher than the mean score of the pre-test. In order to know whether the difference between the two means was significant or not, the researcher used t-test. The result of computation of experiment class in post-test was 70.00 higher than control class was 58,75. Furthermore, most of maritime students found that Wonder-share Filmora brought

the positive effect in learning English especially in vocabulary mastery. It is also a fruitful media for learning English.

Keywords: *Wonder-share Filmora, Teaching Vocabulary, SCMP, Indonesian Maritime Academy (AMI AIPI Makassar, Indonesia).*

Introduction

Over the past twenty five years or so approximately 80% of the world's merchant ships had become multilingual and multi ethnic in crew composition. This reflected the increase globalization of maritime industry convenience to enable the recruitment of crews on a worldwide basis. As well as having more diversity of crew recruitment especially in communication diversities. There were problems of communication contributing to a lack of mutual confidences, suspicions and miss understanding, (Badawi & Halawa, 2003, Aeni, Jabu, Rahman, & Strid, (2017). Then the opportunities for human errors leading to dangers to any aspects such as to the ship, the people on board and the environment, were greatly increased.

In teaching vocabulary of SMCP to the Marine Merchant student, the teacher should be more creative and able to keep the students away from getting bored. In order to keep the students away from getting bored in learning the materials, the teacher should be used an appropriate instructional media. This media should gain the students' interest in learning. Media such as video, cartoon, smart projector, tape recorder, overhead projector, radio, television, computer, and etc. plays important role in teaching. They are very useful for the teacher to achieve the instructional goals and the objectives of learning, besides as a tool to command students in teaching learning process.

Teaching English by using Multimedia Wonder-share Filmora could be considered as one of the appropriate method. The used of Wonder-share Filmora as media could be a choice for the teacher in teaching vocabulary of SMCP in which the students were given a chance to study about the SMCP in different way. It hoped that they would be interested in learning the material. For the reasons above, the researcher wanted to try to find "How far Multimedia Wonder-share Filmora as a media in teaching vocabulary of SMCP could effect to the marine merchant students' vocabulary master?" The researcher hoped that

it would be an effective and interesting media in teaching vocabulary of SMCP material to the students. This study reported how did the use of Multimedia wondershare filmore affect the students' SMCP vocabulary mastery; it is also highlighted that the use of Multimedia Wondershare Filmore improve the students' interest in learning SMCP.

Literature Review

There are some previous research has done the study about the media in teaching vocabulary. Namely:

Abdul-Ameer, (2014), The paper tried to explore the effects of Digital Stories on Vocabulary learning by Iraqi young learners at the primary level. In order to accomplish this aim a three week experiment was carried out at Al- Imams' Ali private primary school for girls in Al-Diwaniyah City (Iraq). Then a test was designed to investigate whether computer and internet-based technology could improve vocabulary learning in English as a foreign language.

Sari, (2013), found that the implementation of pictures based memory words game is aimed to improve vocabulary mastery. The mean figure obtained by the subjects under study for each session in cycles was obviously improved than the mean figure of pre-test scores. The grand mean figure for cycle it showed that the vocabulary of the subjects under study got an improvement after they had been taught vocabulary mastery through pictures based memory words game of the fourth grade students.

Sakkir (2018), stated that the using movie is more effective in enhancing vocabulary achievement of the eight grade students of SMP Negeri 2 Rappang in academic year 2017/2018. The students' result of posttest is higher than the students' result of pretest (80 > 70. 625). Khotimah (2018), revealed that video project can be used to facilitate students more autonomous in English learning in which it has potency that can facilitate students by investing more time and effort out of formal. However, she did not do some observation to see what students do in the classroom. She focused only the perception of the students toward video project. Limbong (2018), found that being a teacher and lecturer is difficult work. In addition the lecturer's competence is crucial for the successful learning process that leads to improve students' achievement. Lecturers must be more creative in developing learning process in order to avoid the boredom. By being taught

by a professional educators , students are expected to be able to reach the learning objective.

Related to the findings as stated above, it was clearly reveal that there were some approaches, methods, and techniques that could be implemented in learning vocabulary and writing and other skills in learning English class. The researchers then concluded that in teaching vocabulary, teacher must have strategy and appropriated media in teaching.

Using media enhance the vocabulary master of the skill in classroom. It is assumed to be one of strategies in giving beneficial and effective contribution in teaching vocabulary in English. Multimedia learning has a direct effect on learning and even on growing as a person. An effect that differs and can't be achieved as easy whilst using traditional education materials. Therefore, it is no wonder the increasing of technology desire more to create properly multimedia in learning, especially for learning vocabulary of SMCP.

Because the themes were too various, the writers decided to choose an external communication phrase that are used of Standard Phrases in vessels' external communication does not in any way exempt from applying the radiotelephone procedures as set out in the ITU - Radio Regulations. themes only. It was also followed by interesting sounds and music which can build a positive learning atmosphere.

The media used bright colors to help the students' cognitive ability. It was completed by repetition and song, so that the students can understand and enjoy the learning process. The video is also reality based, live action, and bilingual. By this media, the writer hopes that the writer can improve the students' achievement in learning vocabulary and they got bored and could mastery all the item in SMCP.

Methodology

This study applied quasi- experimental research. There were two groups in this model of experimental research. First was experimental group and the second one was control group. These groups were equated as nearly as possible. The population that was used to conduct the experiment was the nautical classes of the third semester students of Indonesian Maritime Academy AIPI Makassar in academic year 2017/2018.

Findings and Discussions

1. Descriptive Analysis of Pre-test and Post test

Table 4.1. Description of Experiment Class

Experiment Group					
Pre Test			Post Test		
Mean Score	Standard Deviation	Average	Mean Score	Standard Deviation	Average
57,5	23,70	58	70.00	13,66	71

Table 4.2. Description of Control Class

Control Group					
Pre Test			Post Test		
Mean Score	Standard Deviation	Average	Mean Score	Standard Deviation	Average
52,25	18,39	52	58,75	14,74	59

Based on the table 4.1 and table 4.2 described on the pre-test that the students' achievement in the experimental class could be argued that standard deviation of 23.70 higher than the standard deviation of control class 18,39. The mean score also showed different score; where the experiment class showed 57, 5 than control class only 52, 25 mean score which the average of the both of groups 58 and 52.

The analysis of tables 4.1 and 4.2 above, explained classes in the study could not be assumed to be homogeneous if the both of groups didn't have the same prior knowledge in pretest, so that was why, the researcher need to follow t test of the average of students score of pre-test for control and experiment groups. If the result of statistically was the same, it meant that the students' achievement were similar to the test or homogenous. The table below showed the result of t test according to SPSS statistically.

Table 4.3 T-Test (Independent) Pretest of control class and experiment

T-Test for Equality of Means	
N	40
Mean Score Post Test (E)	57,5
Mean Score Pre Test (P)	52,25
Sig (2-tailed)	0.439
t-test	0.783

Based on the results of data processing using t test above, it obtained sig value was 0.439 which means greater than the alpha value. Thus it could be said that there was no significant difference between the control class pretest and the experimental class. After performing t tests on the mean results in the control class and experiment class.

The researcher continued to conduct further tests. The test was done after doing the treatment namely the application of Multimedia Wondershare Filmora media in the experiment class as a media in teaching vocabulary and used the old media in the control class on the process of the material SMCP.

The test was a post test. In the implementation of the test obtained the average value in the control class and experiment was different. As well as the results of mean score showed also different. It could see on the table 4.2 showed that the mean score of experiment class was 70 and 58.75 for control class. With 13, 66 and 14, 74 for control class standard deviation. This result of the post test showed the significant difference between groups. It can be concluded that there were differences in learning outcomes between the two groups. Based on the results of data processing using t test, obtained sig value = 0.029 which means greater than the value of alpha. Thus it could be said that there was a significant difference between the posttest control class and the experimental class. The t test could be explained based on the table below;

Table 4.4 T-Test (Independent) Pre and Post Test of experiment and control class

T-Test for Equality of Means	
N	40
Mean Score Post Test (E)	70,00
Mean Score Pre Test (P)	58,75
Sig (2-tailed)	0.029
t-test	2.263

The number of subjects in this experiment for experimental and control groups were 40. Based on the computation above, there has been significantly different from teaching vocabulary of SMCP by using Multimedia *Wondershare Filmore* and teaching vocabulary without using *Wondershare Filmore*

2. Presentation of the Vocabulary Test

Table 4.5 Presentation of the Vocabulary Test of Experiment and Control Classes

Experiment Class			Control Class		
Items	True Answer	Percentage	Items	True Answer	Percentage
3	20	7.63	3	17	7.23
2	18	6.87	2	15	6.38
6	18	6.87	6	15	6.38
4	18	6.87	4	14	5.96
17	16	6.11	7	14	5.96
12	15	5.73	8	14	5.96
11	15	5.73	17	14	5.96
8	14	5.34	12	13	5.53
9	13	4.96	20	13	5.53
19	13	4.96	9	12	5.11
20	12	4.58	13	12	5.11
10	12	4.58	14	12	5.11

13	11	4.20	11	11	4.68
14	11	4.20	10	10	4.26
5	10	3.82	1	9	3.83
7	10	3.82	15	9	3.83
18	10	3.82	19	9	3.83
1	9	3.44	5	8	3.40
15	9	3.44	18	8	3.40
16	8	3.05	16	6	2.55
Total	262	100%	Total	235	100%

Based on the table above showed that the presentation of truth of questions item of vocabulary test of SMCP. The difficulties made the value were different from its level. The both of groups showed that the students got difficulties in answering the question number 16, only 8 (eight) students of experiment group answered correctly the question and 6 (six) students from control class. The difficulties of the question included those aspects of form meaning and the complicated in structure of the vocabulary of SMCP.

Discussion

Language learning as shown in table 4.1 and 4.2 there is a significant difference in the performance between the control group and the experimental group in both sections of the test. This significant difference reflects the fact that although both groups departed from a similar level of English proficiency, but the experimental group managed to describe that using multimedia *Wondershare Filmora* an effective media in mastery the vocabulary of SMCP in Indonesian maritime Academy (AMI AIPI Makassar)

There were many related research finding of mastery the vocabulary as found by some researchers. There are many types or ways that can be used in teaching vocabulary. One of them with the use of technology as a medium. Abdul Ameer (2014) the title of his research *Improving Vocabulary Learning Through Digital Stories with Iraqi Young Learners of English at the Primary Level* where students managed to increase their vocabulary through Digital Stories which based on Web to bring that part of the world into the language classroom. In this research also integrated the learning with the raise of

technology. The students have been given the latest content material. Either in the form of appropriate media such as images, music, videos and SMCP materials is involved. In applying the multimedia Wondershare Filmore means that the created learning environment has taken based media of technology.

The outcome of this study proved the researchers' initial believe regarding the fact that the use of Multimedia Wondershare Filmore with one software may facilitate their vocabulary learning and help them progressively learn the material of SMCP. Learning with Multimedia Wondershare Filmore can create a fun atmosphere for students. This activity is the same as watching television such as Rusanganwa (2013) found that the students' progress during the teaching and learning activity by using the cartoon film was good. The students' achievement in English vocabulary was improved. Most of the students said that the activities by using cartoon film could help them in learning vocabulary. The main factors affecting this successful are the students' interest in the Wondershare Filmore given and relevancy between the vocabularies offered in this activity.

Using Multimedia Wondershare Filmore also by figures and pictures, as Brown (2017) found that figures helped the students to understand the difficult words easily by looking at the figures. The use of figures make the vocabulary learning more enjoyable and interesting because they can memories the meaning of the difficult words by looking at figures as keywords without looking them up in the dictionary. The use of figures makes the class more active and alive. In doing learning by *Wondershare Filmore* figures or pictures were selecting to the lesson. Brown (2019), revealed that using videos and pictures or figures in the classroom were a very good idea. Not only does this provide a teacher with a wide range of extraordinary benefits but it's a fun experiment for students as well and they will certainly appreciate the entire experience to begin with. It's all about having the right approach and attention to detail here something that every teacher should focus on if he/she wants to deliver the best results.

Sakkir (2016), through the research about Multimedia VCD can be used as media in teaching vocabulary to the students. Most of the students said that the activities using Multimedia VCD could help them in mastering English vocabulary. Besides, Multi Media VCD could increase the students' attention and motivation in learning vocabulary. There

were no significant different between *Wondershare Filmore*, where students focus their attention on the media provided. Some points that become this media interesting. Multimedia *Wondershare Filmore* media due to several factors, the first because the media is not monotonous, the teachers will add an appropriate video learning, pictures and figures in one application, and most interestingly again, this media can input the sound recording and music. These different displays create an interest in learning the vocabulary of the students.

It is concluded that Multimedia *Wondershare Filmore* is one of an appropriately selected and organized media that can offer a great range of opportunities to develop the students' achievement and interest. It is a playful and enjoyable context. At an early stage of language acquisition, media can be a valuable way of contextualizing and introducing in teaching learning. Thus, in order to explore whether the use of Multimedia *Wondershare Filmore* could improve vocabulary mastery of SMCP as an experiment was conducted by the researcher on Indonesian Maritime Academy AIPI Makassar of the third semester of Nautical Students. The results of the study reflected very important facts concerning the use of teaching strategy in teaching vocabulary. The results showed that students in the experimental group managed not only to comprehend new vocabulary through the experiment and provide correct answers in the test, but also improve the interest in learning especially in learning vocabulary of SMCP.

Teaching by using Multimedia *Wondershare Filmore* could be positive reinforcement. These positive results, the researcher believes, could be due to some important reasons:

- a. The use of Multimedia *Wondershare Filmore* might have motivated the students and promoted their concentration which in turn focused students' attention on their received input.
- b. The positive feedback which the learners gain for their performance of the tasks throughout the experiment was of great help in obtaining such results.

After finishing the experiment, the researcher found the advantages of using *Wondershare Filmore* to teach vocabulary to the students' of AMI AIPI Makassar could be described as follows:

1. The students showed a great enthusiasm during the lesson using multimedia Wondershare Filmora in teaching vocabulary of marine merchant students' was very good. It was supported by the higher scores gained by the students who have been taught using Wondershare Filmora.
2. The Multimedia Wondershare Filmora has a significant effect. Due to the significant difference between the pre-test and post-test scores of the students' vocabulary mastery, in which the post-test's mean is significantly higher than those of the pre-test.

Conclusion

This study concluded that Multimedia Wondershare Filmora could improve the students' mastery of SMCP vocabulary. It could be seen that the mean score of the post-test was higher than the mean score of the pre-test. In order to know whether the difference between the two means was significant or not, the researcher used t-test. The result of computation of experiment class in post-test was 70.00 higher than control class was 58, 75.

The other hand, the new situation could be opened the students' mind to memories the ideas. It could be viewed from the result of the test and questionnaire of experimental and control class. It should be noted that the students believed that the Wondershare Filmora offered them great advantages to enhance their vocabulary mastery and their interest. The students showed a great enthusiasm during the lesson using multimedia Wondershare Filmora. In addition, it can be positive reinforcement students' interest improved. It was shown by the result of questionnaire as well. A practical implication of the findings is it is profitable for the students to learn vocabulary using a technology such as Wondershare Filmora. It created enjoyable and playful atmosphere in learning.

However, in order to obtain better results the researcher believes that there is an urgent need, especially at the primary level in marine merchant campus. It can provide a realistic picture of the media inside the classroom. Unfortunately, many English teachers in this campus feel uncertain on how to use this application. Deciding how to use such materials, the researcher believes, demands great efforts for educators to include

technology into the curriculum to help teachers with the task. All of this suggests the need of conducting further research to explore the ways that technology, both in the initial language learning stages or advanced stages, can be brought into the context of the classroom.

Moreover, this is also recommended media for the teacher in the recent situation, where remote learning is conducted due to the quarantine. This media can be set up as online teaching and learning process. It is also recommended for Maritime English teachers to continue to enhance their Maritime English proficiency through the use of technology or media. They use varied teaching methods and techniques for maritime students to develop and enhance their proficiency in Maritime English. For further research, the other researchers may use the Wondershare Filmora in teaching speaking skill or other skills. It is also can be explored in a general university students not only for maritime students or English for Specific Purposes.

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Instruction of Metacognitive Strategies: Its Role on EFL Learners' Listening Achievement and Awareness of their Metacognitive Listening Strategies and Self-Regulation of Learning

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Abstract

Metacognitive strategies provide learners the proper guidance in English as a Foreign Language (EFL) listening and can be acquired by instruction. Furthermore, the cultivation of learners' metacognition is advantageous for the empowerment of their self-regulatory abilities. This paper investigated the role of metacognitive strategy instruction on Thai EFL learners' listening performance, metacognitive listening strategy and self-regulation of learning awareness. A total of 23 freshman students were purposively selected as the subject of the study. The researcher employed a mixed-mode method type of research involving a single group of pre- and post- test design. A Metacognitive Awareness in Listening Questionnaire (MALQ) and Self-Regulation of Learning Scale (SRS) were utilized as instruments to identify the students' awareness of their metacognitive strategies in listening as well as their self-regulation of learning. Data was collected while the respondents participated in the 10 sessions of a pedagogical cycle aimed at improving their listening comprehension employing metacognitive strategy

instruction. The results reveal that metacognitive strategy instruction made noteworthy gains on the respondents' listening achievement as indicated by a significant difference between their pre- ($\bar{x}=8.96$) and post- ($\bar{x}=12.70$) test results. Furthermore, all the five MALQ factors such as planning and evaluation, problem solving, directed attention, mental translation and person knowledge reveal a significant relationship with their listening achievement after the strategy instruction was employed. However, only five of the six components in SRS such as planning, self-monitoring, reflection, effort and self-efficacy show a significant relationship to that of their listening performance. Interestingly, the two aforesaid variables reveal significant relationship; however, the metacognitive listening strategy awareness is found to be a better predictor towards learners' listening achievement. On the other hand, qualitative findings reveal that respondents manifest positive responses in using metacognitive strategies to monitor their listening comprehension thus enhance their awareness on both metacognitive listening strategies and self-regulation of learning.

Keywords: Metacognitive Strategy Instruction; Metacognitive Awareness in Listening; Self-Regulation of Learning Awareness; EFL Listening

Introduction

Listening is identified as one of the most important skills and has been recognized as a critical skill in language learning (Huang, et. al., 2017). Rost (2001) claims that “a key difference between more successful and less successful acquirers relates in large part to their ability to use listening as a means of acquisition. Listeners can use a variety of mental processes to give meaning to the information they listen to and these mental processes that listeners use to understand spoken English can be broadly described as listening comprehension strategies. Listening comprehension is a cognitive skill that can be developed through acquisition of learning strategies. Explicit instruction of listening strategies is very vital and useful for EFL learners and one of the listening strategies is metacognitive strategies. Metacognitive strategies, according to Anderson (1991), are considered as the most important strategy to develop learners' skills. Developing metacognitive awareness helps learners to accomplish listening tasks more successfully

and effectively (Yang, 2009) because metacognitive strategies consist of thoughtful and effective action-tactics about what one does to inform choices about what, when and how to deal with the processing elements of learning (Liyanage, Barlett & Grimbeek, 2010). Oxford (2001) highlighted that having appropriate task knowledge about listening, students can plan, monitor and evaluate what they want to do.

Metacognitive strategies are “higher order executive skills that may entail of planning for, monitoring, or evaluating the success of activity” (O’Malley & Chamot, 1990, p. 44). In this framework, metacognitive awareness of listening strategies can be defined as “learners’ cognitive appraisal or the metacognitive knowledge of their perceptions about themselves, their understanding of listening demands, their cognitive goals, and their approach to the task and their strategies” (Vandergrift et al., 2006). These strategies include five types of strategies, i.e., problem solving, planning-evaluation, mental translation, person knowledge, and directed attention

Vandergrift (2003a) defined planning and evaluation strategies as strategies that help learners to be prepared in listening task and evaluate the results of their listening activities whilst mental translation are strategies that listeners need to avoid if they would intend to become proficient listeners. Richards (1990) defined problem-solving as strategies that listeners employ to make inferences and to monitor these inferences. Directed attention according to Rost (2001) are strategies that involve concentration and to stay focused on task whereas, Sparks and Ganschow (2001) describe person knowledge strategies as strategies that involve listeners’ perceptions regarding the difficulty of listening and learners’ linguistic confidence in second language.

A great number of studies proved that metacognitive strategies provide learners the proper guidance in EFL listening and can be acquired by instruction (Oxford, 1993; Vandergrift, 1997; 2003a; 2005; O’Malley & Chamot, 1990; Goh, 2008; Chen, 2009; Vandergrift, & Tafaghodtari, 2010; Vandergrift & Goh, 2012; Tavakoli, et.al., 2012; Krishnan & Kepol, 2013; Bozorgian, 2014; Zheng, 2018). Another example is the study conducted by Robillos (2019) where he reported the impact of metacognitive strategy instruction on Thai EFL learners’ listening comprehension performance and their metacognitive awareness and employed an exploratory case study using a mixed-mode method involving a single-group of pre-and post-test design. Results reveal that EFL

learners' use of metacognitive strategies in listening made significant improvements in their aural comprehension. Further, its qualitative findings unveil that respondents showed a positive responses in the use of metacognitive strategies in their listening endeavor.

Interestingly, training these strategies is useful for the empowerment of learners' self-regulated learning abilities. Metacognitive strategies concern the individual conscious control of cognitive activities and are helpful to empower self-regulated learning abilities. Learners who have the ability to think analytically and to learn independently are purposeful, strategic and persistent in learning as well as possessing more adaptive strategic and cognitive processes and willing to take charge of their learning (Zimmerman, 2008). This is the role of metacognition in empowering self-regulation across domains.

In the past quarter century, research has proliferated on self-regulation especially on self-regulated learning (SRL). SRL, as defined by Zimmerman (2008), refers to the extent to which students are motivated, use metacognitive strategies and become behaviorally active in their learning process and in accomplishing their goals. Radwan (2011) offers taxonomy of two major classes of strategies which are direct and indirect. The former strategies are further sub-classified into memory, cognitive, and compensation strategies whilst the latter strategies are sub-classified into metacognitive, affective, and social strategies. SRL is an active – constructive process whereby learners set goals for their learning and then monitor, regulate and control their cognition, motivation, and behavior guided and constrained by their goals and contextual features of the environment (Pintrich, 2000).

Learners, who self-regulate set goals for their learning, monitor, evaluate and reflect their learning. The use of metacognitive strategies stimulate students to have self-reflection on a particular task and help design a continuous monitoring and evaluating learning after an activity is completed. Susilowati (2015) notes that monitoring is a stage that helps trigger students to make self-reflection because they have already known their position in the task. Furthermore, metacognitive strategies guide students to have critical thinking since these strategies designed by well-planning and well-monitoring during the process that raises students' reflection. With their critical thinking, reflection can

optimize learners' self-regulated learning abilities. Learners who are aware of using metacognitive strategies are likely to become more of and be able to interpret the signs of changes continuously. Boekaerts & Cascallar (2006) highlighted that self-regulated learning is a powerful construct in that it allows various components that are part of successful learning.

It has been suggested that individuals who self-regulate well must: (1) plan how to approach a task in advance of their actions, (2) self-monitor their improvement during task performance, (3) evaluate the process and outcome after the execution of their plan, (4) during cycles of planning, self-monitoring, and evaluation, reflect upon the learning process, meaning that they put their knowledge into action and increase the number of strategies they can use, which gives them more possibilities to approach and perform future tasks (Ertmer & Newby, 1996). It has been assumed that, besides knowing what aspects to improve and how to improve these aspects, self-regulated learners must be motivated to improve (Zimmerman, 1989, 2006). Self-regulated learning research among students revealed that motivational outcome variables (e.g., effort) and motivational beliefs (e.g., self-efficacy) were positively linked to cognitive and metacognitive strategy use (e.g., Pintrich & Schunk, 2002; Schunk, 2001). Ericsson, et. al (1993) stated that individuals must be willing to invest maximal efforts to improve and sustain these efforts over years in order to reach optimal levels of performance. Bandura (1997) suggested that individuals must believe that they can successfully cope with task requirements in order to be motivated to execute tasks, which are referred to as self-efficacy. Self-efficacy beliefs are thought to determine the goals individuals set for themselves, how much effort they invest, their perseverance, and their resilience to failure (Bandura, 1993). Thus, effort and self-efficacy were included as the motivational variables of self-regulation of learning.

Although self-regulated learning was viewed as primarily considerable during personally directed forms of learning, such as seeking help from peers, parents and teachers, the main issue is whether a learner presents personal initiatives, insistence and adaptive skills. These proactive attributes of learners arise from helpful motivational feelings and beliefs besides metacognitive strategies (Zimmerman, 2008). As Kaplan

(2008) puts forward, ‘metacognitive and self-regulatory processes need to be clearly intertwined with methods designed to develop them’.

Meanwhile, the mission of all educational institutions is to produce independent and self-regulated learners; however, the traditional teacher-centered curriculum dominates the teaching and learning process in both schools and universities. In the Thai Educational curriculum, teaching listening particularly is embedded in an oral comprehension teaching approach through multiple choice written responses and the like. Thus, the process of explicitly teaching listening is overlooked with a strong emphasis on the assessment of the products of listening (Robillos, 2019). The core roles of students are listening and taking notes and it is perceived that all information in lectures consists of answers to the examination questions. In real life, however, people learn from a range of resources, such as problem-solving, sharing information and communicating with each other. The mismatch between real life and academic study in Thailand does not only cause students and instructors to feel trapped within their disciplines, but also creates obstacles for helping learners develop the ability to learn by themselves or to self-regulate learning by themselves.

Some significance is noticeably attached to this study by looking into this important topic in the Thai context where most of the time listening instruction is influenced by traditional teaching mode where students are always lacking of the ability to self-regulate and of learning strategies and methods. Furthermore, there is also an issue regarding the relationship between the success of EFL learners in using metacognitive strategies in listening and self-regulatory abilities in the university level; however, these issues to date have not been sufficiently investigated in Thailand. Therefore, the study attempts to address this gap to investigate the role of the instruction of metacognitive strategies on Thai EFL learners’ metacognitive listening strategy and self-regulation of learning awareness with the end-in-view of enhancing their listening skill.

Methodology

Research Design and Samples

The researcher employed a mixed-mode method type of research to explore the role of an implicit metacognitive listening strategy intervention on the students’ listening

comprehension performance of short informative video items as well as to determine if it helps empower the learners' awareness of their metacognitive listening strategies and self-regulation of learning. The researcher utilized a time series design to monitor students' progress in listening performance during 12-sessions which involved 10 sessions for the implementation of the strategy intervention and one session each for the pre-test and post-test. All the 23 first year college students of the academic year 2018-2019 who are majoring in TESOL program at the study-university were purposively selected as respondents consisting of 4 males and 19 females with ages ranging from 17 to 18 years old.

Research instruments and Data Collection

The study employs five methods of data collection to capture quality evidence that leads to the formulation of convincing and credible data to achieve the aims that have been posed above. The following methods are:

Pre-and-Post listening tests

Pre- and post- listening tests were used to measure the relationship between metacognitive strategy instruction and the respondents' listening performance of short informative video items which were aligned to the topic in their regular listening classroom. The choice of the short informative video items was based on the fact that these EFL students participating in the study were exposed to this authentic material on a regular basis. All the short informative video items were approximately three minutes long. The pre-test was administered one week before the intervention began while the post-test took place a day after the intervention was provided. The post-test consisted of the listening test about short information video item which was the same video item administered before the intervention.

Metacognitive Awareness in Listening Questionnaire (MALQ)

The MALQ was adopted from Vandergrift et. al's (2006) instrument which is designed to assess the extent to which language learners are aware of and can regulate the process of EFL listening comprehension. This questionnaire consists of 21 items and

mainly covers five aspects: *problem-solving* with 6 items; *planning and evaluation* with 5 items; *mental translation* 3 items; *person knowledge* with 3 items; and *directed attention* with 4 items. Respondents are requested to respond to items using a 6-point Likert scale ranging from “strongly agree” to “strongly disagree” without a neutral point so that respondents could not hedge.

Self-Regulation of Learning Scale (SRS)

Another instrument in the study is the Self-Regulation of Learning Scale which was administered to the participants before and after the strategy intervention. This questionnaire was first formulated by Toering (2011) and composed of 46 items divided into six subscales namely: planning, self-monitoring, evaluation, reflection, effort and self-efficacy. The Self-Regulation of Learning Scale (SRS) is intended to measure self-regulation as a relatively stable attribute in multiple learning domains. Originally, the subscales of planning (9 items), self-monitoring (8 items), effort (10 items), and self-efficacy (10 items) were scored on a 4-point Likert rating scale: (1) never (4) always; however, the scale was revised into a 5-likert scale to conform with the subscales of evaluation (8 items) and reflection (5 items) which were also scored on a 5-point Likert rating scale. In accordance with the original scales, evaluation ranged from (1) never to (5) always, and reflection ranged from (1) strongly agree to (5) strongly disagree. Before data analysis, reflection scores were reversed to make them correspond to the scores on the other five subscales.

Observation Field-notes were used by researcher to record any issues encountered during the intervention / during the course of the study. The notes are intended to be read as evidence that gives meaning and aids for further understanding of the phenomenon. Immediate recording of field-notes were done after leaving the class to avoid forgetting important details.

Interviews were conducted to provide more details about how often and when the respondents would use the metacognitive strategies after the intervention. The interview protocol was designed to examine how planning, monitoring and evaluation strategies assist the respondents to further improve their listening strategies and be able to be aware

of their listening process as well as their self-regulation of learning. This phase was implemented one week after the intervention.

The Intervention

The intervention involved teaching the ten metacognitive strategies where each lesson took around 90 minutes to carry it out utilizing a pedagogical cycle (Vandergrift, 2003) that comprised of stages such as: planning and predicting; first verification stage; second verification stage; final verification stage; and reflective stage. Furthermore, the researcher designed a lesson plan comprising 10 weeks of instructional material to ensure strict adherence to the intervention. The lesson plan consisted of three stages that fitted within the classroom activities and allocated time. The first stage dealt with the discussion of metacognitive strategies which involved demystification of metacognitive strategies and describing its function by showing some relevant examples. Stage 2 involved the selected metacognitive strategy to the topic of listening activities in the classroom. Thereafter, the teacher encouraged the students to use the strategies during their listening activities in the classroom. The listening activities used for metacognitive strategies in the classroom are authentic. The final stage emphasized the importance of each metacognitive strategy in improving their listening performance. Additionally, the students are advised that the results in their written composition associated with the research would not be graded and have no bearing on their academic grades.

Data from questions in the interview protocol were analyzed using the process of thematic coding (Cresswell, 2008). The themes were predetermined as shown in Table 1:

Table 1

Theme 1	
Effectiveness on the use of	-Pre-listening stage (Planning)
Metacognitive Strategy	-During listening stage (Monitoring)
instruction towards Learners’	-Post-listening stage (Evaluation)
Listening Achievement	
Theme 2	
	-Management of listening difficulties

The role of Metacognitive strategy instruction on Learners' Awareness of their metacognitive listening strategy and self-regulation of learning	-Self-regulate their listening process -builds self-confidence, motivation and positive habits -enhance awareness on their self-regulation of learning -helps tackle strategies that they would be using in the future
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Data Analysis

The data were evaluated based on descriptive and inferential statistics. The Descriptive Statistics such as mean, frequency, percentage were calculated and presented in a tabular form. The t-test statistical analysis was used to compare the means of both sets of tests. The t-test would verify whether or not the null hypothesis can be accepted. The Pearson Moment Correlation Coefficient was also used to determine the relationship between the aforesaid constructs likewise, the Multiple Linear Regression Analysis and ANOVA were used to test the contribution of the two constructs to that of the listening comprehension performance of the respondents.

Results

The initial results are the tests of difference on respondents' listening comprehension performance on short informative video item. This is followed by testing the relationships of respondents' listening comprehension to those of the five factors of metacognitive awareness in listening and the six components of SRS. Finally, the contribution of the two previously cited variables to that of the listening comprehension performance of the respondents was also tested.

Test of difference on the respondents' listening comprehension performance

Table 2 presents the test of difference on the respondents' listening comprehension performance of short informative video item before and after the strategy intervention. As shown, the mean scores during the pre-strategy intervention ($\bar{x} = 8.96$)

and post-strategy intervention ($\bar{x} = 12.70$) show that when compared statistically, the differences between the two results were significant having a computed p-value of 0.000 which is found less than that of 0.05 level of significance. Therefore, the research hypothesis claiming ‘instruction of metacognitive strategies had no significant difference on the respondents’ listening comprehension before and after the strategy intervention’, was rejected manifesting that metacognitive strategies made noteworthy gains to students’ listening achievement.

Table 2

Test of difference on the respondents’ listening comprehension performance on short informative video item before and after the strategy intervention

Variables	Mean	SD	t-computed value	p-value	Interpretation
Before	8.96				
Intervention		2.27	-8.00	0.000	Significantly Different
After	12.70				
Intervention		1.96			

Test of Relationship between the Respondents’ Listening Achievement and Metacognitive Listening Strategies and Self-Regulation of Learning Awareness

Table 3 presents the test of relationship between the respondents’ listening achievement and their metacognitive awareness in listening as represented by the five factors in MALQ after the intervention. As revealed from the table, all of the five factors showed significant relationship with the aforesaid variables since the factors on planning and evaluation (-2.88), problem-solving (-2.79), directed attention (-2.38), mental translation (-2.10) and person knowledge (-2.13) are higher than the t-critical value of 2.08.

Table 3

Test of Relationship between the Respondents' Listening Achievement and Metacognitive Awareness in Listening as Represented by the Five Factors of MALQ after the Intervention

MALQ Factors	Pearson r-value	t-computed value
Planning and Evaluation	-0.38	-2.88
Problem-solving	-0.35	-2.79
Directed Attention	0.28	-2.38
Mental Translation	-0.20	-2.10
Person Knowledge	0.15	-2.13

t-critical value = 2.08

Table 4 presents the test of relationship between the respondents' listening achievement and their self-regulation of learning awareness after the intervention. As gleaned from the table, five of the six SRS components showed significant relationships and these components are planning, self-monitoring, reflection, effort and self-efficacy which gained *t*-computed values of 2.31, 2.09, 2.10, 2.25 and 2.14 respectively. On the other hand, only one component which is the evaluation aspect did not show a significant relationship to that of respondents' listening achievement showing a smaller *t*-computed value of 1.13 than the *t*-critical value of 2.08.

Table 4

Test of Relationship between the Respondents' Listening Achievement and Self-Regulation of learning awareness after the Intervention

SRL Components	Pearson r-value	t-computed value
Planning	0.45	2.31
Self-monitoring	0.37	2.09
Evaluation	0.24	1.13
Reflection	0.23	2.10

Effort	0.44	2.25
Self-efficacy	0.22	2.14

t-critical value = 2.08

Table 5 presents the test of relationship between the respondents' Metacognitive awareness in listening as represented by MALQ and their self-regulation of learning as represented by SRS after the intervention. As gleaned from the table, the respondents' self-regulation of learning and metacognitive strategy awareness showed a significant relationship since the t-computed value of 2.84 is higher than the t-critical value of 2.08. Therefore, the research hypothesis claiming, 'there is no significant relationship between the respondents' metacognitive listening strategy awareness and self-regulation of learning awareness after the intervention', was rejected. The increase in the indicated metacognitive strategies awareness reflects the learners' stronger self-regulation of learning awareness (Vandergrift, *et.al*, 2003a).

Table 5

Test of Relationship between the Respondents' Metacognitive Awareness in Listening and their Self-Regulation of Learning Awareness

Variables	Pearson r-value	t-computed value	t-critical value	Interpretation
Metacognitive Awareness in Listening	0.48	2.84	2.08	Significantly Related
Self- Regulation of Learning Awareness				

The Contribution of Metacognitive Strategies in Listening and Self-Regulation of learning Awareness to Respondents' Listening Achievement

The Multiple Linear Regression was used to determine how well self-regulation of learning awareness and metacognitive strategies awareness were able to predict performance of the respondents in listening comprehension.

Table 6

Summary of Multiple Linear Regression Analysis of the Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.814	.70	.69	1.764

As revealed from the table, 70 percent of the variance in the learners' listening comprehension performance is explained by the combination of the two independent variables such as Metacognitive strategies in listening and Self-regulated learning abilities ($R^2=.70$). To determine whether the coefficient of the regression demonstrated by R^2 is significant or not, Table 7 is presented.

Table 7

ANOVA Results on Metacognitive Strategies awareness in listening and Self-Regulation of Learning awareness to Listening Comprehension Performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	94.0	2	47		
	Residual	7192	75	95.8	.510	.001
Total		7286	75			

Table 7 demonstrates that the contribution of the predictors (*i.e.* metacognitive strategies in listening and Self-Regulation of Learning awareness) was statistically

significant as reported by $R^2 = .70$, $F(2, 75) = .510$, $sig. = .001$. To determine the relative contribution of each of the scales to listening comprehension and to pinpoint which independent variable is a better predictor, table 8 is brought.

Table 8

Coefficients of Contribution of Metacognitive Strategies awareness in listening and Self-Regulation of Learning awareness to Respondents' Listening Comprehension

Model	Unstandardized		Standardized	<i>t</i>
	Coefficients		Coefficients	
	<i>B</i>	Std. Error	<i>Beta</i>	
1 (Constant)	60.78	9.43		7.613
Metacognitive Strategies	0.56	.153	.41	.394
Self-Regulated Learning	.104	.51	.28	-1.165

As can be seen from Table 8, it indicates that of the two independent variables, it is metacognitive strategies awareness in listening that is appeared as better predictor of learners' listening achievement. In other words, by examining the Beta value reported in the table, it can be inferred that with regard to Metacognitive strategies awareness in listening, one standard deviation unit change in the score leads to .41 unit of change in the listening achievement. For Self-regulation of learning variable, it can be inferred that the unit of change would be .28. Therefore, it indicates that in the present study, metacognitive listening strategy awareness were the significant contributor to the listening comprehension of the respondents.

Qualitative Part

Effectiveness on the use of metacognitive strategies towards learners' listening comprehension

Pre-Listening Phase (Planning Stage)

One of the metacognitive strategies being taught to the students is the pre-listening phase (planning stage). This strategy assists students to be able to understand what they should focus on when they make planning for listening task such as predicting related words, text organization, and content genre. This would help reduce their anxiety level and increase their self-confidence during the listening process. Like R12, she stated that knowing the text organization of the selection made her feel much easier to regulate listening condition and be able to easily understand what to concentrate during listening.

“I always see that I have a complete grasp of the text organization of the listening text for me to easily understand what is going to be heard from the selection.” R12

Knowledge activation is identified as an effective activity during planning stage. Students’ schemata and personal experiences could actively make connections and associations with new selection. R16 conveyed her feelings towards the effectiveness of those aforesaid strategies:

“What I like the most in this planning stage was the interaction between the teacher and the students. The interaction did not only provide us background information for the new listening selection but also created a relaxing learning environment which helps reduce our anxiety before listening.” R16

The above interview results were triangulated with researcher’s field-note record as follows:

Observation Field-note #1

Some students after teaching them strategies on planning became more focused on the listening selection they would be hearing. They believe that planning develops their schemas toward the selection and can help connections and associations with the new topic.

During – Listening Phase (Monitoring Stage)

Understanding the structure of the listening selection is very important. Once you missed those parts it maybe be difficult able to catch up. R13 and R1, expressed their opinion about how successful are their comprehension by concentrating heavily on structural parts of the listening selection:

“I make sure that the first paragraph usually provides the main idea and the details are found in the middle part, therefore, I need to anticipate to those parts”. R13

“For me, I focused on the relationship of the selection; I am also spotting on causes and effects, or contrast of the ideas. I believe that from those spots I can detect the main idea of the selection” Also, we got the second chance to listen to the selection again. This helps us identify and confirm where we got wrong. Throughout this active way of knowing where the problems are, I try to consistently work towards fixing it while listening to the selection. R1

The above interview results were triangulated with researcher’s field-note record as follows:

Observation Field-note #2

Guided through monitoring processes, the students learned that listening was not merely receiving inputs, it was an active process that enabled them to monitor their learning process, identify their problems, analyze their strategy use to cope with listening difficulties and strategies that they would be using the next time around.

Post – Listening Phase (Evaluation Stage)

Guiding students to reflect their learning processes, asking them to reflect on what problems they encountered during listening, which strategies they used, which strategies they would be using and how they would overcome their listening problems. Through self-evaluation process, the students had a better understanding of their listening process so as to help them better prepare for future listening tasks: R2 revealed her insights

regarding self- evaluation and emphasized that there are various evaluation strategies that they could use to comprehend the listening selection:

“For me, if the topic of the listening selection is familiar with me, I get more interested in listening to it. I might understand it better because the vocabularies and main ideas are easy to discern” R2

Pair and group work build students’ confidence. R12 could attest this as she unfolds her experience during collaboration stage. She tried to gain confidence in this stage through eventual sharing of her thoughts and ideas to her peers without reservations: *“I gained more confidence in the class after having taught metacognitive strategies. I was able to confidently convey my ideas without doubts. Before I was so shy sharing my ideas because I am afraid that it is wrong. Since some of them also had same ideas as mine as we share, it gives me confirmation that I can also do what they can do”*. R12

The above interview results were triangulated with researcher’s field-note record as follows:

Observation Field Note # 3

Self-reflection in post listening phase was very vital for the students to become self-regulated learners as students mostly focused on the first stage and second stage such as prior knowledge activation and check-monitoring respectively. So when the teacher asked them to reflect on their learning processes, the students immediately spoke and shared their thoughts and reflection regarding the advantages and disadvantages during listening which lead them to strategy adjustments for better listening. Furthermore, students were able to know how to listen and how to study on their own.

The Role of Metacognitive strategy instruction towards respondents’ awareness of their metacognitive strategies in listening and self-regulation of learning

After the strategy intervention, the respondents stated that they learned a lot of metacognitive strategies and these helped improve their listening comprehension

performance. R10 voiced that she knows now how to listen and can manage listening difficulties when she studied on her own:

“After being taught of metacognitive strategies in the class, I have learned to self-regulate my process of listening and could perform better. Moreover, if listening difficulties arise, I think I can confidently overcome it and can manage to solve it myself”. R10

Metacognitive strategies were used in the process of teaching listening in the classroom and these build self-confidence, motivation and positive habits on students’ learning experiences. Just like R12, R5 and R17 conveyed their thoughts regarding this:

“When I was trained with those metacognitive strategies, I started building confidence and discipline. I improved my confidence because I am directed to what I would be doing during listening activities. I build discipline as well because it helps remind me of what to do in listening activities I am having” R12

“There are various activities to undergo to finish a listening task such as interaction and assessment. Attending to these activities helps builds our discipline of attending the class and helps us interact with the course the whole period” R5

“Since the teacher developed assessment for class activities and out of class activities, I became more motivated and more disciplined in finishing my work.” R17

The aim of using metacognitive strategies in teaching listening is to guide students to be better listeners. In the study, the students were guided to help themselves in learning listening not only for one day but for their future learning experiences. R11 expressed her feelings regarding this:

“I learned that before listening starts, I need to activate my background knowledge because it helps me much to know what is going to happen in the listening selection. But this stage does not end only in my listening class. I believe that in any skill like reading, writing and even speaking, I can first build my background knowledge to stimulate my ideas into better ones. I also learnt how to handle different situations and help me tackle listening problems as I studied on my own.” R11

The above interview results were triangulated with researcher’s field-note record as follows:

Observation Field Note # 4

After the students were being taught of metacognitive strategies, it was observed that they became more aware of their metacognitive listening strategy use. They as well realized that practicing those activities helps them regulate their own learning because they can manage their own problems in listening and try to improve their strategies through applying those strategies.

Metacognitive strategies in listening allow learners to better prepare for their listening tasks. It teaches them to strategically plan, monitor and evaluate their performance not only on that day of the class but also the next time around. Thus, helps them to become independent learners trying to manage their listening difficulties and tackle strategies that they would be using in the future.

Discussion

In the present study, there was a significant change on the respondents' listening performance between the two tests as indicated by a higher mean yielded from the post-test compared to pre-test, which manifests that the metacognitive strategy instruction improved the respondents' listening performance. This finding is consistent with those of Vandergrift and Tafaghodtari (2010); Goh and Taib (2006); Rahimi & Katal (2011); Rahimirad (2014). Once students are made aware of successful strategies and more importantly discover the learning strategies that suit them best, they will be better motivated and thus, able to become more effective learners. When students learn how to plan a listening task, how to monitor their listening comprehension and how to evaluate their performance, they take on more responsibility for their learning, which is a pre-requisite for self-regulated learning. Self-regulated learners actively participate in the process or task completion and have a good plan for dealing with different problems and can monitor their plan which leads to a greater success. This is affirmed by Vandergrift's (2002) stating that 'teaching for metacognition provides language learners with knowledge and tools for meaningful transfer of learning so that they know and understand authentic texts outside of the classroom'.

The results revealed in the present study that metacognitive strategy instruction improved the learners' listening comprehension performance and their self-regulation of learning. It demonstrates that the instruction of the metacognitive strategies involving planning, monitoring and evaluation might have influenced the learners to become more cognizant of the aforesaid strategies in listening and that it assisted them to gain awareness and control of their listening strategies and eventually become self-regulated learners. This finding is in the same vein with Mareschal's (2007) study where she found that a low-proficiency and a high-proficiency group of learners of French who were exposed to the listening strategy instruction during the 8-week intensive language training were better able to regulate listening processes. The results manifested that instruction of listening strategies influenced the listeners' self-regulatory abilities, strategy use, metacognitive awareness and achieved success in listening. In the present study, the participants gained more knowledge of controlling the learning processes such as setting their learning goals, planning strategies, monitoring performance, identifying listening problems, reflecting on their use of strategies, and managing to solve their problems. Furthermore, effective strategy instruction never involves merely transferring or transmitting strategies; instead, it transforms learners from passive learners to be active participants (Oxford, 2011). Since the learners act an active role for the learning to take place, the establishment of self-regulation would follow. When the learners practice to use metacognitive strategies in their learning, they become more cognizant of their own learning process and take necessary steps to move in advance which leads them to self-regulation.

The respondents in the present study actively engaged themselves in the learning processes after the strategy intervention was employed. They have become more aware on the use of metacognitive strategies to enhance their listening comprehension performance, build confidence and empower their self-regulatory abilities in listening. This finding is in the same vein with the study conducted by Li (2016) where she explored on the effectiveness of listening strategy instruction that promoted self-regulated learning amongst six EFL Chinese learners at a Military College in Norther California. The findings revealed that listening strategy instruction helped learners raise awareness of strategy use, increase self-confidence improve listening abilities and foster learner autonomy and self-regulation.

Further, the respondents in the present study reported that understanding metacognitive strategies allowed them to overcome anxiety and nervousness during listening and have built more confidence in dealing with the listening tasks. The finding in this study backed up the findings of Graham and Macaro's (2008) and Li (2016) studies where the former reported that the integration of the listening strategies into the teaching of listening would greatly enhanced learners' self-confidence and self-efficacy. The latter's study reported that the instruction of listening strategies allowed the participants to overcome nervousness during listening and build more confidence in dealing with listening tasks. Both Graham and Macaro (2008) and Li (2016) mentioned that self-encouragement helped the participants to calm down and brought them self-confidence to be able to listen well and eventually could cope up with listening difficulties and problems using various listening strategies. When learners use more metacognitive strategies in their learning, they likely to become more self-regulated in learning. Thus, self-regulation, in return, reciprocates learners' ability to use metacognition. Additionally, Cubucku (2009) reported that students with low inclination on independent learning employ low metacognitive strategies (p. 62). EFL learners know what they are supposed to do when they encounter listening difficulties. Using their metacognitive knowledge and strategies, they come up with effective ways of managing their listening difficulties and problems and thus, move forward to be more self-regulated learners. This view is supported by Wenden (1991) stressing that students reflect on their learning and realize opportunities for effective learning. Metacognition (an introspective ability) is important because it produces the powerful knowledge that enables students to control their learning by demonstrating a conscious application of cognitive strategies (Joseph, 2005, p.151).

The present study also provided the respondents with the Self-Regulation of Learning Scale (SRS) so that they would approach their learning process to further enhance their listening performance as of the regular classroom activity. Although one component (Evaluation) did not show significant relationship, in overall, the result is reported as statistically significant. The result in the present study is congruent with Taghizadeh (2016) findings which reported that any improvement of self-regulation awareness seemed to be relating to metacognitive strategies such as planning, monitoring,

evaluation. As to Vandergrift (2007), he emphasized that being able to use learning strategies gives students a sense of ownership or independence in learning materials. Involving students in using prediction, monitoring, evaluating and problem-solving facilitates metacognitive knowledge, which is essential for controlling and regulating listening performance.

The present study used a pedagogical cycle (Vandergrift, 2003) in carrying out the listening activities and improved the respondents' listening performance. The result is in congruent with Oxford's, (2011), highlighting that 'EFL learners can benefit more from trainings compared to the existing method of teaching listening comprehension.' Further, this notion is amplified by Bozorgian's (2014) reporting that by teaching the learners with knowledge of metacognitive strategies, students will become more independent in handling their listening difficulties. Meanwhile, implementing metacognitive strategies through pedagogical cycle facilitate metacognitive knowledge among students as reported at Vandergrift's (2003) study because such stages help students to manage and control their learning at their own control and pace and build knowledge based on what they have already learnt.

Conclusion

The result of the study discloses that metacognitive strategy instruction helps enhance learners' listening achievement, metacognitive listening strategy and self-regulation awareness. The use of metacognitive strategies in listening comprehension made the respondents not only aware of their metacognitive listening strategies but became more cognizant of their self-regulation of learning as they manifest disposition on self-monitoring, self-evaluation, reflection, self-efficacy and the like. However, one has to keep in mind that being self-regulated through metacognition takes a long and tedious process in which the learners should consciously monitor the entire learning process and have cognizance of their own learning trajectories.

Pedagogical Implications

Both awareness on metacognitive strategies and self-regulation of learning facilitate successful listening achievement as revealed in the study findings.

Pedagogically speaking, this study designates the instructors to increase consciousness of integrating listening strategies into their instruction to teach students how to listen. This study also assist the learners to foster awareness of metacognitive strategies use and learn to apply those strategies so as to manage their own learning, control their own learning process and become self-regulated learners. Further, the present study also strengthens and optimizes learners' learning abilities and guides them toward the goal of self-regulated learning in listening comprehension, *i.e.* learners experience the processes of planning, monitoring, evaluating and reflecting their performance that leads them to identify their listening problems and understand how listening outcomes can be controlled, see themselves as agents of their own learning.

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Incorporating Twitter for Second Language Acquisition: Framework and Evidence

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Abstract

The advancements in social media platforms are significant as these have widespread usage in various contexts such as communication, information dissemination, trend analysis, etc. There is less evidence in the usage of an appropriate framework that improves the Second Language Acquisition (SLA) by adopting social media platforms, such as Twitter. In our earlier research work, we proposed a systematic framework for SLA. Our motivation in this research study was to discuss the results of our findings. We

deployed the SLA framework in the course- “Effective Public Speaking” that was offered in a premier Indian university. We also placed a few constraints in the way participants participated on Twitter. The sample included 60 students enrolled in the course and two groups were formed – 30 students of the experiment set-up and 30 students for the control group set-up. Both the groups had an equal percentage of male and female gender participants. A pre-test was used to measure the students' knowledge of the writing, usage and vocabulary. At the end of the experiment, a post-test was done to measure students' writing, usage and vocabulary. In both tests, the students were required to complete questions on writing, usage and vocabulary. Both the pre-test and post-test results were compared. After conducting the post-test, a survey questionnaire was given to the participants to explore their attitudes towards using Twitter for the purpose of learning SLA. We made several observations on our SLA framework for SLA learners. First, participants writing skills improved noticeably. Second, the usage of correct and appropriate vocabulary improved. Third, influencers on the SLA network triggered the SLA acquisition among the participants. Last but not least SLA showed considerable improvement when participants were allowed to receive and respond. We also proposed guidelines and strategies for the instructors to deploy and utilize the SLA framework for effective SLA learning.

Keywords: *SLA, Social media platform, Twitter, community, learning*

Introduction

Learners of today have access to enormous technologies and learning environments (McBride 2009; Goertler 2011). Foreign language learning and second language acquisition (SLA) is increasingly benefitted from social networking sites (SNS) and microblog applications. Microblog application such as Twitter has shown promising and potential benefits as an educational tool, including language learning/teaching. There exists huge opportunity in the usage of social media platforms due to their widespread usage in various contexts such as communication, information dissemination, trend analysis, etc. Some other popular social media platforms such as Facebook, LinkedIn, Twitter are also significantly used in various contexts.

In the education and learning scenario, Twitter has been recognized as an important tool and several scholars have advocated the use of Twitter for SLA and EFL learning. Dunlap and Lowenthal (2009) identified that Twitter provides various channels by which not only students but instructors also get various benefits such as immediate feedback, active participation, and monitoring. List and Bryant (2009) found improvements in peer tutoring and social interaction among the students by utilizing Twitter as an academic tool. Few researchers have examined that Twitter is best suited for asynchronous interactions among users and followers (Grosseck and Holotescu, 2008). Twitter owing to its benefit of supporting quick communication can also be treated as a tool for language learning thereby motivates the participants to have more active involvement (Borau et al., 2009). Several research works have identified significant improvements in the level of the participants' social presence thus affecting their second language acquisition skill (Borau et al., 2009; Dunlap and Lowenthal, 2009).

Though many research works have considered social media platforms like Twitter in the educational context but there is less evidence in the usage of appropriate framework that improves the Second Language Acquisition (SLA) by adopting social media platforms, such as Twitter.

The paper is organized as follows: firstly, an appropriate literature review is presented to identify suitable gaps. Secondly, the research design and conceptual model used to derive insights have been explained. Thirdly, analysis and discussion are presented. Fourthly, implications for various stakeholders and learning experiences have been proposed. Lastly, future direction and conclusion are presented.

Literature Review

Twitter (microblogging) has been promoted by the advocates of the SNS as it allows them to share one's thoughts or opinions or ideas or updates on one's present context (Java et al., 2007; Holotescue and Grosseck, 2009). Moreover, it also allows having mix-media that involves usage of images, video, emoticons or links to other sites or applications (Java et al., 2007). Twitter facilitates the fast transmission of short messages which appeals to the wide audience (Jocelyn et al., 2015). Junco (2011) and Borau et al., (2009) advocated several examples of Twitter usage to enhance one's

language learning abilities, such as learners could get a chance to practice situational communication while instructors could identify the learners' actual performance of the target language learning. In addition, it is easy for the instructors to monitor and track the learner's performance and provide appropriate learning artifacts such as a short tutorial, assignments, etc. The learners also get a chance to summarize their learnings, syntactic and semantic structure and vocabulary, and also share the same to validate the concepts learned during the classrooms (Bart, 2010). In some cases, Twitter has been used to provide a collaborative environment to the users to discuss and reinforce aspects of communication (Chen, 2011). Cho et al. (2010) advocated the use of Twitter to enhance the writing skills by considering self-evaluation and peer-evaluation as a validation strategy as the community can share and collaborate on developing the learning environment. Huynh and Tran (2018) advocated the use of Twitter for enhancing EFL skills and validated the same for the Environmental Engineering course at Danang University of Science and Technology. Dashtestani and Samoudin (2014) examined the best practices to impart English as a foreign language through Twitter and identified the positive influence of Twitter in enhancing learning skills.

The EFL learning capability enhancement has been noticed by Lakarnchau (2012), in the research work, in investigating six Thai EFL learners. The learners were given the assignment that requires them to consider reading and writing of the English texts. Twitter was used to share and discuss the learnings and it was found that it improve the EFL learning capability of the learners as the learners could effectively complete the assignments. In another study, Twitter was used to enhance the EFL learning for the participants of the 58 colleges in Taiwan Cheng (2012). The study instruments used were the EFL writing test and a sample questionnaire to identify the EFL learning improvements and it was found that Twitter had a positive influence on the participants to acquire EFL learnings. Murphy (2007) identified that Twitter was an appropriate tool to enhance second language acquisition considering its asynchronous nature. He found that the SLA learnings depended on the nature of the interactions and information sharing within the SLA learning community. Junca et al. (2011) noticed that Twitter provided users an opportunity to create a cooperative and collaborative environment for improving

their communication skills. Moreover, in a few cases, the users exhibited deeper involvement in SLA by utilizing Twitter (Grosbeck and Holotescu, 2008).

As is clear from the literature review, there exists some evidences of utilizing Twitter for SLA. However, these evidences have limited scope either in sample size or testability and repeatability of the experiments considering the segments of the communication and SLA skill. In this paper, the gaps are overcome by performing an experiment and a control set up to identify the change in the SLA skill of the participants utilizing Twitter. One step further, it also validates the improvement in the users when they were allowed to respond/retweet.

Research Design and Conceptual Framework

We adapted the conceptual framework presented in Upadhyay (2018) work for SLA investigations. The framework, Figure 1, was deployed to explore and understand the improvements in the participant's level for the SLA who were involved in the course “Effective Public Speaking”. In the model, the SLA community represents participants who can have roles like – moderator, author and reader. A moderator has the responsibility to moderate the SLA discussions, share and reinforce the short tutorials or assignments as per the requirements. A reader is one who reads the “tweets” while an author is responsible to write and share the tweets on the topics or themes regarding the SLA. The tweets of the SLA community are then extracted from the Twitter using the public API and utilized further to build the knowledge corpora. The moderator further based on the visualization and insights from the SLA community knowledge enhances or redesigns the SLA learning components.

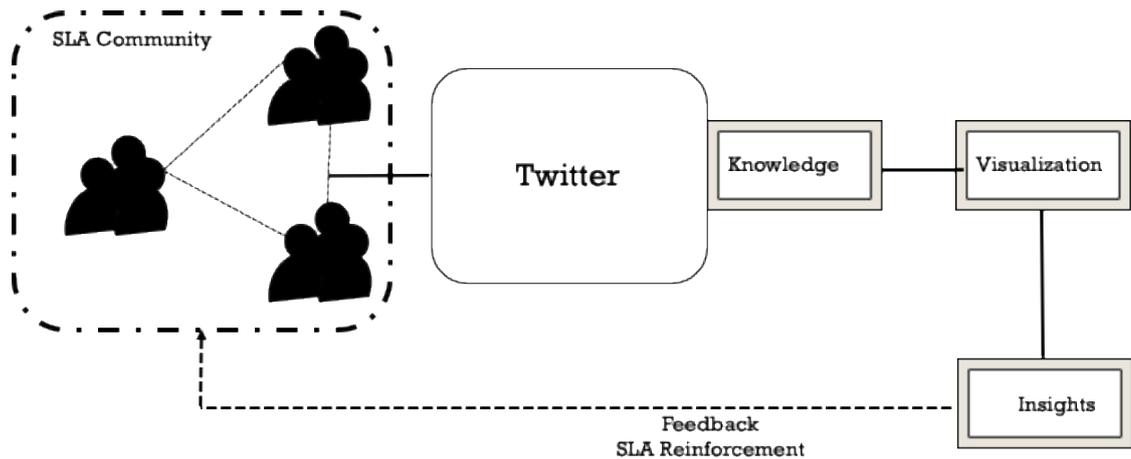


Figure 1 Conceptual framework for SLA [adapted from Upadhyay (2018)]

The framework supports various features, such as

- Real-time assessment: The instructor can assess the progress of the learners. Instructor can understand various aspects of the learners which includes - what activity each one of the participants is involved in; how each participant is interacting in the social network.
- Control and intervention: At any given time a Moderator, or an Instructor can intervene to enforce and enhance learning
- Themes and sentiments: It is possible to determine potential themes reflecting participants common interests and their sentiments
- Engagement: One can extract the timeline engagements and contribution effects to establish interactions.
- Measurement: It is possible to measure learning and behaviour change curve to gauge the effect of SLA learning.

Micro-blog application, Twitter, provides many benefits to the users, for example,

- just-in-time communication: the moment a user shares the posts on the social media platform, it becomes available in the network and allows people (subscribed or part of the network) to read the posts immediately.
- Group communication: Users can also create groups based on group interest or common theme to discuss and deliberate on the topics where group members are interested.

- Interaction: It provides various ways to interact with the peers and the group members, such as using broadcast or direct messages.
- Influence: as more and more corpora get generated on the social network, people get influenced by the good and authentic content (more often associated with the credible source)
- Information sharing: It provides a smooth channel for information sharing.

We raise the following questions

1. Does micro-blogging on Twitter lead to Improvements in the writing skills?
2. Does micro-blogging on Twitter lead to Improvements in the usage of vocabulary?
3. Is there a statistically significant difference between the achievements of the experimental group ,who were allowed to respond to the tweets (and participate in micro-blogging on Twitter), and those of the control group who were restricted to respond to the tweets (and participate on micro-blogging on Twitter) in the post-tests?

The sample included 60 students enrolled in the course. Two groups were formed – 30 students of the experiment set-up and 30 students for the control group set-up. Both the groups had an equal percentage of male and female gender participants. The average age of the participant was 19 years. A pre-test was used to measure the students' knowledge of the writing, usage and vocabulary. At the end of the experiment, a post-test was done to measure students' writing, usage and vocabulary. In both tests, the students were required to complete questions on writing, usage and vocabulary. Both the pre-test and post-test results were compared. After conducting the post-test, a survey questionnaire was given to the participants to explore their attitudes towards using Twitter for the purpose of learning SLA.

Analysis and Discussion

To determine the reliability of the questionnaire, an internal consistency method was used, as applied with Cronbach's alpha. The reliability test for the instrument produced a Cronbach alpha of 0.849, which can be considered a high-reliability value. The aim here was to evaluate the responses to the questions whether Twitter is effective

for enhancing the SLA of students or not. Statistically significant differences were investigated by means of an independent sample t-test. This evaluated the differences in the pre- and post-tests to conclude the research findings. At the start of the study, the pre-test suggested no relevant differences between the two groups; and therefore, it is reasonable to suppose that the post-test differences in scores would be a consequence of the treatment.

The findings (see table 1, table 2, and table 3) show that there exists a statistically significant difference between both the groups on SLA wrt to writing, usage, and vocabulary. The group when allowed to respond during the Twitter interactions, improved significantly in writing, usage and vocabulary. This is also because SLA gets affected by the influencers (impacting the community of practice).

	Writing B	Writing A
Mean	7.8	6.433333333
Variance	0.705084746	1.029378531
Observations	60	60
Hypothesized Mean Difference	0	
df	114	
t Stat	8.038141973	
P(T<=t) one-tail	4.68422E-13	
t Critical one-tail	1.658329969	
P(T<=t) two-tail	9.36844E-13	
t Critical two-tail	1.980992298	

Table 1 Independent sample t-test for Writing - Does micro-blogging on Twitter lead to Improvements in the (English) writing skills?

	Usage B	Usage A
Mean	7.683333333	6.833333333
Variance	0.762429379	0.649717514
Observations	60	60
Hypothesized Mean Difference	0	
df	117	
t Stat	5.540572135	
P(T<=t) one-tail	9.43049E-08	
t Critical one-tail	1.657981659	
P(T<=t) two-tail	1.8861E-07	
t Critical two-tail	1.980447599	

Table 2 Independent sample t-test for Usage- Does micro-blogging on Twitter lead to Improvements in the (English) usage skills?

	Vocabulary B	Vocabulary A
Mean	8.066666667	5.866666667
Variance	0.605649718	0.625988701
Observations	60	60
Hypothesized Mean Difference	0	
df	118	
t Stat	15.35524296	
P(T<=t) one-tail	3.28013E-30	
t Critical one-tail	1.657869522	
P(T<=t) two-tail	6.56025E-30	
t Critical two-tail	1.980272249	

Table 3 Independent sample t-test for Vocabulary- Does micro-blogging on Twitter lead to Improvements in the (English) vocabulary skills?

It is also evident from the network analysis that influencers had impact of the SLA community of practice. We can see the effect where initially one influencer and then later four influencers affected the SLA in the community of practice for SLA, Figure 2.

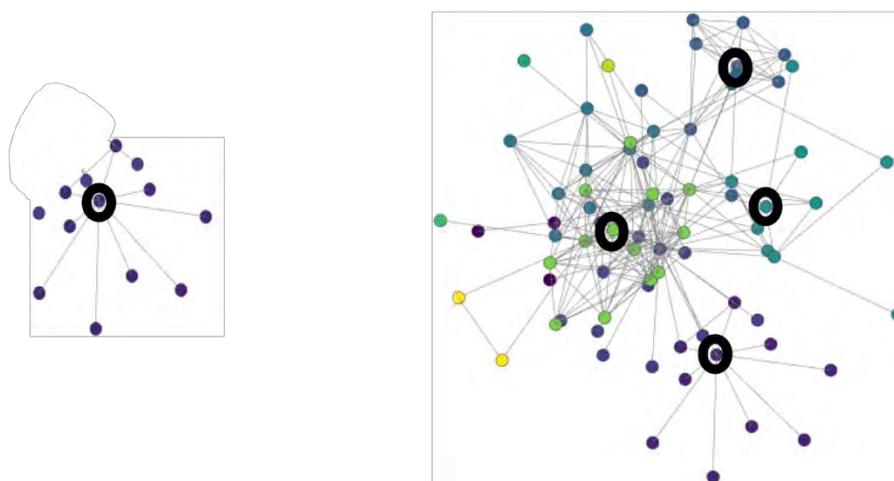


Figure 2 Influencer affecting SLA

Learnings, and suggestions

Various stakeholders of the SLA community get the benefit from the current study. Summarization of learnings and observations are as follows:

- Improvements in the (English) writing skills.
- Improvements in the usage of (English) vocabulary.
- Influencers on the SLA network triggered the SLA acquisition among the participants.

- Considerable improvement in SLA when participants were allowed to receive and respond.

To further enhance the level of SLA learning it is suggested that a fully developed SLA model should be deployed. Other factors to incorporate are:

- Supporting continuous insights from the model for effective SLA.
- Integrating sentiment and thematic analysis with the additional dictionary of the specific second language for the acquisition.
- Assessing and understanding needs of sub-community and individual participants before imparting any additional content. Also, few checkpoints in shorter duration, for example, a week, should be considered to formulate change in any strategy for the SLA ecosystem.

Conclusion

Twitter as a microblogging application was found to be useful for the SLA community. We performed the control and experiment group setups and identified significant improvements in the SLA skills when the participants were encouraged to respond/retweet/re-share the tweets. SLA learning conceptual model helped in learning, developing and engaging the community, thereby contributing to SLA. First, participants writing skills improved noticeably. Second, the usage of correct and appropriate vocabulary improved. Third, influencers on the SLA network triggered the SLA acquisition among the participants. Last but not least SLA showed considerable improvement when participants were allowed to receive and respond. The reflections, lessons, and suggestions from this study would help to empower the educationists, teachers, curriculum designers and instructors in using Twitter as a learning tool for SLA. The SLA community may get benefitted in multiple ways by utilizing Twitter.

Pedagogical Implication

The framework demonstrated evidence of improvement in second language acquisition skills when Twitter is incorporated in disseminating the knowledge. Educators, instructors, course designers and course moderators can benefit at large from this study. Students have different motivation and get influenced by the influencers in the

learning network. Thus, it is important to identify the key influencers and motivate them for the SLA skills dissemination. The network effect primarily drives the effectiveness of the SLA skill acquisition in the learning community. To be more effective in delivering the SLA skills based module, it is critical to explore the response behaviour of the students as it allows to moderate the content appropriately. It is necessary to have a short duration check-point to see the dynamic evolution of the sub-community and accordingly one has to develop and share the content. Moreover, thematic and sentiment analyses gathered from the Twitter tweets corpora help to reformulate the strategic alignment of course content and SLA skills acquisition modules.

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Take and Give Learning Model in Effecting the Student's Speaking Skill

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Abstract

In recent years, every people pay attention to globalization that happens around the world. Globalization demands a high capability in every sector; one of them is to master English well. It makes an augmentative number of schools in Indonesia have stepped up English education even at undergraduate levels. Our English teacher has significant homework to educate the generation. However, the teacher has the role of the

nation builder. This research sets for essential reasons why the students in Indonesia find it very difficult to adapt to the English pronunciation. It is tough to produce English that is acceptable and comprehensible, whether to native or non-native speakers. Speaking skill needs an advanced brain and emotional intelligence.

Consequently, the teacher necessitates an interactive and fun learning method to present the material so that students can master the speaking skills well. This paper provides the method which can be used to make the students more speakable when sharing information, notably for their classmates. Take and Give Learning Model is a process of sharing information in a pair of students. Student one hands the 'take care' and other hands the 'give card,' where the card's content is related to the learning topic. This research applied the action research design by involving one group and intended to use simple random sampling to get samples by considering that all the class is homogeneous in the speaking skill aspect. This paper aims to stimulate students' cooperative and supportiveness. Applying the Take and Give Learning Model is expected to form the students' speaking skillfulness.

Keywords: *English Education, Speaking, Take, and Give Learning Model.*

Introduction

English is the most common language used throughout the world. A distinction is often made that depends on how the language is learned: as a native language (or mother tongue) or as a foreign language. It is related to how Punia (2008) see the globalization in this era. She states that globalization has also contributed to an increasing interest in English language education worldwide. She also states that an increasing number of schools have stepped up English language requirements, even at undergraduate levels. Oommen (2015); Latifa et al. (2019) argue that teachers serve as role models not only when they teach students and also fulfill their role as a teacher in the classroom. It supports the general opinion that the teacher aimed at developing four skills of the students is how the learners' ability to understand, speak, to read, and to write. The fourth that skill each other interconnected one another.

Furthermore, Lyle (1993) in Zhang et al. (1995) states that oral language is an essential link in the process of students' learning and thinking development. The oral language provides a foundation for the development of other language skills. As children talk about themselves and their experiences, they are learning to organize their thinking and to focus their ideas. Givo and Bertram (2002) also add that it is essential to provide opportunities for oral language to continue to grow in the classroom from those foundations. Before students achieve proficiency in reading and writing, oral language is an essential means of learning and acquiring knowledge. In fact, oral language skills remain essential for the communication of ideas and intelligent conversations throughout life.

To achieve literacy, especially in speaking, students should have good abilities in pronunciation, grammar, and expressing the ideas fluently with appropriate word choices (Latifa et al. 2015). Besides, they should also be aware of the social and cultural rules that apply in the various context of communication as well as of the strategies employed during the process of communication. Based on the observation and interviews conducted by the researcher to First Grade students of SMP Handayani Sungguminasa Gowa, South Sulawesi, however, some problems were still found in the students' abilities in English, especially in speaking. The students' speaking skills were relatively low. They had difficulties in expressing ideas and opinions orally as they were afraid of making mistakes and not confident to speak English. They still had difficulties in pronouncing certain English words. To be able to speak, instead of pronunciation, the richness of vocabulary was also remarkable.

On the other hand, most students lacked vocabulary mastery, and only a few students in the classroom consulted a dictionary. Their competencies in grammar were also inadequate. Therefore, they preferred to be silent and not fully participate in classroom activities. Also, the classroom activities were less motivating the students in learning.

Some models could be used in teaching English, especially in speaking. One of them is the "Take and Give Learning Model." Take and Give Learning Model helped the students to increase the students' ability in speaking where the students step by step mastery many more vocabulary and comprehend how to pronounce it. Toduho (2012) in

Septiana et al. (2013) defines that the Take and Give Learning Model referred to constructivism, is the learning that could make the students more active and develop the knowledge that would be theirs. In this process, the students would check and adapt their new knowledge with the mindset which they had.

Concerning the explanation above, the writer committed to conducting a research title "The Application of Taking and Give Learning Model to Improve the Students' Speaking Skill."

Theoretical Review

Take and Give Learning Model

According to Uno and Muhammad (2012), Take and Give was a learning model that using a media about 10 x 15 centimeters for each student, and the card contains the sub material that related to the subject which was learned by the teacher. Thus, every student will write their name and their couple's name each other before beginning the *take* and *give* process. Meanwhile, Silberman (2009) stated that Take and Give Learning Model based on conflict resolution had the meaning as an active learning strategy through completion problem. The characteristics of active learning strategy are the students learn in a small group to achieve the completeness of the material; the group is formed by the students who had the high ability, medium, to low; awards were preferred on the group work rather than individual work. An active learning strategy was arranged to increase student participation and allow students to interact with classmates who had different backgrounds. In the Take and Give Learning Model, the teacher's problems or conflicts could be provided when the giving phase of the card. On the card, the teacher writes problems or a conflict to be completed by the students. The student could use a variety of sources to solve the problems. After getting the completion, the students are asked to find a partner and share the knowledge that had been gained by another student. Take and Give Learning Model is a set of serving data that was begun by giving a card to each student where the content of a sub-material which have to learn and memorize by every student. Take and Give Learning Model gave a chance to the students to learn something at the same time when sharing the information. The experts believe that the subjects would be mastered well if the students could teach the subject to their classmates.

Dhamma (2013) stated that Take and Give is a learning model that invites the students to share the material presented by the teacher. In other words, this Model trains the students to be more active to receive and share the material repeatedly. In the learning process, Take and Give is assisted by using the instructional media (in the cards form) that contains the material. In this phase, the student is given a card to memorize and then look for a partner to exchange the information with each other. Furthermore, the teacher would ask the students by the material in the students' cards. This phase had a goal to build a dynamic learning environment, full of spirit and enthusiasm. This Model is directed to make the students' achievement in the learning process more efficient and effective in a happy atmosphere though the students were discussing a complicated matter. Take and Give have the syntax and it intended the students to comprehend the teaching material that was given by the teacher and the classmates. Shortly, this learning model was how the students understand the teaching material by using a card and make a pair to share the information.

Besides, Huda (2013) in Luritawaty (2018) explains that Take and Give is a learning model that supported by a data presentation that begins by giving cards to students that are on the card, which must be learned and memorized by each student. Take and Give Learning Model is begun by dividing the cards to the students, which contain a note that had to be memorized. During the *taking* process, the students developing the material by using several sources. Then in the *given* process, the students look for the partner to exchange existing knowledge according to the card. The teacher terminates the learning activity to evaluate the students' improvement that had been received from the partner. Take and Give Learning Model have seven general steps. They are planning, explaining the teaching material, giving the cards (as resolution conflict), grouping (or looking for the pair), *take* and *give*, evaluation, and reflection.

Based on the third concepts above, the writer concludes that the Take and Give Learning Model was learning, which is very useful and interesting to make students more active in a happy atmosphere during the learning process, especially in learning speaking.

The advantages and disadvantages of Taking and Give Learning Model are stated by Rahmayanti (2013) states the advantages of Taking and Give Learning Model as follows:

- The student will understand and master the teaching material more because the students get the information from the teacher and the classmate.
- Minimizing the time in the learning process.
- This Model is stuffy because the teacher can modify it based on the students' needs and the learning situation.
- The students are more focus because the teacher explained the teaching material before dividing the cards to every student.
- They are training the students to interact with the classmate politely when they share the information.
- They are training the students to cooperate and respect the classmate's capability.
- They were increasing the students' responsibility because the students have to responsible for the card (the sub-material).

Then, the disadvantages of Taking and Give Learning Model as follows:

- The students just take a little information from the pair and would get misunderstood.
- It is very crucial to manage the classroom.
- Some students look for a pair to talk about another problem, not focus on the sub-material on the card.
- The capability of the students to share the information with the classmate is deficient.

The Concept of Speaking

The Nature of Speaking

There are some definitions and perspectives of speaking proposed by some experts. Cameron (2001) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in a foreign language in order to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and needs to organize the discourse so that

the listener will understand (Kosasih, 2019). Another expert, Barker (2005), considers speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at a speed of high level.

Speaking is transitory and must be processed in real-time, while written language is permanent and can be read and reread. Next, within a few moments, speakers have to plan, formulate, and deliver their utterances, while writers spend more time to plan, review, and revise their words. To be able to communicate, both speakers and listeners need to be present during the activity. Unlike writing, speakers do not need to carry much information to enhance a message as they employ various devices such as stress, intonation, pitch, volume, pausing, etc. From the complexity of clauses, speakers tend to have shorter clauses than the writers do. With the same idea, Louma (2004) underlines that a significant difference between speech and writing is that speakers do not usually speak in sentences. Instead, speech can be considered to consist of idea units, short phrases, and clauses connected with *or*, *or that*, or not joined by conjunctions at all but simply spoken next to each other, with possibly a short pause between them.

Futhernore, Brown (2000) asserts other characteristics of speaking, which can make vocal performance easy as well as challenging in some cases. They are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction. The first characteristic is clustering, which means that fluent speech is phrasal, not word by word. Speakers can do such clustering or joining some sounds to organize their output both cognitively and physically. The second is that the speakers have an opportunity to make meaning clearer through the redundancy of language. The next is the use of reduced forms, meaning that instead of producing a bookish speech, the speakers tend to develop contractions, elisions, reduced vowels, etc. One of the advantages of spoken language is that the process of thinking as the speakers speak allows them to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can be taught to use such performance variables, such as how to pause and hesitate. Colloquial language is one of the characteristics of spoken language that the learners should be familiar with the words, idioms, and phrases and get practice in producing these forms. Another salient

characteristic of fluency is the rate of delivery. Teachers should help learners to achieve an acceptable speed along with other attributes of fluency. Stress, rhythm, and intonation are the essential characteristic of English pronunciation as the stress-timed rhythm of spoken English, and its intonation patterns convey essential messages. The last is the interaction. Learning to produce waves of language without interlocutors will rob speaking skill components, like the creativity of conversational negotiations.

As the speakers encounter some difficulties during the performance, especially when the speakers do not know a word or are not able to memorize it, they can employ some strategies proposed by Harmer (2007), (Latifa & Nur, 2019). The strategies can be in the form of improvising, discarding, foreignizing, and paraphrasing. Improvising means that the speakers try to use any word or phrase which is expected to be about right. While in discarding, they can simply leave the words which are difficult to say. The next strategy is foreignizing. It chooses a word in the language the speakers know (such as their first language) to be foreignized with the hope that the meaning will be equivalent to the foreign language word they wish to express. The last is paraphrasing in which the speakers use such lexical substitution about the word they do not know through giving explanations or examples to paraphrase it (Latifa & Nur, 2019).

As opposed to monologues, dialogues involve two or more speakers. The exchanges can be interpersonal, which promotes social relationships and transactional of which the aim is to exchange information. To sum up, speaking is a productive language skill in which the activity includes two or more people having interaction to deliver or get a message through verbal and non-verbal languages. Furthermore, a speaker needs to use the most appropriate words and the correct grammar to convey meaning accurately and precisely and needs to organize the discourse so that the listeners will understand.

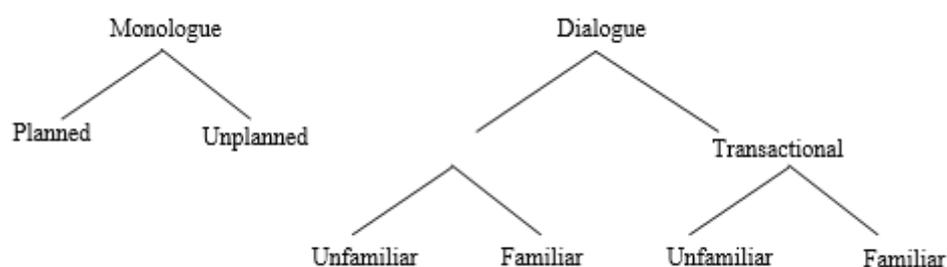


Figure 1. Types of oral language (adapted from Nunan 1991)

Concerning its nature, speaking is considered severe. The understanding of the characteristics of speaking above may lead the speaker to succeed in their performances.

Thus, speaking should be well learned by the learners from the very basic.

Micro-macro Skills of Speaking

To succeed the oral communication, speakers need to consider some aspects, namely micro-skills and macro skills. The micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. While the macro skills imply the speaker's focus on the more significant elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options (Brown, 2004).

In conclusion, both micro and macro skills are needed by the speakers to succeed in their communication. The micro-skills focus on the smaller chunks of language while the macro skills concern about the more significant elements. By understanding those skills, teachers can scaffold the students to acquire the skills through designed speaking tasks. (The procedure of the teaching of speaking can be seen in Figure 2).

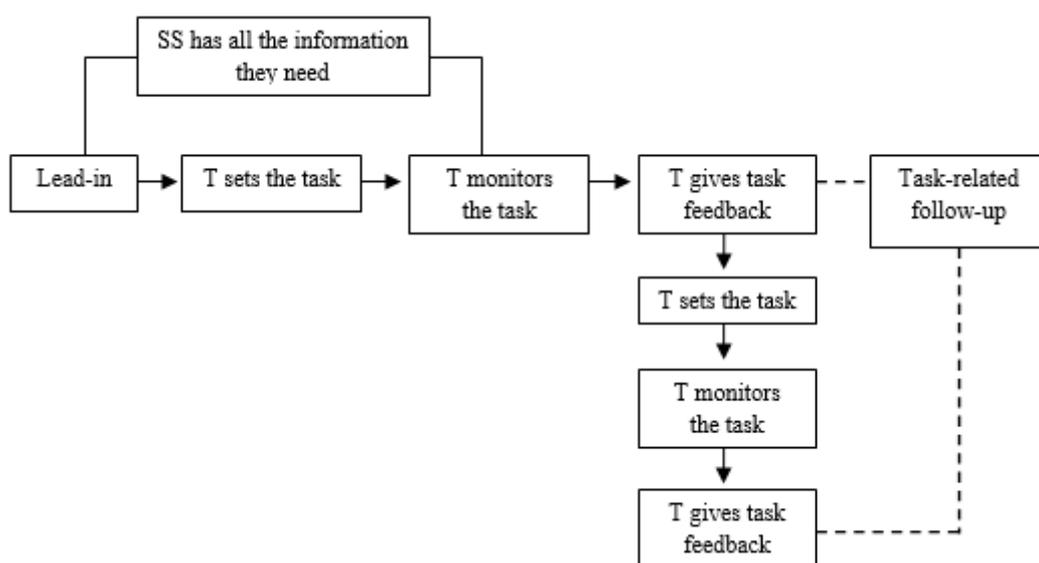


Figure 2. A basic model for teaching productive skills (Harmer, 2007)

Moreover, to run the teaching and learning process of speaking well, the English teacher should consider some components of teaching such as curriculum, teachers' role, feedback in speaking, principles for designing the speaking techniques, classroom speaking activities, assessing speaking, and instructional media.

Research Method

The research design that would be used in this research is Action Research. According to Burns (2011), action research is a self-reflective, systematic, and critical approach to the inquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation to bring about critically informed changes in practice. Action research is underpinned by democratic principles in that ownership of change is invested in the research.

In other words, the central idea of Action Research is to solve the problematic situation and to bring about changes and better improvements in practice. In this research study, the researcher directly participated in the research in order to solve the problems existed in the teaching and learning process of speaking to bring improvements to the students' speaking skills of first-grade students of SMP Handayani Sungguminasa Gowa through the take and give cards.

The subject of this research was the first-grade students of SMP Handayani Sungguminasa, Gowa, in the 2017/ 2018 academic year. The number of the students was 32 students, consisted of 16 males and 16 females.

Research Result

The findings of the research deal with the answer to the problem statement which aims to find out the achievement of the students' ability in speaking. The result of data analysis found that teaching writing skills through the Taking and Give Learning Model can improve the students' speaking skills at the First Grade students of SMP HandayaniSungguminasa, Gowa.

The research findings would be inferred from the qualitative and quantitative data gathered during the research. The qualitative data are from the observation of the teaching and learning process, interview with the English teacher, the collaborator, and the students. The quantitative data is derived from speaking scores of pre- and post-tests. The result of questionnaires is given at the end of each cycle. The implementation of taking and give Learning Model in Improving the Speaking Skill

The students' activeness in teaching and learning process toward the application of Taking and Give Learning Model to improve the students' ability in speaking at the First Grade students of SMP HandayaniSungguminasa, Gowa, which conducted in two cycles during eight meetings, is taken by the researcher through the observation sheet. The researcher observes every meeting in two cycles wherein every cycle, the activeness of the students always increases. Until the last meeting in cycle II, the students' response is classification into "active." The students are not bored and more enthusiastic to follow the teaching-learning process. The students seem more confident in writing and express their ideas. They also admit that they become creative and more concentration in the classroom.

Furthermore, the improvement of the teaching and learning process of speaking also affected the improvement of the students' speaking performances. In this research, the students' speaking ability in pre-test and post-test were scored. In order to avoid the subjectivity in scoring the students' performance, the research study applied investigator

triangulation. Besides, inter-rater reliability was also used to make the data reliable. The scoring activities were done by the researcher, the English teacher, and the peer-collaborator. The summary of the result of the pre-test and post-test is presented below.

Table 1. The Result of Pre-Tests in each Aspect

RATER	FLUENCY	PRONUNCIATION	ACCURACY	VOCABULARY
Rater 1	5.69	4.64	4.66	5.50
Rater 2	5.78	4.97	4.94	5.88
Rater 3	5.13	4.25	4.22	5.19
Mean	5.53	4.64	4.60	5.52
Score				

Table 2. The Result of Post-Tests in each Aspect

RATER	FLUENCY	PRONUNCIATION	ACCURACY	VOCABULARY
Rater 1	7.07	6.67	6.47	7.27
Rater 2	7.07	6.93	6.37	7.43
Rater 3	6.87	6.27	6.27	7.23
Mean	7.00	6.62	6.37	7.31
Score				

In the pre-test, some students were hesitant to speak as they were not confident and felt afraid to make mistakes. They tended to rely on their notes and even just read aloud the monologue. Their dictions were also limited. Most of the utterances were grammatically incorrect, and most of the words were mispronounced. Besides, their utterances were not linked entirely to one another.

Through the implementation of pictures, the students' speaking abilities were improved. The improvements were revealed from the result of the students' performance in the post-test. In the post-test, their grammatical mistakes were reduced, and their pronunciation also got better. Their vocabulary was also varied. The students were more confident and fluent in delivering the monologue.

Some of them were able to use facial expressions and gestures. Besides, delivery of the monologue was equipped with connectors that linked their ideas well, and some strategic devices applied during the performance to maintain the process of communication, such as pauses, fillers, and self-corrections.

- The improvement of the students' mean score viewed from its generic structure.
- The application of Taking and Give Learning Model in teaching English can improve the students' writing in terms of generic structure. It is proved by the writing test as indicated by the significant difference between the mean score of the cycle I and cycles II in the following table:

TEST	FREQ.	FLUENCY	PRONUNCIATION	ACCURACY	VOCABULARY
Pre-Test	32	5.53	4.64	4.60	5.52
Post-Test	30	7.00	6.62	6.37	7.31
Gain Score		1.47	1.99	1.76	1.79

Table 3. The Students' Mean Scores in Speaking Aspects

The students' mean score in fluency aspect increased after the implementation of pictures. The students' scores increased 1.47 from 5.53 in the pre-test to 7.00 in the post-test. The mean score of the pronunciation aspect gained by the students is 1.99. In the pre-test, the mean score is 4.64. After doing the actions, the mean score becomes 6.62. In the accuracy aspect, the mean score is also improved. In the pre-test, the mean score is 4.60. In post-test, the mean score becomes 6.37. The gain score obtained is 1.76. The last aspect is vocabulary, which also reveals some improvements. The students' mean score in the pre-test is 5.52, which increases into 7.31 in the post-test. It means the gain score is 1.79.

The improvements achieved by the students above are presented in the following chart.

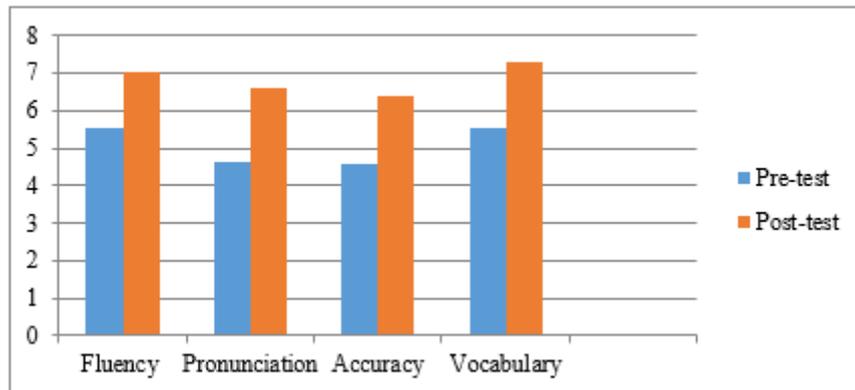


Chart 1. The students' mean scores in speaking aspects

The students' speaking skills improved in four aspects of speaking about the discussion above: fluency, pronunciation, grammar, and vocabulary. The general findings of the students' mean score in pre-test and post-test are presented in the table below.

Table 4. The Students' Mean Scores in the Pre-Test and Post Test

	Pre-Test	Post-Test	Gain Score
Mean Score	20.22	27.30	7.08

The table above shows that the mean score of the post-test is higher than the pre-test. The gain score of the students' speaking ability is 7.08 showing that there is an improvement of students' speaking skills.

Conclusion

Take and Give Learning Model is a way to teach students through their friends (peer tutoring). In some cases, the students are challenging to receive the learning by the teacher instruction, but on the other hand, they understand it faster and more efficiently in their friends' way. It is the 'special spot' that should be known by the teacher, how to reach the students' passion for learning much, and more, it is by taking advantage of the friend

zone. This way is a part of students centered on minimizing the teacher's action during the class. It worked and proved by the students' scores in each test. The students' mean score improves from pre-test to post-test, from 20.22 to 27.30. Not only the students' improvement in speaking, but this way also gives a significant contribution to student's discipline because they can control their friends during the 'take and give' process is conducting. Automatically, the class condition more conducive and build a high concentration atmosphere.

Based on the reason above, the researchers conclude that the Take and Give Learning Model is a significant new way to build lovely relations among the students and also to teacher-student relations. The harmony situation correctly can build a good learning process where the teacher happy in managing the classroom, and the students can reach the goals of the material. The researchers realize that in teaching, the teacher must see the students' needs deeply. The teacher must explore the students' lifestyle is learning to find the special spot before giving the treatment and solve the gap or problems (abstract and non-abstract). Especially in speaking skill, it is hard because to support the students in mastering the speaking, it needs a big deal with the students' mood in order that while speaking, they not only remember the words/ sentences but also comprehend about the using and applicating the words/ sentences in many ways.

Pedagogical Implication

In applying the Take and Give Learning Model, the researchers find how the students get some advantages. This learning model grows an extraordinary relation—as we know that in recent years, the students almost miss their direct relation with classmates caused by sophisticated technology—where they feel unusual when interacting with their friends. The feelings that they never get in any situation, about collaboration, cooperation, and supporting each other. Based on the observation in every single meeting, the researchers find that the students are happier and spend their learning time meaningfully. Briefly, the Take and Give Learning Model is how to touch the students smoothly but precisely, begin with their individualism, then socialism sensitiveness.

At the same time, the main goals of the education system in Indonesia about student-centered focusing, Take and Give Learning Model has really supported this aspect when the teacher action is minimizing and focus on the students' pair interaction. In this case, the teacher only gives the instruction and guiding the students in conducting the 'take and give' process. Sometimes, the teacher will help the students when they have a question and cannot solve it alone. Based on the explanation above, the researchers conclude that the Take and Give Learning Model can reach many aspects pedagogically proved by the effectiveness and usefulness to apply in the classroom.

Suggestion

To the English Teacher

The English teachers need to improve the teaching and learning process, not only in Reading, Writing, and Listening but also Speaking. It can be done by applying appropriate media so that the students will be motivated and interested in the teaching and learning process of speaking. If the students are motivated and interested in the teaching and learning process of speaking, the students can experience speaking practices joyfully. One of the media is cards. Cards are considered effective to be implemented in the teaching and learning process of speaking. The valuable resources as they provide a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of speaking practices which are fun and able to improve the students' speaking abilities not only in the aspect of the students' pronunciation, but also their fluency, grammar, and also vocabulary mastery, and a focus of interest for students.

To the Other Researcher

This research study is aimed at improving the students' speaking skills. However, there were still some problems which were not yet solved. Related to the focus of the study, it is advisable that the results of the study can be used as one of the references for the other researchers who conduct similar studies related to the development of the students' speaking skills. Of course, after the whole of the research steps, we have realized that sometimes the students will more understand the material by peer-tutoring, such as sharing information by using cards. That is why this research is recommended to read,

share, and develop in the future. The research always hopes that this research will be more improves and supports by much other related research in the next opportunity.

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