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Exposures to EFL Reading in Primary School and Impact on Writing

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Abstract

Literacy in English as a Foreign Language has not been taken into serious consideration in Indonesian primary schools. Even though English is not a compulsory subject in this level of school, the majority of elementary schools in urban areas in Bali start introducing the foreign language since Grade 3. This research aimed at establishing basic literacy skills in English language in primary schools through exposures to simple English reading activities. The exposures include reading with and without guidance from the teacher. 32 children of Grade 4 were involved in the 'once a week reading in English program', comprising reading aloud, shared reading, and related activities such as games and songs. The stories read in the classroom were then displayed on a reading corner board so that children could read at their convenient time. Data were collected through participatory observation, students' writing, and anecdotal journal. The findings reveal that exposures to reading materials have a positive impact on children's awareness of language use that positively influence their ability to write in English. Exposures to EFL reading should combine guided and unguided reading activities so children develop strategies to read and write in English.

Keywords: exposures to reading, English as a foreign language, writing

INTRODUCTION

Globalization becomes a central issue for all changes and development in all aspect of living. In education, for example, the discourse of global competences is getting stronger (Ananiadou & Claro, 2009). These global competencies include literacy in information technology, math, science, and international language (Trilling & Fadel, 2004). These competencies can be

considered as the core of the 21st learning that is compatible to the need for the quality human resources in the global world. Learning should build competencies and at the same time characters through collaboration, critical thinking, creativity, and communication (Tadros, 2014).

Research found that there is a relationship between children language competencies and cognitive development (Marchman & Fernald, 2008). Being good at the four language skills (i.e. Speaking, Reading, Listening, and Writing) are essentially important for successful learning, and are the best predictors for academic achievement at schools and life-literacy skills. Basic literacy skill in a language is commonly described from the level to which a child progresses in reading and writing in the language (Teale, 1987; Blake & Hanley, 1995; Fransman, 2005; Dell, 2014). It is then not difficult to understand the reason why basic education program (i.e. primary schools) allocate a big proportion of time for the young learners to strengthen their basic literacy skills in reading and writing. Every country has special policies and strategies to help children develop their reading habit. One of the popular strategies is Drop Everything and Read (DEAR) and Drop Everything and Write (DEAW) (see for example Joshi, Aaron, Hill, Dean, Boulware-Gooden, & Rupley, 2008). In the countries where this program is practiced, children are allocated special time during the school hour to read or write in the attempt to improve their basic literacy skills in language.

In Indonesia, literacy program is a relatively new as it was launched in 2015 as one component of education reforms. The new policy in schooling comprises the integration of the 21st century learning (i.e. collaboration, critical thinking, creativity, and communication); insertion of character education, and the introduction of literacy program at school. A so called “*Gerakan Literasi Sekolah*” (hereafter, GLS) or School Literacy Movement were introduced in 2015, which was postulated in the Regulation by the Indonesian Ministry of Education and Culture No. 23, 2015. The literacy movement has three phases: habituation, development, and learning (Faizah, et al., 2016). It means that school children are exposed to reading materials, are motivated to read and are facilitated to establish their reading habit. The habit of reading is expected to develop their thinking skills and long life learning (Kemendikbud, 2015).

One of the major impact of GLS is that all schools provide special time for the children to read before the class starts, during the recess time or for home reading. Book collection in the school libraries is gradually enlarged and reading activities are carefully supervised. Based on a

preliminary observation, every school has their own policy regarding the practice of literacy program. For example, some schools in Bali allocate 15 minutes before the class starts for the students to read a text or a book of their own choice. Some other schools start the class activity with a literacy activity in which a story is read to them or the children shared reading a story in pairs or small groups.

All the literacy programs at public schools in Indonesian schools refer to textual materials which are written in the national language (i.e. Bahasa Indonesia). The literacy program at schools includes the activities of reading in Bahasa Indonesia which yields at the development of literacy skills in the national language. As a matter of fact, many educational institutions begin English as a foreign language at primary schools, however special programs that intentionally develop literacy skills in English is hardly available. To make it worse, effective instructions and techniques that promote students' literacy in the early years were not found in most public schools as many English teachers did not have special qualification for teaching English for young learners. Children' motivation to learn English language did not seem to be either supported by appropriate human resources or adequate facilities and learning resources. As the results, there was limited opportunities for the children to develop their reading and writing skills in the foreign language.

Learning to read, according to Pannell (2012, p.9) is 'the foundation to an education' revealing that the success of a school program is heavily dependent upon the students' success in reading. Therefore, to start learning to read in a foreign language at the early stage of schooling is very important and may be recommended. By introducing the language in a written text, children will have the sense of words and meaning. This will not only help children develop their reading ability but also gradually progress with literacy skills in the language. Morris, Bloodgood, and Perney (2003), in Pannell (2012), point out that introducing the concept of words through early reading is important because this contributes significantly to children' later success in reading. It is widely accepted that students' literacy in reading can further help them increase their ability in thinking critically and enhance their awareness about the world. This is the reason why reading abilities become a major concern in school curricula. In the first few years of schools, children are exposed to reading and writing activities to anticipate problems in literacy skill development in a language. According to Horney, et al. (2014), difficulties in reading tend to restrict individuals' opportunities to succeed in the other school subjects.

Research on reading in the context of second language acquisition is abundant. Barnett (1988), who reviewed a number of such research concluded that the development process in ability to read in the first and second language is quite similar, especially in term of how the readers (i.e. beginner learners in primary schools) interact with the texts to figure out or create meaning. From the strategy point of view, both reading in the first and the second language need special facilitation from the teacher or instructors (Bernhardt, 1986, in Barnett, 1988; Carrell, Devine & Eskey, 1988). Both needs special strategies for successful interventions so that the learners gradually develop interest, motivation, and awareness of the reading process, as well as willingness to take risk during the process (Barnett, 1988; Desforges, 1989). Facilitation here can refer to methods and strategies employed by the teacher or reading instructors prior (i.e. pre reading), while (i.e. whilst reading), and after (post reading), all of which have the purpose to improve children' (i.e. young learners') level of comprehension towards a reading text. In pre reading activity, a teacher may start with previewing the title or the picture, singing a song, playing a game, or interacting with the students in a form of light conversation). These can be expected to help learners build or activate the necessary schemata (Barnett, 1988), and get them ready with meaningful and purposeful reading. In whilst reading activity, the teacher may guide students with exercises that help them understand meaning or comprehend the text (guided reading activity); and in post reading, more comprehension check activity and extended questions may be asked to encourage critical and creative thinking.

Up to this point, it is clear that strategies for successful intervention are needed along the process of reading for young learners. In the context of reading in a second or foreign language, the facilitations and interventions may even need a careful planning. First, since the language is not used in students' daily life, the teachers should be able to create a more natural and meaningful learning. This includes selection of reading texts to assure their interest and motivation, the decision on the pre-, whilst-, and post- reading activities that assure the fun as well as effective teaching and learning to read in the language. It is also a decision about how and when to guide them (i.e. guided reading), and when to let the students explore their own interest and do effort to read independently (unguided reading) (Tungka, 2018).

EFL Literacy of Indonesian Students

Indonesian students have had low achievement in international literacy test as indicated by the year 2000 data which showed that students' literacy skills were at the average score of 371 (below the international average score of 500). Similarly, since 2000 PISA consistently ranked

Indonesian school children achievement in literacy at the below average level (www.indonesiapisacentre.com). It was found that Indonesian children have low reading habit as the results of the absence of systematic reading habituation programs in the schools (Arisandi, Padmadewi & Artini, 2018). The unsatisfactory performance of Indonesian students in PISA inspired the introduction of school literacy movement or *Gerakan Literacy Sekolah* in 2015, which promotes literacy activities in all school levels. The program generally focuses on building literacy skills with the medium of the national language (i.e. Bahasa Indonesia). School children, from elementary to senior high levels are exposed to reading materials and independent reading activities before the regular classes start. The school libraries increase their reading collection and a 15 minute-activity for the students before the class starts. In this activity, they are given freedom to choose a book, and then read it in the allocated time. All of the reading materials are written in the Indonesian national language (i.e. Bahasa Indonesia) so that it can be expected that the children develop their ability to read and write in the national language.

In this globalization era, competencies in an international language is of an advantage for successful competition in the workforce. It is therefore very important to start introducing an international language since the early age. This is particularly responded very positively in Bali Island, Indonesia, a famous international tourist destination. Parents are eager to send their children to primary schools that offer an English language course (Artini, 2017), and it is assumed that this will improve the opportunity for success in the future (Zubaidah, 2016). In Indonesia in general, or in Bali in particular, the international language refers to English which has the status as a foreign language. According to Hirai, Borrego, Garza & Kloock (2010), literacy in English in this context refers to ability to read, write and use the language to communicate in a variety of situations. The importance of literacy in English as a foreign language is also emphasized by Tankersley (2005) for whom literacy in the language can habituate independence, and thinking abilities. Therefore, as schools are the place where children spend most of their time, they should provide strong literacy learning environments, and nurture children' literacy skills since the early age (Arthur, 2008).

The importance of reading has been discussed in many studies. Brown (2014) maintains that reading skill that develops early serve as the base for later competence and proficiency. School literacy movement in Indonesia schools (which was launched by the Ministry of Education and Culture in 2015) was the response to the low literacy skills of Indonesian school children and

also to prepare children to build reading habit to gain better general competencies and proficiencies. Exposures to reading materials will help children gain the ability to use, understand, and create text to communicate with others in a variety of situations, and for achieving various objectives. Reading habit has been found to be strongly related to other language skills, especially speaking and writing (Hirai, Borrego, Garza & Kloock, 2010), as well as attitudes towards learning the language (Karahana, 2007). Positive attitude toward a language guides learners to positive orientation towards learning the language.

Starting to read at early age has been proven positive toward children willingness to do independent reading. Research found that before children attend a formal school, regular reading by the parents will benefits the child's acquisition of reading and writing. From paying attention to the story read by the parents, they develop thinking skills to understand the plot of the stories and at the same time learn about how language is used. They surely will also develop positive attitudes toward reading (Teale, 1987). Later after they are able to read on their own, the more frequent they read, the more strategies they develop for independent reading (Allington, 2009). Special exposures to literacy materials (reading texts or printed materials) in the schools, in addition to those for regular in-class activities, will develop their motivation and self-directed learning skills (Artini, 2017).

English as a Foreign Language is not compulsory in primary schools in Bali, however, the society's real need to have good proficiency in the language become the major reasons for introducing the language in the school curricula in primary schools. Parents, especially in Bali tourism areas were keen to send their children to the national plus schools or public schools that provides English language subject, or English literacy program. Involving children in early literacy program (including in English as a foreign language) has been considered as important and effective (Sarem & Hamidi, 2012; Ensar, 2014). It was found that children need to learn how to communicate effectively and must be trained to use an increasingly expanded vocabulary and the grammatical structure that can help them figure out meanings, either in writing or in speaking. As mentioned previously, reading activities can become the bases for expanding vocabulary, ability to speak, and write. While speaking activity may directly follow up a reading activity spontaneously, writing needs a special preparation and management on the part of the teacher.

As far as young learners (at approximately age of 10) are concerned in this study, writing activities may need additional preparation such as by focusing learners' attention to how word

are spelled, and how ideas are arranged. Involving a writing activity in a literacy program for young learners might be challenging, however, the activity will promote self-awareness of thinking in the language and automacy in the language use (Bacabac, 2010).

This research specifically attempts to provide empirical evidence of the impact of reading exposures to young learners of English as a foreign language in a public school in Bali Island, Indonesia. It aims at describing how the exposures were conducted and what changes consequently occur in term of ability to use the language in writing as well as their attitudes towards English language and English language learning. This study was expected to present a solution for the limited facilities and materials to develop children literacy skills in English as well as to cope with the potential unsatisfactory facilitation of English literacy development as the results of limited appropriate human resources in teaching English for young learners.

METHOD

This study employed a qualitative research paradigm in which the researcher is the main instrument for collecting the data. The other instruments include anecdotal journal and students' writing test. The study involved 32 Grade 4 students (age 10) from an elementary school in Singaraja. This public school was different from other public elementary schools in a way that it started introducing English as a foreign language since Grade 1 (while the majority of public schools started in Grade 3 or 4). The students were treated with guided and independent reading activities and other relevant fun activities. The exposure lasted for 12 weeks (every Saturday, from 11.30 to 12.30). The weekly one hour-program comprised allocation of time for guided and unguided reading activities. In the guided reading section, the students were shown a picture storybook, and while they were looking at the pictures, the teacher read the story. This activity may be followed up with shared reading (students were put in pairs and read a part of the story), games, songs, and creative language activities. The unguided reading was done by displaying the copy of the story on the reading corner after the reading activity was done. This unguided reading provides opportunities for the students to look back to the story and figure out meaning from the pictures. Before the reading activities started, students were assigned to write anything about their pet or animals. After the 12 week reading exposure, they were assigned to write again on the same topic (i.e. pet or any animal of their own choice). The writing was compared to see the results of the reading exposures on the development of their literacy in writing in English.

RESULTS

Before the presentation of data, it is considered important to present the summary of reading exposures and activities during the 12 week- period of time. This is presented in the following table.

Table 01. Summary of Reading Exposures and Weekly Activities

Exposures/ Week	Reading text/ story	Overall Activities occurred within the 12 week exposures	Occurrence es (Activity number)	Note (Apperception)
Week #1	Three Little Pig	1. Sing a song	1, 4, 5, 7	Song: Three little monkeys
Week #2	Thumbelina	2. Play Game	2, 4, 7, 1	Opposite Game (big vs small, etc.)
Week #3	Bawang Merah & Bawang Putih	3. Copying 4. Story Reading (Teacher)	1, 4, 7, 8	Song: I love you (family)
Week #4	Smart Mouse Deer	5. Story Reading (shared reading)	11, 4, 8	Vocabulary Activity: animal labelling
Week #5	Tiger and Goat	6. Story Reading (interactive reading)	2, 4, 7, 8	Game: Finding and returning the animals to the zoo
Week #6	The Crying Stone	7. Story Reading (Repetition)	2, 4, 8, 9	Game: Emoticon and feeling
Week #7	Cindelas	8. Story Reading (Thinking Aloud)	1, 4, 7, 8	Song: Meong-meong (English version)
Week #8	The rich man, the goose, and the golden egg	9. Guided story Retelling	11, 4, 8, 9	Matching: picture and words
Week #9	Sleeping Beauty	10. Unguided Reading 11. Vocabulary Activity 12. Drawing picture ^a 13. Colouring	1, 2, 4, 8	Song: Modified “Are you sleeping” song

		14. Spelling 15. Guided writing 16. Reward Presentation		
Week #10	I Doglagan		2, 1, 4, 9	Game: Animal Sound
Week #11	The hungry Caterpillar		1, 4, 8, 9	Song: Kupu-kupu yang Lucu
Week #12	Ten silver coins		2, 4, 8, 9	Game: Bingo
Week #13	Writing Task/test			

This table illustrates how guided reading was conducted. The teacher first of all designed the plan that contained the selection of one story in one week and the activities prior and after the story was read to students. The stories were selected from the popular international or national folktales or fairy tales. Some stories needed modification or simplification, especially in term of language use, to prevent problem in understanding them.

During the one hour- duration of guided reading inside the classroom, the grade 4 students were treated with fruitful time of listening to a new story. They also played games, sang a song, interacted using the English language based on or related to the story (guided story retelling). In this activity the teacher asked questions related to the story. For example, in Week #12 the story went like this:

“This is a woman, she has ten silver coins. She likes to count them. One...two...three ... four... five...six...seven...eight...nine...ten...”

After reading the story, the teacher posed questions, such as:

How many coins does the woman have?

What does the woman like to do with the coins?

The story was carefully selected, taking into consideration the use of simple language and attractive illustration or pictures. This is expected to help the students understand the story confidently. Questions were then posed by the teachers in the purpose to focus students’ attention, construct meaning, build interaction using the target language, as well as guide students to retell the story (guided story retelling). The teacher may also ask questions to

challenge the students to predict what happened next (thinking aloud). There may also an activity of repeating after the teacher (repetition), or reading aloud in pairs (shared reading). Variation of strategies before, during, and after the story reading was intended to maintain students' engagement and motivation to read.

The selected stories also varied to prevent boredom on the part of the students. Three to four different activities were designed during the guided reading activities so that the children were not only involved passively in listening to the stories but also in physical activities of playing games or singing a song. The choice of the songs and games were attempted to be relevant to the stories. For example, on Week #1 the story was "Three little pigs" and the song was "Three little monkeys". The teacher first of all modelled the song and the body movement and then followed by the children. They all seemed to enjoy this activity very much as indicated by their happy faces and enthusiasm to sing. This song was then followed with the story. Before the story was told, there was an interactive conversation between the students and the teacher about the three little monkeys. The following is the transcript of the conversation after singing and before the story was read.

Transcript #1. Teacher-Students conversation before reading

T: Do you like the song?

Ss [chorus]: Yesss...

T: Have you seen a monkey before? *Kamu pernah lihat monyet?*

Ss [chorus]: Pernah..Yess..

T: Where did you see the monkeys? *Dimana kamu lihat monyet?*

Ss [some] : Di Sangeh.. Bedugul.. *In Sangeh..in Bedugul..*

T: Ya benar, di Sangeh.. *Yes that's right, im Sangeh.* What does the monkey eat? *Monyet makan apa?*

Ss [some]: Jeruk [orange].. banana.. kacang.. [peanut]

T: Good. Monkeys like to eat banana. Fruit.. *Monyet suka makan pisang dan buah-buahan*

Do you know pig? Pig..

Ss [some]: *Babi..*

T: Yes, pig is *babi*. Do you know what does pig eat? *Babi makan apa?*

Ss: silent... A Student: *Nasi* [rice]

.....

This conversation surely could build the foundation of English language of the students. The teacher went on back and forth using English and Bahasa Indonesia so that the students could learn the meaning during the interaction. All students were attentive towards what happened in the classroom because the activities were very engaging. After the teacher finished reading the story (with improvised language and voice), students were shown a caption with a sentence from the story and students should read aloud in pairs. For example, the caption went: “The three little pigs grow bigger and bigger” (Students should read with hand movement to show the meaning of big). This ‘shared reading’ also involved interaction using the language. There was also time when the teacher asked students to repeat after her to assure that every student had the opportunity to read and pronounce the words.

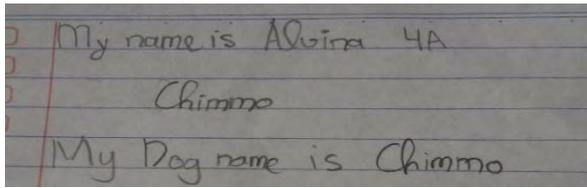
Variations as presented above also reveal that the literacy activity in English as a Foreign Language had been attempted to be as natural as possible so that to prevent the students from feeling stressful about learning the foreign language (Morrow, 2007). As observed, students were eager to participate from the beginning to the end of the lesson. They also had a good opportunity to review the story at their own time because the copy of the story was displayed on the board at the corner of the classroom. They could read carefully and were expected to develop strategies to read as well as to write in English as a foreign language (hereafter, EFL).

Impact of Reading exposures on young learners’ ability to write in English

To discuss the impact of reading exposures on literacy in writing, a comparison needs to be done between the writing before and after the treatment. Before exposures to reading were conducted, students were assigned to write anything about their pet or animals. This was because when the study was commenced, they had learned about pet and animals. They could be expected to have had learned vocabulary and simple expressions related to describing an animal.

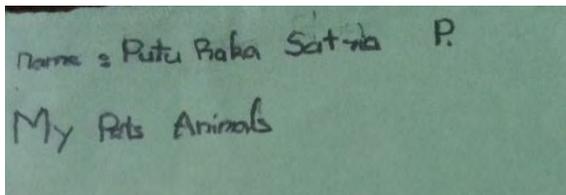
Students’ writing before the Reading Exposures

After given 15 minutes to write, it turned out that they mostly decided to write about their own pets. It was interesting that in this task, three students did not write anything, they only wrote their name and class on the paper. Three others wrote a few words (3 to 6 words). The followings are the examples of ‘short writing produced by Grade 4 students before the reading exposures.



Picture 1a. A one sentence writing before the reading exposures

This student intended to write about her own pet. She managed to write about the name of the dog and nothing else. She started with the title “Chimmo” which is actually the name of her dog. This was followed by a complete sentence telling the reader about her dog’s name. This writing may reveal the student’s limitation in English vocabulary or experience in producing written English language voluntarily or based on her own need. The following writing is even shorter.



Picture 1b. A three word writing before the reading exposures

This student wrote only three words, which was likely a repetition from what the teacher had said when instructing them to write. The teacher said “*Anak-anak bisa menulis tentang binatang peliharaan kalian, atau bisa nulis apa saja tentang binatang.* [You can write about your pet, or you can write anything about animals]. The teacher here used Bahasa Indonesia in giving instruction and then followed with the translation in English. The teacher wanted to make sure that the students know what they were expected to do. The three-word writing is also an indication of the lack of idea on the part of the students so he could not continue his writing.

Students’ limited ability to write in English is revealed in the data below

Table 02. Number of words in students’ writing before the reading exposures

Number of words	Number of students	Percentage
<10	6	18.8 %
10 – 19	7	21.9 %

20 – 30	16	50.0 %
>30	3	9.4 %

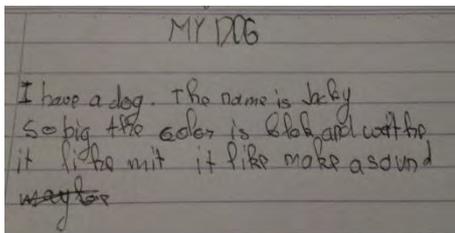
Even though English subject began in Grade 1 in this school, it did not seem to satisfactorily develop students' simple writing skills in English. From the observation, the verbal communication during the reading activities ran very well, in which students frequently responded to teachers' questions in English. However, when it comes to writing, a number of problems seemed to be encountered by the students. Some of the problems found were: 1) the writing was too short (as seen in Picture 1a and 1b); 2) language use was grammatically impaired, and 3) students were reluctant (or unconfident) in writing.

1) The writing was too short

Most students (50%) were found to write between 20 - 30 words (including the title) within the 15 minute allocated time, which may be an indication that the students' vocabulary needs to be enriched.

2) Language use were grammatically impaired

Inaccuracies were found in sentence structures, punctuation, and also spelling. More than 50% of the subjects encountered problem in one or more inaccuracies. The following work of a student represents this problem.

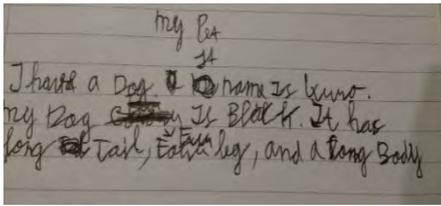


Picture 2a. Student's use of language before exposures to reading

As seen in this picture, the meaning was not hard to understand, however, there was a number of problems found. "The name is Jacky so big the color is *blak [black]* and *wait [white]* he it li k emit [*he likes to eat meat*] it. like make a sound". In this quotation, it is obvious that the student was not experienced with written language. There are the problems of sentence structure, punctuation, spelling, and the expression of meaning.

3) Students were reluctant to write

There were a number of students whose written work showed reluctance or lack of confidence, as seen in the following example.



Picture 2b. Student's unconfident writing

These students wrote in the range of 21 – 30 words which the majority of the students did. The limitation of time and immediate tasking (without the process of drafting and revising) may constrain a good writing performance. In this case the students seemed to struggle with what and how to write.

This student attempted to self-correct his/her writing, which indicated that she/he did proofreading and made correction in term of word choice and spelling. This student demonstrates his/her desire to produce a good piece of writing. Picture 2b represents a good effort of the students to do their best. However, the limitation of vocabulary may hinder them to write longer.

Reading exposures and impact on students' writing

It was observable that literacy activities, in which students went through guided and unguided reading activities, were effective to help students improve their writing skills. Guided story reading obviously attracted students' attention in a positive way.

They eagerly waited for the story reading time and actively participated in the verbal interaction before, while, and after the story reading. Translation was used occasionally whenever the teacher was in doubt whether or not the students understood the English questions and instructions. As mentioned previously, the subjects of this study had been learning English since their first year in the school and this could be expected to influence their readiness for independent reading. Their enthusiasm was also obvious as seen from their willingness to participate actively in all activities during the guided reading inside the classroom. Similarly, when the story was displayed in the reading corner of the classroom, most students seemed eager to read the story voluntarily. In this unguided reading, the students had the opportunity to pay attention in more detailed about the written text. They saw how words were written, how ideas were expressed, how language was used, and how punctuations were used. The following is the procedures of reading exposures.

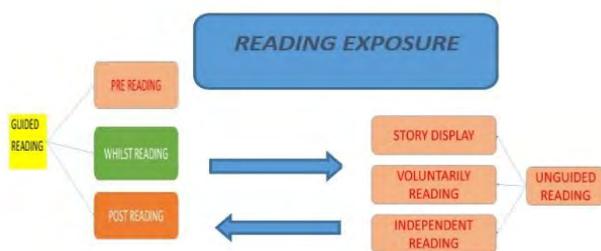


Diagram 1. The Procedures of Reading Exposures

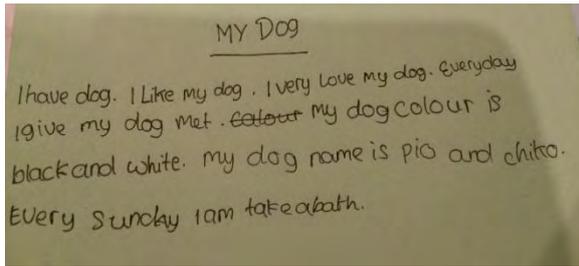
The exposures comprised guided reading (in class reading activities, in which the teacher become the initiator and the controller) that followed the pre-, whilst, and post-reading activities employing planned strategies; and Unguided Reading (outside of class reading activities, in which students read voluntarily and develop independent reading skills).

After the 12 week of reading exposures, students were tested to write on the same topic within 15 minutes of time. The following data represents the improvement of writing ability in EFL, as seen from the number of words in students' writing.

Table 02. Number of words in students' writing after the reading exposures

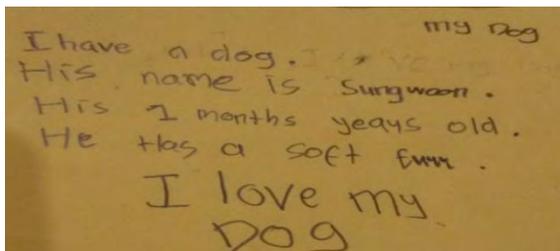
Number of words	Number of students	Percentage
<10	0	0 %
10 – 19	2	6.3 %
20 – 30	10	31.3 %
>30	20	62.5 %

Only 9.4% of the students wrote more than 30 words before the treatment (see Table 01). This figure raises to 62.5% after the twelve weeks of reading exposures. The ability of the majority of the students to write longer after being exposed to guided and unguided reading activities indicates that systematic exposures to reading (i.e. in regular time, with various activities, and different stories every week) has a positive impact on students' literacy skills in general, or writing in particular. The analysis on students' writing did not only find that their writing was longer but also the use of 'a style of writing' and confidence in writing. The followings are examples of students' writing after the treatment.



Picture 2a. Longer writing after the treatment

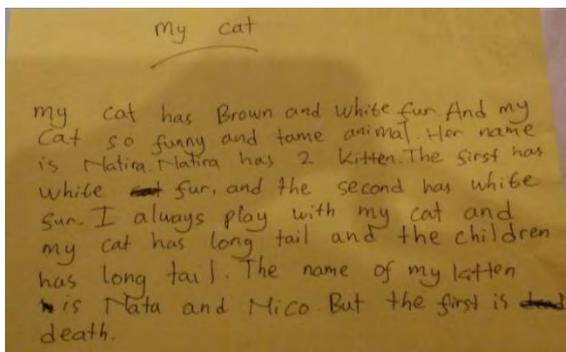
Despite the problem with language (e.g. “I have dog...I very love my dog), this 41-word writing has a good coherence because the ideas flow well. There is an indication that the student has the feeling of freedom in term of what to write about and how to start. It was observable that most students could write immediately after the instruction from the teacher. Students were also found to have ‘a style for writing’ as seen in the following work.



Picture 2b. Student's style of writing

Here the student has a style of ending his writing with “I Love my dog” after describing it. Even though this writing is less than 30 words, this student seemed to try his best to describe the physical appearance of his dog. Even though there are a number of grammatical mistakes, this student successfully expressed his feeling about the dog.

In comparison to previous written work of the students, there were more confidence observed from their writing products. This is represented by the following work.



Picture 2c. Students' confidence in writing

This 68 word-writing can be considered as the product of a confident writer. It is not only much longer than 30 words, but also was written with no hesitation as seen from the flow of ideas, the choice of vocabulary, and detailed. Regardless of the language inaccuracies, this writing is communicative enough and creative in using the language. Language creativity can be seen from the use of descriptive words “funny, tame, has long tail” This choice of words is an indication that she/he wanted to share as much as she/he can about her/his feeling about her/his pet.

The analysis of students’ writing before reading exposure found that, despite the relatively long experience of students learning English (which started in Grade 1) in the classroom, the development of writing skill was limited. Verbal interaction in English went on well during the class which may mean that the English class allocated more time and effort for oral competency. This learning ‘tradition’ does not give adequate experience for the students to read and write (Rass & Holzman, 2010). As a component of global competencies, English language teaching should equip students’ with the competencies in the language (Hayes, 2007), and facilitate them with various activities that build their experiences with the language (Artini, 2014).

Exposures to language use beyond the classroom is very important to maintain enthusiasm and motivation to learn the language (Scott & Ytreberg, 2004). This support the present study that found the possible connection between exposures to reading and students’ writing skills in English. In addition to writing abilities, improvement was also observable in time management for writing. Previously, within the duration of 15 minutes, many students found it difficult to decide on what to write. As seen from the data in Table 01, six students ended up with writing a few words or nothing. Finding ideas to write needs practices that are facilitated by the teacher. In this study, students were exposed to various stories in which the teacher played an important role in directing and guiding them for physical and mental readiness to read. The verbal interactions occurred before, while, and after the reading build their motivation and enthusiasm to understand meaning from a written text. While they were motivated and enthusiastic, as the result of fun reading activity in the classroom, an opportunity to read the story again was provided by putting the story into a class display.

This unguided reading can be expected to strengthen their willingness to read, construct meaning, and learn about vocabulary and language use (Heilman, Blair, & Rupley, 2002).

There was a strong indication that the guided reading activities that are followed up with independent reading bring a positive impact on the development of literacy skills, especially in writing. Through independent reading they subconsciously learn about the mechanics of writing, such as how words are spelled, how ideas are ordered, how grammatical rules are implemented, and how punctuations are appropriately used.

CONCLUSION

Exposures to reading inside the classroom (guided reading) and independent reading outside the classroom (unguided reading) resulted in improved writing skills. The improvement was observed from the increasing number of words in their writing. Students were found motivated and enthusiastic to listen to a new story every week, which brings an impact on students' desire and willingness to read the story again at their own convenient time. Thus, it is concluded that exposures to reading (both guided and unguided) can be considered as a strategy for successful intervention to young learners learning English as a foreign language. The learners did not only show a better and more confident literacy skills, especially in writing, in a foreign language, but they also develop metacognitive skills such as independent reading, positive attitude towards reading and confidence in writing.

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Foreseeing Parent's Role in Building Children's Literacy in EFL in Indonesia

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Abstract

Proficiency in an international language is considered as an asset for the Indonesian young generation to win the competition in the labor force. Parents usually prefer to send their children to a school that offers an English subject in the curriculum. However, the heavy load of curriculum content in Indonesia leaves very limited time for English instructions in the classroom. Limited time for facilitation to learn English needs to be supported by parents at home. This paper presents the prospects of parents' roles in helping their children improve their literacy skills in English language in Indonesia. Secondary data and policy documents issued by the Ministry of Women Empowerment and Children Protection were considered as the main data source and were analyzed using Huberman procedures of analysis. It was found that there has been an increasing trend of the parents' role in promoting child literacy skills in English language, especially in the community where English is considered a determining factor for success in the children' future life.

Keywords: English as a Foreign Language, literacy in English, parents' role

INTRODUCTION

Literacy skills have been widely accepted as a very crucial determinant of school success, therefore, school programs should provide all the opportunities for children to develop their ability to read and write and respectively improve their thinking and learning skills. Worldwide, the basic literacy programs at schools include Mathematics, Science and Reading, and countries all over the world are ranked based on the results of the assessment by the Organization for Economic Cooperation and Development (OECD) through the Program for

International Student Assessment (PISA). This assessment results have been taken very seriously by the countries because they represent the readiness of the young generation real life literacy needed for their future. Every three years this organization ranks the countries based on the school children's scores on PISA.

Based on the latest 2015 PISA results, out of the 72 countries assessed, Indonesia was in the 64th rank in Mathematics, 65th in Science, and 66th in Reading (OECD, 2016). The low achievement in these key subjects indicate unsatisfactory literacy program in the country. PISA mainly tests the literacy skills of young generation around the world to see how prepared they are to cope with real life situations in the adult world. Thus, at present, PISA scores imply that the education system in Indonesia has not been successful in preparing the students for real life challenges in the future.

From time to time, Indonesian students have recorded success in many competitions and Olympiads, especially in science. For example, in 2017, in the duration of six months, Indonesian high school students achieved five gold medals, eleven silver, and nine bronze during the first half year of 2017 (The President Post, 2017), and more medals in 2018 in various international competitions, such as International Mathematics Olympiad (IMO), International Chemistry Olympiad (IChO), International Physics Olympiad (IPO), International Biology Olympiad (IBO), International Olympiad in Informatics (IOI), and International Geography Olympiad (IGeO). These reveal that the mastery of content knowledge was very good as proven from the results of many kinds of championships. However, the knowledge does not seem connected to real life literacy as proven from the low PISA results. The meaningfulness of the knowledge learned at schools is therefore questionable.

The notion of 'school only literacy' and 'real life literacy skills' have long been introduced. The former mostly about students' achievement on the content of the curriculum that is reflected in achievement scores. Real life literacy is more about achieving in extended goals of education which are connected to competencies needed for the real life. The competencies may include problem solving, initiatives, responsibility, integrity, etc. When parents are involved in educating their children in the real-life literacy program, they actually play a role to encourage and motivate their children to work harder, so that it makes them more motivated, work harder and achieve better academically and non-academically (Amini, 2016).

The consistent low literacy rate of the young generation of Indonesia since the earliest PISA Test in 2000 has been given serious attention. The government through the Ministry of

Education and Culture launched the National Literacy Movement in 2015, School Literacy Movement in 2016, and then Family Literacy Movement and Community Literacy Movement in 2017. All these demonstrate the hard efforts on the part of the policy makers in the attempt to improve the literacy skills of Indonesian students.

One of the policies mentioned above is with regard to family roles, which has been widely considered to play an important role as far as educating children is concerned. Family is the closest as well as the first learning environment that a child is exposed to. Parents are not only the leading figures for the informal education for their children but also very important determinants for children success in formal education (Cotton & Wikelund, 1987). As competency in an international language is crucial in the era of globalization, many parents (especially educated parents) send their children to a school that offers the English language curriculum. For those parents, English competence is important to prepare their children to become a global citizen, therefore, English proficiency should be built from a young age. In the Indonesian context, research trends on parental involvement in child education in general has been increasing recently (Armini, 2016), however, specific concern on literacy in English language is still very limited (Padmadewi et al., 2019)

PARENTAL INVOLVEMENT IN INDONESIAN SCHOOLS

As mentioned previously the Ministry of Education and Culture has just recently regulated the involvement of parents in children education. So far, the implementation of the policy in the level of schools is diverse in a way that there are schools that have taken initiatives to put the policy into the school's regulation. Based on Artini & Padmadewi (2018) parental involvement is more systemized in leading private schools. In public schools (i.e. government schools) the discourse of parental involvement is well understood, however, the implementation seems to be more incidental in nature (Padmadewi, et al., 2019). The research by those scholars was conducted in the Bali Province, where economically, many parents (especially those in the urban areas) can afford to send their children to a good private school which tends to cost significantly higher than going to a public school.

The major difference between private and public schools lies in policy making and school management system. In a private school, the decision and policy are made directly by the management team, while in a public school, the management seems to oblige the centralized policies and regulation. These affect how English is taught or used in the classroom to build

the child's real life literacy skills in the language. However, in government schools, school management is very much influenced by a centralized system, which targets academic achievement (i.e. school only literacy) in every school subject, including the English language. While in a good private school parental involvement is part of the school policy, its practice in government schools may not be easy as the socialization and determination about in what way and how parental involvement should be implemented is hardly mentioned in education policy.

In only a few researches on parental involvement in Indonesia, the methods refer to Epstein (2009), for whom involvement of parents in educating children comprises six parameters: parenting, communicating, learning in the home setting, volunteering, decision making, and collaborating with the community. These are, respectively, to do with the role of raising and educating the children in the home setting in the early learning stage, the responsibility to teach children to communicate effectively with manners, assisting children at home to cope with the learning at schools, taking part in school programs that help children learning, in cooperation with school management to make decisions about the child's learning, and work together with the community for meaningful learning.

Most activities of parental involvement in the early learning stage are related to reading development and reading habit. Research found that in developing reading skills and habit, parents have a crucial role as an intrinsic motivator, who introduce stories from books, select books for them to read, and facilitate them to build the reading habit. Based on Epstein's framework, these efforts could fall under the parameters of parenting, communicating, and learning at home.

Up to this point, it is clear that the basic literacy skills of Indonesian school students are considered as low despite the high success that they have achieved in school subject competitions. This reveals that school learning programs have not focused on real life literacy but rather on academic achievement represented by numeric scores.

LITERACY IN EFL

One of the analyses of the low achievement in the literacy skills in Science, Math, and Reading in PISA tests as mentioned previously is related to the lack of basic literacy skills in reading and writing. Research found that there is a strong relationship between language competencies and cognitive development (Marchman & Fernald, 2008). Having good language competences (i.e. Speaking, Reading, Listening, and Writing) are essentially important for successful learning, and are the best predictors for academic achievement at schools and life-literacy

skills. Basic literacy skill in a language is commonly described from the level to which a child progresses in reading and writing in the language (Teale, 1987; Blake & Hanley, 1995; Fransman, 2005; Dell, 2014). It is then not difficult to understand the reason why literacy programs in language now become the major concern of the National Literacy Movement in Indonesia.

In this era of globalization, the issue of global competence is getting stronger. What is meant by global competence is the core of the 21st learning that is compatible to the need for quality human resources in the world (Ananiadou & Claro, 2009). This global competence includes literacy in information technology, math, science, and international language (Trilling & Fadel, 2009). The development of this global competence requires parental involvement, especially at the beginning stage of learning.

In Indonesia, the international language included in the national curriculum is English as a Foreign Language (EFL). This language is officially part of the curriculum for Grade 7, however many public primary schools start introducing the language at different ranges of ages. In Bali, many schools start the English program at Grade 4, but in many others they start at Grade 3 or 5. The fact that the status of the language is an international language and at the same time a foreign language, it is interesting to explore how parents are involved in the process introduction and development of this language.

As mentioned above, competence in international language is one of the global competences. The inclusion of English as a Foreign Language (hereafter, EFL) in primary schools is very much related to the real need of the parents and community. Unlike other school subjects in primary schools that are determined by the national curriculum, EFL is initiated by local needs so that it is sometimes referred to as Local Content Curriculum. Thus, there are at least 4 reasons why parental involvement is very important to discuss in the context of EFL learning. First, the decision for including the foreign language into the curriculum comes from the parents and community, and second, students are beginner learners so that involvement of parents in learning at home is very important, third, EFL is an additional subject to the curriculum so that interesting and meaningful learning should be made available, and fourth, learning a foreign language should be supported with appropriate learning resources, one of which should be the parents.

In Indonesia, the number of private and public primary schools that offer English as one of the local content curricula is increasing. This may be related to the increasing economic status of

the parents which is likely to be hand in hand with their increasing educational background. Parents seem to perceive the need for their children to start learning English at an early age so that they have longer time to learn the language, therefore they have good proficiency in the foreign language at the time they have to compete in the labour force in the future. The education background of the mother in a family can be expected to bring an impact on the quantity and quality of parental involvement in children education. Research on the relationship between mothers' education and children academic achievement have been done since the early 80s (see for example, Baker & Stevenson, 1986), however, the relationship between mothers' education and children's literacy skills in English as a Foreign Language is rarely found.

One of the researches on parental involvement in relation to English as a Foreign Language literacy was conducted by Artini and Padmadewi (2018). This research did not specify parents' or mothers' education background but merely on how parents are involved as analyzed using the six parameters of parental involvement by Epstein (2004). The following are the data cited from these scholars.

Table 01. Parental involvement in EFL literacy program in primary schools

No	Parameters of parental involvement	Intensity of involvement	
		Private Schools (Score 1-5)	Public schools (Score 1-5)
1	Parenting	3.78	3.83
2	Communicating	3.40	4.02
3	Learning at home setting	1.95	2.97
4	Volunteering	3.58	3.68
5	Decision making	1.72	2.42
6	Collaborating with community	1.75	2.02

Source: Artini & Padmadewi, (2018)

In this research it is considered important to distinguish parental involvement in private and public schools to see if the 'more' direct school management system in private schools has an impact on the intensity of parental involvement in comparison to public schools that have some kind of 'centralized policies' in decision making. As revealed in the table above, the trend of

involvement intensity between the parents in private schools and public schools are similar. Both parent groups show high involvement in parenting and volunteering. This means that regardless of the school category, parents play the role of 'educators' who intensively educate the children. Both groups also demonstrate similar trend in volunteering as both played the role when the school invited them to volunteer. There is a tendency that volunteering is managed by the schools, and parents come into the schools on a regular basis such as at the end of the school terms for collecting their child's academic reports or when schools organized an event that needed support or charity from the parents. An interesting trend is on the parameter of communicating, in which parent groups in public schools show higher intensity score. This may be to do with the longer time available for the parents (especially mothers) to be with their children. It is possible in private school, which is the relatively more expensive school, parents (both fathers and mothers) work so that they have lower intensity to communicate to their children. Similarly, for learning at home, decision making, and collaborating with the community, public school parents show higher intensity scores, probably with similar reason to the parameter of communication as mentioned above.

The findings of this research confirm that parental involvement does come into play in EFL programs in primary schools. However, how and in what way involvement should be done has not been systemized. As Poyraz (2017) affirmed, parental involvement is a powerful source for quality education. There is no psychological gap between children and their parents so that education involving parents can be proper and effective in optimizing real life literacy through the leaning of English language. Parents do not only provide cognitive support but also emotional support to their children at home (He et al, 2015). It is a common practice that parents assist their children in doing homework or other school assignments. This also teaches children about time management and responsibility to their own learning.

As mentioned previously, the Ministry of Education and Culture has regulated parental involvement in the attempt to optimize children's academic achievement. In hand with this, the Ministry of Women Empowerment and Children Protection so far has undertaken the role to improve parents' education (especially mothers' education.) Two main regulations that are relevant to this are:

1. Development of family learning centers (*Pusat Pembelajaran Keluarga* or abbreviated as PUSPAGA). This center mainly helps families to improve family life quality. This has been established in 9 provinces and 106 towns.

2. Establishing family role models and children rights parenting models, in which the mother becomes the primary educator and principle care giver to nurture, care, and protect the child so that they have a healthy growth physically, mentally, spiritually, morally, and socially.

The two items above clearly represents the concern of the Ministry of Women Empowerment and Children Protection that are closely related to the regulation of parental involvement in education as postulated by the Ministry of Education and Cultures. It is an interesting phenomenon nowadays that parents' education (needless to say, mothers' education) has an impact on children's education. The more sophisticated economic status the family has, the more evidence of the parents' influence to their children. Per the example given, the more aware the parents become about the need to learn English as a foreign language. However, intensive research on the relationship between parents' education background, parental involvement, and child literacy in EFL has not been intensively explored through research. This is a prospect for future research.

CONCLUSION

The role of parents is undeniable in the development of the country. Parenting, communicating, learning at home, volunteering, decision making and collaborating with the community are the parameters that need to be systemized in Indonesia so that the younger generation are ready with real life literacy needed for their future. One of the global competences to cope with globalization era is literacy in English as an international language. The status of the language in Indonesia is a foreign language so that literacy skills in this language needs a specific approach that involve parents in assisting, motivating and facilitating children to optimize their literacy skills in the language.

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Novel Study and Reading Response Journal for Improving English Literacy and Promoting Learner Autonomy

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Abstract

Literacy and learner autonomy are parts of personal life skills which are needed in 21st century education. However, many teachers in North Bali do not know how the skills can be introduced to young learners. Novel Study and Reading Response Journal are activities which can be used for that purpose. Realizing their importance, their use has been frequently for teaching older or adult students, but not much used for young learners. This study is aimed at analyzing the use of novel studies and reading response journals for young learners for improving English literacy and promoting learning autonomy. The study was conducted using embedded mixed method design at a bilingual school in North Bali in 2018/2019. The data were collected through observation, tests, and interviews. The instruments used were tests, observation sheets and questionnaires in addition to the researchers as the main instrument. The results show that the use of the novel study with the reading response journal is an effective way to improve English literacy and learning autonomy. The use of Reading Response Journal leads to students' self-directness. It is expected that the findings can inspire teachers on how English literacy and learning autonomy can be improved.

Keywords: Novel Study, Reading Response Journal, Learner Autonomy

1 INTRODUCTION

Novels are considered as one of good media that really helps to deliver an education to the reader (Irawan and Andriani, 2018). As an extensive reading, novels play an important role (Renandya, 2007) and have not been a choice of input used in foreign language classes because

of limited availability of good source of input. Novels are very important for language learners because a lot of benefit are provided when a novel study is conducted. Novel studies can be used as authentic texts to develop student-centered learning since novels provide plot, characters, and the context of settings; all of which contribute to the engagement of the reader, regardless of specific proficiency levels, grammatical charts or writing exercises (Garies et al.2009).

Researchers confirm the importance of novels as an input of the teaching learning process in the classroom and a lot of research has been conducted on the topic of novel studies. Ermalina, Rahayu, and Eripuddin (2015) conducted research on novels and investigated the main characters and the characterization of the main characters. Ghiabi (2014) investigated the learners' perceptions on the use of a novel as an extensive reading in a college EFL reading course. The subjects were 50 students who read a novel in addition to their text books. The study reveals that there was a significant improvement after reading novels in students' attitude, confidence, interest, and their novel-reading ability. Sell (2005) in Ghiabi (2014) criticized 'FL textbooks including literary works which are full of imaginary and unnatural matters that rarely apply in real-life, to practice the language skills. Therefore, the using of literary work seems unsatisfactory for learners in Iran.

A lot of research has been conducted on the use of novels for classroom practices and mostly confirm their values for language learning, though they are mostly used for older students or for adults, and not commonly used for young children. Their use are usually for complementary material as material for pleasure reading. The use of a novel study for promoting learning autonomy and literacy is not frequently done. For that reason, the present study aimed at investigating the use of novel study in combination with reading response journal to promote learner autonomy and English literacy.

Reading response journals can be considered as an informal system of communications between the teacher and students about the reading materials assigned by the teacher or chosen by the students. The inclusion of the Reading Response Journal in the present study is inspired by the essential benefits of the reading response journals which have been researched for several years. Reading response journals help the learners to become the readers and writers by giving them opportunities to use their background knowledge to construct personal meaning (Wollman-Bonnilla, 1989), and promote students' ability in writing by integrating new experience with the past ones. Reading response journals are a perfect means of keeping and recording the changes of the students' works and monitor their progress and are used as a valuable way of catching up on new literature that the students are reading (Strackbein and

Tillman, 1987). Reading response journals provide students with opportunities and experiences to respond and interpret reading individually and it increases comprehension (Fulps and Young, 1991). The use of reading response journals was also proven when it was used for high school students with the text books used by the teachers in teaching English in the classroom. The use of the journals has significant impact on students' reading literacy (Jehadun, 2019). The use of reading response journals as a scaffolding strategy has also been promoting students' learner autonomy which has been shifting the role of teachers from being a source of instruction as the center of information to the students as the agents of their own learning and the teacher as the helper for the students (Padmadewi, 2016).

Inspired by the previous studies and the scarcity of using the novel study and reading response journal for young children, the present study aimed at investigating how the teachers implemented novel studies and reading response journals for improving learner autonomy and English literacy. This study would beneficially enrich the previous findings because the study is also interested in analyzing the impact of the variables on the establishment of learner autonomy of young learners in studying English through a novel study.

2 METHOD

Design:

The study was conducted in the form of mixed method design which dominantly implemented qualitative research and was supported with quantitative analysis.

Subject:

The subjects of the research consisted of 9 teachers including the teacher of novel study in Bahasa Indonesia, in English, and classroom teachers.

Object:

The objects of research were the implementation of novel study and reading response journal in the school. The other literacy programs like the use of reading log and rewards which go along the novel study were also analyzed and investigated.

Setting:

The study was conducted in a bilingual school in North Bali. The school used competency based curriculum and English is a subject introduced in the curriculum. As a bilingual school,

the students were also taught by a native speaker of English. The time of teaching English allocated in the school is four times a week (4 x 40 minutes).

Instrument and Process of Data Collection and Analysis :

The researchers were the main instruments who participated in the school as the observers during data collections. Besides that, the instruments were also in the form observation sheet and tests which were used to test students' literacy. The data were collected mainly through observations, tests, and analyzing school documents. The data collected through observation and document analysis were analyzed qualitatively; while the results of the tests were analyzed quantitatively using inferential statistics.

Trustworthiness :

To guarantee the trustworthiness of the research, the data were collected several time continuously for one semester, across different settings (classroom and outside; formal and informal situation of teaching learning process) and supported with quantitative analysis. Consistency of findings as the results of quantitative as well as qualitative analysis reflect the trustworthiness of the study.

Ethical procedure :

The study has been conducted under the permission of the principal as well as the team of all the teachers involved. This is considered as a very important ethical procedure in order reliable and valid data can be collected.

3 RESULTS AND DISCUSSION

Based on the intensive observation conducted during one semester, it can be stated that Novel Study and Reading Response Journal is a part of the literacy program. Literacy can be defined as the ability to read and write (Bainbridge and Macy, 2008., NCREL, 2003; Haryanti, 2014). In the novel study, the competency expected is foremost to be able to read the novel and also use discussion and writing to explore the novel's themes, characters, content and to relate the reading to the individual lives of the students, based on the students' level.

As a part of a literacy program, novel study is stated as a process of teaching English using novels as media, and also as the object of learning. The novel study in the school is started in grade 3 using novel in the students' knowledge (Bahasa Indonesia) to introduce how novel study can be learned by students in the classroom. The experience of studying a novel in Bahasa

Indonesia is a kind of a basis for students to read novels in English, and can then be used as a transition and stepping stone for an English novel study.

Novel Study is conducted following certain approaches such as 1) Differentiated Instruction, 2) Constructivism, and 3) The Whole Person Approach. Differentiated Instruction is the philosophy of instruction which appreciates students' differences and accommodates their different needs in the same classroom. (Nordlund, 2003). In other words, the teacher designs the instruction based on the needs of the students and modifies the instruction in order to match with the students' needs and levels. The material was started from the students' level not from the level based on the material stated in the curriculum. For that reason, modifications were needed. The modifications were carried out in three ways such as differentiated in terms of methods, in terms of process and in terms of assessments and end product.

The novel study was also inspired by the philosophy of constructivism. Constructivists believe that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences (Hein, 1991). With that paradigm underlying the practices done in the classroom, the students are encouraged to experience some activities like doing experiments, solving real-life problems and trained to describe those experiences and build/formulate the new knowledge based on those experiences. Based on the paradigm of constructivism, the teacher assigned students to produce writing which aimed at providing students with experiences, and experience the process through step-by-step procedures. Along the process, the teachers provide them with support and guidance which were gradually eliminated until the students are capable of conducting all tasks in the novel study independently. These scaffolding strategies are adapted to the students' needs and levels of knowledge. The key concept is to give ample opportunities for students to directly experience the activities in order to be able to define the experiences, draw their hypothesis, and build and formulate their new knowledge.

In line with the philosophy of differentiated instruction, the students are also perceived as a whole human being following the basic philosophy of the Whole-Person Approach of Curran (Richards and Rogers, 2001). Curran views learning as holistic from which all aspects of cognitive, affective and psychomotor domains are well developed as a whole entity. The whole-person learning allows students and teachers to be involved in the process of interaction in which both experience a sense of their own wholeness. The awareness toward the wholeness of the students is then put into practice from which all three domains are treated in balance. This paradigm is then manifested in some activities where students are given the chances of experiencing activities with a secure feeling, free from being anxious and are given chances to

develop themselves with full potential and comfort. This is reflected in the process of learning in the classroom where students have flexibility to do the task in the classroom. The students can write on the floor, or work with friends at their seats or can be working on their desk. Flexibility was also reflected when the students were given choices is free writing and reflecting on writing connected to themselves which match with the theme of the story in the novel they learn. The main emphasis is the appreciation of the fact that the student as a human being owns three domains not only a cognitive domain but also psychomotor and attitude each of which must be treated in balance as a whole entity. In other words, this whole-person learning becomes the spirit of how students must be treated by teachers at the school. The students' feeling and emotion is considered as important as their cognitive aspect both of which therefore need to be developed in balance.

In the context of Novel Study, all three approaches underlie the implementation. Differentiated instruction was a vital philosophy used where the interaction with the novel read by the students was adapted based on the students' needs. The modifications and adaptations can be summarized in Table 1.

Table 1. Modification of Novel study to suit the students' needs

Domains of modification	Challenged/left -behind students	Average students	Advanced students
Content	-easier novel (if the same novel, the students read less pages in a certain amount of time)	- more difficult novel (if the same novel, the students can read one chapter in a certain amount of time)	- more difficult novel than average (if the same novel, the students read more passages in certain time)
Process	Mostly with individual guidance by the teachers	Group work with occasionally	Independently read and do the instruction given by the teacher

		guidance by the teacher	
End product	Based on assignment given by the teachers	Based on assignment given by the teachers	Based on assignment given by the teachers

Despite the instructions being differentiated, all students following the same generic procedure of literacy-based programs. The stages of the activities can be described in Table 2

Table 2: The stages of activities during Novel Study

Stages of Activities	Activity	Purpose	Description
1. Establishing habits of reading as a part of daily life	Giving the chance for students to choose	Train students' independence and self-directness.	Asking each student to borrow two books to bring home.
	Promoting and building habit	To make reading as a part of character internalized in their daily life.	Reading at home with parents and filling in the reading log
	Establishing reading habit	To establish reading habit by empowering the power of repetition.	Providing rewards for those who always read
2. Novel Study	2.1 Scaffolding Activity as a transitional procedure.	To train students on how novels are read as a source of learning.	Reading Novel in Bahasa Indonesia (Students' first language) and provided with Reading Response Journal

	2.2 Novel Study	To teach students about English literacy and build critical thinking, creativity and other character values by using a novel as source of learning.	1. Reading novels in English as reading pleasure. 2. Reading novels as a source of learning.
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Table 2 shows that the novel study was conducted in two main ways such as transitional stage where the novel study was conducted in Bahasa Indonesia. In this stage, Reading Response Journal is introduced to train students how novel study can be done by the students. The journal also contains questions and personal reactions of the students toward what has been read. This activity is a training for students before an English Novel is introduced.

English Novel study is started in Grade 5, using a short novel with very simple English and containing some illustrations. The novel is in students' level of English. There are certain procedure conducted in teaching novel.

1) Orientation to introduce novel study

In this step the teacher explains about the novel study the students take, how the students would do it and what activities are involved.

2) Brainstorming

The teacher stimulates the students to ask questions about the novel, guess the content of the novel, the topic and also the title. In this stage, the teacher also discusses about the elements of the novel to provide students with the general profile of the novel.

3) Reading each chapter and Reading Response Journal

The students are assigned to read chapter by chapter. The reading activities are done in a group format. Students can read independently though part of a group. Reading aloud in turn is also used and decided upon by the group. This is also a very effective strategy to help more reluctant readers. To help them understand the novel, students are guided to discuss orally, each chapter content, focusing on plot and characters. The discussion period is done exclusively in English, though clearly, there are various levels and expectations of what and how the students are able to discuss. Students also have a “vocabulary record sheet” where they write any new vocabulary they encounter. Even though working in a group, this vocabulary sheet is

an individual task, recognizing the differences in level of the students. The teacher, at this point, is acting as a facilitator, moving from group to group and guiding students in reading and discussion where needed.

In this part, the reading response journal asks the students to make a review and reflection pertaining to the content of the novel by asking them to write about one element related to the chapter and / or write about their own connection and experience related to the chapter. This is done with a guiding question or topic for them to write about. Generally, because students in the school have been transitioned into reading English novels the previous year, higher order thinking questions are able to be introduced, such as asking the students to reflect, offer opinions and draw conclusions based on personal experiences.

4) Mini lesson and grammar focus

The teacher explains and emphasizes key words and linguistic element identified in the novel to introduce the typical language features of the novel. This part can be done group by group, focusing on the differentiated level of a group or as a whole class element. The sessions are also sometimes accompanied with questions and answers or short exercises to strengthen students' understanding about the language aspects. Mini lessons are a combination of pre-prepared lessons or situational, based on the general needs of the class.

5) Extended activity / Story writing assignment

This is the major product produced by students at the culmination of their novel study. Students are trained in the “writing process” a critical element that encompasses peer support and autonomy over the process of writing. Requirements for the assignment, which are reflected in the evaluation, dictate that all students follow the writing process in producing a story that is connected to the theme of the novel. Differentiation is a natural part of this process as students write at their own level which reflects both the quantity and quality of the writing. A sample writing assignment used is presented in Table 3

Table 3. A Sample of Assignment in Novel Study

<p style="text-align: center;">All the Flavors in the World</p> <p>Writing Assignment:</p> <p>Many novels tell a story of “bullying” or a “Bully”</p> <p>All the Flavors in the World has a character that is being bullied, (the problem) and a Bully. In the story the “problem” is solved!</p> <p>Write a story in “first person” , which ,means , use “I” and “me”.... You can be one of two characters. You can be the character being bullied or you can be the bully. Write about the characters, what happens with the bullying, and how the problem is “solved”. There should be a beginning and an end. This can be a “true life story” (without real names) or it can be a made up story from your imagination, or a combination.</p> <p>You must:</p> <ol style="list-style-type: none">1. Make an outline2. Write a first draft (don't worry about spelling and perfect sentences...)3. Check with a friend – Does your story make sense? Does it have a beginning, a problem, and an end? Was the problem solved? Do you know something about the characters?4. Write a second draft, making changes.5. Edit with a friend's help (Spelling/grammar/punctuation)6. Final Draft on “Final Draft” lined paper to be handed in: _____
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To assess the success of the novel study, evaluation of the Novel Study was conducted by using performance assessment. The overall evaluation of the novel study encompasses various elements. Students are evaluated on an on-going basis for aspects such as cooperation or focus on the process and group work. Students are also evaluated on reader response journal writing which is done on a chapter by chapter basis. The final writing assignment, which allows students to demonstrate their understanding of the writing process and their ability to produce

a final, themed piece of writing in the form of an original story, is also evaluated. A sample of the student's writing can be seen in Figure 1 and the evaluation sample is presented in Table 4.

Table 4. The Criteria of Novel Study Evaluation

Novel Study - Evaluation	
Name:	_____
Date:	_____
1. Readers Response Journal / Chapter Questions	
	20
2. Vocabulary Paper / Group work (focus/cooperation)	10
3. Writing – Process	
Outline	5
First Draft	
5	
Edit/Proofread	
5	
Final Draft	
5	
Cover (bonus)	
5	
4. Writing – Product	
Creativity/ideas	
10	
Problem / resolution	
10	

	Character (s)
10	
	Sent/Gram/Sentence pattern
	Punctuation/Capitalization 20
COMMENTS:	
Total	/100

6) Sustaining Novel Reading – to keep it going

Good reading habits needs to be maintained, for that reason the teacher needs to provide students with continuous novel study or novel reading programs. The teacher also gives assignments in the form of book reviews to keep students reading novels.

Table 5: Hints for making book review

<p><i>Who: Individual</i></p> <p><i>Time Limit: Two classes (2x40 minutes)</i></p> <p><i>Task: Write a book review about a favorite book that you have read. You may do a combination of art and writing. You must present your work by displaying it in class after presenting it</i></p> <p><i>Helpful Hints:</i></p> <p><i>What do we want to know? Think about:</i></p> <p><i>Who? (Who is the story about?)</i></p> <p><i>Where? (Where does the story happen?)</i></p> <p><i>What? (What is the story about?)</i></p> <p><i>What do you think about it?</i></p> <p><i>What was the best part? Funny part? Scary part?</i></p> <p><i>Did you like it? Why? Why not?</i></p> <p><i>Evaluation:</i></p>
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/10 points for the writing and art-work

/10 points for the presentation

The scaffolding in the forms of the hints guide students on how they self-direct themselves. To monitor their consistency and frequency of reading, the teacher uses a reading log. The teacher provides students with a reading log to keep a record of what the students read and how students progress consistently in their reading. The goal of the novel reading program is not to see “how many” novels students can read, but rather that they read consistently at their level or stretch to read slightly above their level.

Even though Reading Response Journals have many potential benefits, student level, vocabulary and ability to express themselves in English are often a barrier for second language learners. The Reading Response Journal, which is implemented in one form in a novel study, and added to in the form of book reviews, can also be used as a supplemental activity to encourage second language learners to write in volume.

In the form of “holiday assignment”, students of grade 5 or 6 are asked to write Reader's Response Journals over the long holidays. While continuously reading, students are asked to write about what they are reading. This can take the form of a concrete level “synopsis” of their novel, or for higher-order thinking students, they may also choose to connect their reading to the world around them and to their personal experiences. The evaluation of this work is a simple check of completion, rather than a formal grading of ability. Students are able to share their journals once back to school and may also prepare and present an “advertisement”, including a rating of the novels read. Posted in the library, this allows a sharing of work and recommendations for others in the school to see when they are choosing their own novels to read (Figure 2).

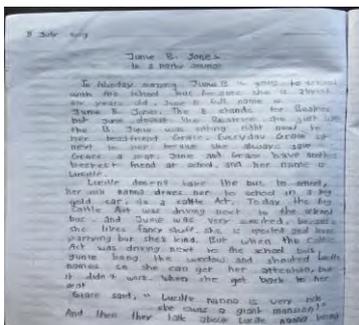


Fig. 1: Sample of a student's writing



Fig. 2 Poster made by Grade 5 for a novel they read

The intensive procedure and guidance provided during the novel study accelerates the students' English achievement and boosting their literacy skills. The improvement of the students' achievement was analyzed quantitatively using paired t-test. The summary of the results is presented in Table 6

Table 6. 1st Paired t-test result

t	df	Sig
-3.220	20	0.004

Based on the result above stated in Table 6, it can be concluded that there was a significant difference between Pre-Test for 5th grade students' novel study and Post-Test for 5th grade students' novel study because the number of sig 2-tailed is below 0.05 (sig (2-tailed) with the score of 0.004 which means the null hypothesis is accepted that Novel Study has a significant effect for students' literacy skill.

Table 7. 2nd Paired t-test result

T	Df	sig
-10.500	18	0.000

Based the result in Table 7, it can be concluded that there was a significant difference between Pre-Test for 6th grade students' novel study and Post-Test for 6th grade students' novel study because the number of sig 2-tailed is below 0.05 (sig (2-tailed) with the score of 0.000 which means the null hypothesis is accepted that Novel Study has a significant effect for students' literacy skill.

From the results above it can be stated that the competency of the students during novel study reflects the the ability of using the language in the real context. The fact that the students have been able to give their opinions towards the topic discussed in the novel and write

summaries in their own words is an indication that their literacy skill is obvious which reflects the use of English in real life. This literacy skill is in line the definition as the activities of reading and writing about the real world for the sake of understanding the real world itself (Purcel-Gates, et.al., 2012). The results of this study also reconfirm another related study which admitted that literary work and literature improves students' language skills (Rahman & Weda, 2018).

The other important value which significantly improves is the learner autonomy of the students. The characteristics of learner autonomy indicated by the students was analyzed using the characteristics of learner autonomy by Little John (1997) in Jamila (2013). The results are presente in Table 8

Table 8. The characteristics of learner autonomy observed

Characteristics of Learner Autonomy by Little John (1997) as in Jamila (2013)	Observed Phenomena		
	Alway s	Someti mes	No
Learner autonomy shifts its focus from teaching to learning	x		
Leaners themselves plans to set their own objectives of learning	x		
Learners is full freedom in monitoring their progress	x		
Learners assess their learning themselves		x	
Learners free to select their own learning strategies		x	
There are chances to reshape approaches and procedure for optimal learning.	x		
Teachers are as facilitator in an autonomous learning classroom	x		
Teachers provide stress free, and comfortable classroom	x		

The results of the present study reconfirm the previous results that a novel study gives educational values (Irawan and Andriani, 2018). The indication of learner autonomy is clear

from the first stage when the students started reading novels in English and are given the chance to self-choose the books in the library. The seriousness of the students in reading and the intensive programs of the Novel Study gave significant effects to students' improvements in literacy skills.

Novel studies are treated as a school-wide program which are conducted following certain procedures. The procedure was started by building students' habit from which reading character is established and reading novels becomes a part of students' life. This establishment of reading habit is started when the students enter the school the first time, and has become the foundation of learning in the school. During this period, the students are trained to choose the books (in Bahasa Indonesia and in English) to be taken home and read with their parents daily. The repeated exposure has many functions such as making reading a habit and improving the emotional bond and connections with parents. The chance of choosing books by the students themselves is the start of self-directed learning. The action of choosing the book themselves reflects the management of self-control towards what is to be done and how it can be done. This value is trained and promoted as a personal life skill which is highly required in this literacy era. The empowerment of the reading habit is conducted through the use of a reading log and reinforced by using rewards in order that the positive action and behavior is repeated and repeated again to establish it into character. The effective scaffolding and the use of rewards accompanying the activities of successful reading tasks by the students reconfirmed the previous findings (Ching, 2012; Padmadewi and Artini, 2018).

The success of novel studies conducted also reconfirmed the benefit of novel studies for upper-elementary aged or older students. The study conducted toward Iranian college EFL students reveals significant improvement after the reading novels conducted. The improvements are indicated not only in the novel-reading ability but also in students' attitude, confidence and interest (Ghiabi, 2014).

The beneficial impact of the novel study on the students' character is also evident in the present study. In this present study, the impact of reading on the students' habits and character has been clear from the first time reading and when the reading log was implemented.

The impact of the the novel study toward the students' attitude seems to be aided by how the teacher provides the transitional stage from the time the students are in grade 3. In grade 3 the novel study was started in first language after the habit of reading was established and students had been exposed to daily reading activities.

The experiences of reading in the previous grades, is a good investment for a further reading program. As stated in Table 2, to start the novel study, a transition program of reading novels

in Bahasa Indonesia is implemented at the school. As a transitional procedure, the novel in the students' language (Bahasa Indonesia) is introduced. To train students how novel studies can be done, in this period, the teacher uses Reading Response Journal which functions as a scaffolding activity to bridge students' ability to read the novel in Bahasa Indonesia in order to be ready for reading English novels.

Reading response journal can be stated as an activity where the reader has to reflect on what they think, share with a partner, revise what they think and share with the group/classmates. It is conducted informally where students discuss and share personal ideas with the teacher or friends. This kind of reading response journal is in line with the reading response journal introduced by Fulps and Young (1991). To clarify the meaning and concept, the reading response journal applied is also conducted in Bahasa Indonesia. The teacher provided students with leading questions on what to read and how to critically internalize the concepts in the novel. The power of reading the response journal in improving students' comprehension reconfirmed the results of the previous studies (Fulps and Young, 1991; Jehadun, 2019).

The reading response journal and hints provided by the teachers function as a bridge which slowly transforms the role of the teaching learning paradigm from the teacher as the source of the information and the doer of the teaching process into being a facilitator and acts as the helper for the students; while the students shift their roles as the agents of their own learning which control and manage they way how they learn (Thanasoulas, 2016; Padmadewi, 2017).

The nature of the tasks used in the novel study followed the concepts of constructivism which encourage and promote self-directed learning as a necessary condition for learning autonomy; and the learning process exposed to the students has made them experience meaning and authentic experiences . Their learning process becomes meaningful and powerful when learning is not simply a matter of rote memorization; 'it is a constructive process that involves actively seeking meaning from (or even imposing meaning on) events' (Thanasoulas, 2016). The success of the novel study for promoting the autonomous learning is also indicated by the ability of the students to decide and write their own stories from which the principles of Constructivism, and the Whole-Person Approaches are manifested. Considering the novel study is used for young learners who study English in a bilingual setting of school but in a life environment of using English as a foreign language, the study has a very global contextual benefit to all teachers worldwide who use English as a foreign language or second language.

Since the novel study is a part of a school wide literacy program, its success is also contributed to by other literacy programs which go along with the novel study. The specific

use of novel study itself has not been separately investigated. For that reason, further research on this topic is highly recommended.

4 CLOSURE

Novel study needs commitment from the teacher in preparing all the tasks which take a long process, time management skills, and need understanding towards students' characteristics and learning styles. The assignments of the tasks must be arranged and assigned based on the students' levels and characteristics. Failure in administering assignments and administering tasks, and ignorances towards the students' individual strength might bring about harmful backwash towards the students' learning process. All these factors need seriousness and consistency in order that the concepts and meaning introduced to students can be internalized and understood well.

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English Teachers' Assessment literacy in Bali seen from teacher's professional development, teacher's service experience, and teacher's educational qualification

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Abstract

The quality of teacher's assessment practice can affect many aspects of the quality of teaching, which is commonly named backwash effect. For this reason, it is substantial for teachers to conduct good assessment. Therefore, teachers must have sufficient assessment literacy (TAL). Related to Indonesian context, research on this issue is very rare, let alone if associated with important teacher's performance aspects such as teacher's professional development, teacher's service experience, and teacher's educational qualification. This research aimed at (1) figuring out the tendency of TAL, (2) analyzing the effect of teacher's professional development, teacher's service experience, and teacher's educational qualification on TAL. This was an ex-post facto research with survey on 111 high school English teachers in Bali. The data were analyzed descriptively to figure out the tendency of TAL, and by using t-test and Anova to analyze the effect of teacher's performance aspects on TAL. The results showed that in all of teacher's performance aspects, the TALs of the teachers were categorized by average (fair). Furthermore, based on t-test and Anova, there was no effect of teacher's professional development, teacher's service experience, and teacher's educational qualification on TAL ($p > 0.05$).

1 Background

The importance of assessment in the learning process becomes the focus to be built, in order to support the learning process. However, some researchers also mentioned that the teacher perceives the assessment as a test and it is only used to measure or see the knowledge

stored in students' brains after the learning unit is finished. Assessment in this context comes up as a result of a testing culture. Evaluation is more emphasized on the results rather than processes. In other words, accountability is more about results than process. This testing culture is very unfavourable to the educational process, including learning that is more superficial and considered as short-term memory, has an excessive anxiety effect, separates the learning process and assessment, and is more likely to be discriminatory.

In essence, as a professional, the teacher should fully understand the above tasks and how to implement them in the form of quality performance. The teacher professionalism improvement program launched since 2010 in the form of CPD (Indonesian Ministry of National Education, 2010) establishes that CPD includes measures of teacher performance in self-development, scientific publications, and innovative work. Likewise, to ensure the teacher performance professionally, the teacher certification program and improvement in teacher qualifications have spent a lot of government funds. All the objectives are so that the teacher can carry out their tasks and functions as well as possible. That includes the English teacher.

One of the three main tasks and functions of the teacher above, which needs to be considered than the other two phases, is the implementation of teacher assessment. In general, it was observed that the quality of assessments conducted by teachers, especially in Bali, was still low. Research conducted by Marhaeni et al. (2016) found that the average gap was categorized high between the provisions of the implementation of the assessment according to K-13 (Indonesian 2013 Revised Curriculum) with the practice of authentic assessment conducted by high school English teachers in Bali. The gap was found in the three phases of the assessment implementation, those are the planning of the assessment, the implementation of the assessment, and the analysis and reporting of the results of the assessment. Therefore, it can be assumed that the same gap may occur in other subject learning, also across education units, as well as in primary schools.

Why is the practice of assessment by teachers so important? One of the concepts in the realm of assessment and evaluation science was found about the backwash effect of assessment on instruction (Lee, 2016), that is, there was an impact of teacher assessment on the learning that he did. If the quality of the assessment is good, this will affect the learning practices. For instance, if the assessment is done using project-based assessment, then the teacher will directly conduct learning with the project method as well. Conversely, as is the case, in the practice of assessment with the use of objective tests, especially in the form of multiple choice for formative and summative assessments. Furthermore, this kind of teacher assessment practices have the potential to cause negative backwash effects, for instance, the teacher will orient his

learning to attain the achievement of low-level cognitive aspects. This is very far from expectations for achieving good graduate quality.

Therefore, it is very important to do a study of the insights and abilities of teachers to conduct assessments, which is known as teacher assessment literacy. Popham (2009) said that teacher assessment literacy (later abbreviated as TAL) should be an important part of the teacher education curriculum because of the very important role of assessment itself. In recent years, many countries have set TAL standards, although with different criteria (Deluca, LaPointe-McEwin, & Luhanga, 2016). They then examined the TAL standard of 5 English-speaking countries as a language of learning. It was found that the TAL standard underwent changes over time as well as the demands of education and the advancement of science and technology.

In Indonesia, TAL standard has never been studied, in fact it does not seem to have existed yet. The assessment standards become the only guidelines (currently, Permendikbud No. 023/2016) which assert what should be done in the assessment practice; however, the standard does not mention the TAL as well as the aspects that must be mastered by teachers in order to be able to carry out assessment practices in accordance with the demands of the Permendikbud. Likewise, research on TAL has not been found yet. It seems that Indonesia education has not yet reached the realm of this field.

Taking a standpoint that a low TAL will largely determine the quality of the teacher's assessment, and this can affect the quality of graduates in general, so it is very imperative and urgent to do research on TAL. The research we propose will be one of the benchmarks or preliminary studies to analyze TAL especially elementary school teachers in Bali, which will be beneficial for the development of further research on TALs and beneficial for education stakeholders in Bali, especially for those who have awareness about the quality of assessment practices by teachers in carrying out their professional assignments at school.

Under the law, teacher education and teacher professionalism are set according to the certain standards. For example, teachers must qualify for a minimum of S1 / D4, have an educator certificate, and have years of service. These three variables will certainly greatly affect teacher performance in general. Considering that research on TAL is basic, it is also important to pay attention to those three variables and how this TAL can be influenced by it.

The focus on literacy about assessment is important to be built on and developed along with the professional development of the teacher. The assessment literature is defined as an understanding of the principles of assessment. Teachers who have a solid literacy assessment will be well positioned to integrate the assessment into learning, because they use the right

forms, according to learning. As an implication, the learning will be more directed, effective, and efficient. Therefore, this study tries to provide a basis for developing teacher assessment literacy by providing an overview or profile of the subject matter.

2 Literature Reviews

2.1 Teacher Assessment Literacy (TAL)

There is not much Indonesian literature that discusses about TAL. Popham (2009) states that TAL is very fundamental in teacher education programs. According to him, there are two types of assessments where teachers must be literate, namely classroom-based assessment and standard assessment (for national examinations).

TAL is important because it is considered as a key which links between the quality of assessment with student achievement, where teachers who have TAL play a very important role (Popham, 2009). Popham cited a report from the Assessment Reform Group (1999) in support of the above opinion. It is said that students will be able to achieve high learning outcomes when the following five things are made in the classroom, namely: a) the existence of effective and meaningful feedback during the learning process, b) make students as active learners, c) the use of assessment information to evaluate learning progress students and adjust learning to student needs, d) use assessment data to motivate students throughout the learning process, and e) provide opportunities for students to self-assess their learning progress and determine follow-up to achieve desired learning outcomes. If these five things are owned and conducted by the teacher, then the teacher can be said having a TAL that supports the performance of his or her profession as a teacher.

To support the above opinion, Newfields (2006) states there are three important main reasons for TAL related to learning and research. First, assessment is broad in the education system, where teachers spend up to 50 percent of their time doing activities related to assessment (Nitko, 2012). Secondly, it is very important for teachers to have a broad insight about the assessment through a study of the assessment literature. Third, TAL is needed when the teacher needs to communicate the results of the assessment to the stakeholders.

Fulcher, quoted by Khadijeh and Amir (2015) said that there are three main elements of TAL. First is the knowledge, skills and ability to design, develop, and evaluate both standardized and classroom-based tests. Second, understand the process of conducting assessments as well as knowledge of the principles and concepts that underlie the practice of assessment, including the code of ethics of assessment practices. Third, the ability to use all of the above within a broader framework socially, politically, and philosophically in order to understand why such

assessment practices occur, and to be able to evaluate the role and impact of testing on the community, institutions and individuals.

Furthermore, Khadijeh and Amir (2015) proposed a TAL model consisting of three main aspects, namely: a view of learning, assessment principles, and four areas of knowledge about the assessment (objectives of the assessment, assessment strategies, interpretation of the results of the assessment and decision making, and aspects that must be assessed).

2.2 Empirical Studies

Specific researches on TAL in Indonesia is hard to be found. Some research related to TAL is cited, as follows. Marhaeni et al. (2016) examined the implementation of authentic assessments by high school English teachers in several districts in Bali. The study included three assessment phases, namely planning, implementation, and analysis and reporting of the results of the assessment. The authentic forms of research examined are self-assessment, performance assessment, project assessment, and portfolio assessment. In general the results of the study indicate that there is a wide gap (above 61%) between what is practiced by the teacher and the standard implementation of the assessment as demanded by K-13 and the concept of authentic assessment. Wide gaps are found in the planning, implementation, analysis and reporting phases. Furthermore, this research found that among the authentic forms of assessment, the worst practice occurs in self-assessment.

DeLuca et al. (2015) have conducted research on TAL in several countries. The purpose of their research is to investigate the TAL standards in each of these countries and the development of these standards. They examined 15 TAL standards and eight TAL gauges found in the five countries. Their research found that there have been developments in these, nevertheless the measuring instruments used were still based on existing TAL conceptions.

Newfields (2006) developed a TAL measurement instrument totaling 100 items after establishing the concept of assessment and operational literacy to measure the LASG of English teachers. These points were then reviewed by a number of expert panels, which finally found 70 items that were considered appropriate to be used to measure English TAL.

Marhaeni et al (2015) through R&D has produced authentic assessment tools for learning English in junior high schools. These tools include the design of the implementation of the assessment included in the lesson plan, the development of various authentic assessment instruments, and the instruction of authentic assessment administration in learning.

3 Research Methods

This research was an ex-post facto research with survey method. The sample was 111 middle and high schools' teachers in Bali, Indonesia. The sample was given a 30-item questionnaire which was developed based on Teacher Classroom Assessment Literacy Questionnaire developed by Plake & Impara (1993). The data were analyzed descriptively to see the degree of teachers' assessment literacy. Furthermore, the data were analyzed inferentially by using 1-way tests to analyze the difference of TAL based on three variables: 1) Teacher Professional Development, 2) Teacher education qualification, and 3) Teacher service experience.

4 Findings

This research aims at investigating teachers' assessment literacy level in Bali, Indonesia. the first thing to look at is the data description of TAL. Table XX shows the data description of TAL from 1) Teacher Professional Development (certification), 2) Teacher education qualification, and 3) Teacher service experience.

Table 1. The Data Description of TAL seen from 1) Teacher Professional Development (certification), 2) Teacher education qualification, and 3) Teacher service experience

Grouping	N	Mean	Median	Standard Deviation	TAL Qualification
Certification					
Certified	64	15.20	16.00	3.44	Fair
Not Certified	47	14.72	14.00	3.21	Fair
Education Qualification					
Bachelor Degree (S1)	80	14.70	14.05	3.06	Fair
Master Degree (S2)	30	15.83	17.00	3.96	Fair
Service Experience					
0-5 years	20	15.20	16.00	3.60	Fair
6-10 years	25	15.08	16.00	3.26	Fair
> 10 years	66	14.90	15.00	3.33	Fair

Table 1 shows that based on teachers' certification, those who had been certified (M = 15.20) had a higher level of TAL compared to those who had not (M = 14.72). Meanwhile, the teachers who had master degree got higher score of TAL (M = 15.83) than those who only had bachelor degree (M = 14.70). in terms of service experience, there was a tendency that the fresher the teacher experience, the higher the TAL. It can be seen from the mean score in which the teachers with 0 – 5 year experiences got the highest mean score of 15.20, followed by those with 6 – 10 year experiences (M = 15.08), while the last one was the teachers with more than 10 years experiences (14.90).

Nevertheless, regardless the grouping variables, the TAL qualification of the 111 sample teachers in Bali was only fair, which was not satisfactory. Furthermore, to check whether there was a significant difference of TAL between groups, three 1-way Anova tests were done. Table XXX summarizes the result of the analyses.

Table 2. Group Comparisons of TAL seen from 1) Teacher Professional Development (certification), 2) Teacher education qualification, and 3) Teacher service experience

Test Variable	Statistics	Sum of Squares	df	Mean Square	F	Sig.
Certification	Between Groups	5.762	1	5.762	.510	.477
	Within Groups	1221.229	108	11.308		
	Total	1226.991	109			
Education Qualification	Between Groups	28.024	1	28.024	2.524	.115
	Within Groups	1198.967	108	11.102		
	Total	1226.991	109			
Service Experience	Between Groups	1.336	2	.668	.058	.943
	Within Groups	1225.655	107	11.455		
	Total	1226.991	109			

Table 2 describes about the comparison of TAL among grouping variables. The analysis shows that 1) there was no significant difference of TAL between certified teachers and non-certified teachers [$F(1, 108) = 0.510, p > 0.05$], 2) there was no significant difference of TAL between teachers who got master degree and those who got bachelor degree [$F(1, 108) = 2.254, p > 0.05$], and 3) there was no significant difference of TAL among service experience groups of the teachers [$F(2, 107) = 0.058, p > 0.05$].

The 1-way Anova analyses on the grouping variables revealed that there was no significant difference of TAL on any of the test variable (certification, education qualification, and service experience). This result suggests that those variables were not the factors explaining the “fair” level of TAL. This also indicates that the TAL level of the teachers did not mutually go together with the development of teacher’s professional development, education, or experience.

4 Discussion

The above research findings show that the teacher assessment literacy in the sample taken was categorized as fair in all grouping variables. The inferential test results also showed that there was no influence of work experience, educational qualifications, and certification on teacher assessment literacy.

Teacher assessment literacy is seen as the key to linking the quality of assessment and student learning outcomes, so that teachers are expected to have an adequate level of assessment literacy (Popham, 2009). Thus, the assessment has a very important position in the learning process of students. However, the results of this study are not in line with this expectation. This discrepancy clearly shows that there are fundamental problems regarding the application of the assessment by the teacher.

Moreover, if the teacher assessment literacy was related to other related variables, it did not indicate any relationship, for example when linked to teacher professional development. Based on the results of this study, it can be drawn the assumption that professional development by the teacher still overlooks the assessment position in the learning process. Service experience also do not guarantee that teachers will have satisfying assessment literacy. Even a high degree of education is not followed by an increase in the quality of assessment literacy by teachers.

Efforts are needed to be able to invite the teacher to be able to improve the literacy of the assessment, so that the quality of the assessment of students can truly reflect student learning outcomes. We proposed Backward Planning (also known as Backward Design/mapping) as an effort to increase teacher’s assessment literacy. Backward planning is a way to develop a

curricular design (in this case, lesson planning/syllabus) which focuses on the development of learning outcome and assessment as a basis of planning a lesson (Jensen, 2017).

Backward planning starts with specifying learning outcome of the students, followed by how to achieve it, or on the other words, how to assess the student's outcome (Richards, 2013). When the learning outcome and the assessment have been specified, teachers can develop how the learning experiences need to be design to achieve expected criteria. By using this design, the teachers will have more awareness about the assessment as well as the learning experience. The planning process starts with strong understanding about what needs to be achieved by the students, and followed by a variety of teaching strategies that can be used to achieve the target (Wiggin & McTighe, 2006).

Seeing the process of curriculum development by using backward planning, it has many advantages for teacher's assessment practice as well as more specific instructional design (Jensen, 2017). Among others are the teachers will be aware more about assessment, teachers will become better prepared of what should be given to the students because the target of the instruction is clearer, the instruction will drive exactly toward what students need to learn, so they will not be lost, and it pushes the teachers to think more about assessment and instruction, and hopefully will increase TAL.

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An Analysis of Interlanguage among EFL Students' Speech Production in English Microteaching Class

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Abstract

This study was a descriptive study which was carried out to describe the influence of the Indonesian students' native language and English as target language on interlanguage in EFL students' speech production in an English Microteaching Class. The objectives of this study were: (1) to describe the grammatical errors influenced by native language (Indonesian)

on the EFL students' speech production in English Microteaching class; (2) to describe the grammatical errors influenced by the native language (English) on the EFL students' speech production in English Microteaching class. Ten university students of English Language Education Department in Microteaching Class were observed. The results revealed that interlanguage experienced by the students in Microteaching class speech production was influenced by native and target language. In syntactical level, interlanguage was categorized into grammatical influence either from the students' native language or target language. Grammatical errors influenced by the native language included the use of Indonesian collocation, incorrect passive and question construction and the omission of plural marker 's'. Moreover, target language influence is identified in the addition of 'to be', overgeneralized of 'to', and inappropriate use of preposition. The study implies that the teaching of English for Indonesian sentences, especially among future teachers should put more emphasis on grammar and tenses as the difference at the grammatical level between the two languages has affected the students' interlanguage phase and the occurrence of errors in the students' speech production.

Keywords: *interlanguage, microteaching, syntax, grammatical error*

Introduction

Foreign and second language learners will have to undergo the interlanguage phase where they make errors resulting from the confusion of the language rules between their native language and the new language they are learning (Sharwood & Smith, 1994; Selinker, 1992). Indonesian students learning English as a foreign language among university students also face the same phase (Bahar et al., 2019; Batu et al., 2018; Ernasari, 2015; Saputri, 2015). Although interlanguage is an inevitable third language phase in between the mastery of the first language and the second language (Corder, 1981; Selinker, 1992), a prolonged interlanguage phase may reflect a sign of delayed target language mastery which, in turn, can lead to fossilization of the interlanguage errors. This problem can be very precarious among students of English Language Education who are prepared to be future English as a Foreign Language (EFL) teachers.

As future EFL teachers, students of English Language Education are acquainted with courses on pedagogy and pedagogic, ranging from the philosophy of education to teaching methods and teaching skills, which then implemented into real EFL classes in their teaching practice (Dakowska, 2005). But before English Language Education students go to real EFL classrooms, they would do the mock-teaching training in a micro-teaching class, where

students will take a turn to be teachers, while their peers act as students (Allen et al., 1972; Asmuni, 2001; Padmadewi et al., 2017). As a final preparation for real teaching practice, these English Language Education students would teach EFL to actual students. It is expected that these future teachers are ready in terms of content, pedagogic, and their English as a medium of teaching during their Microteaching Class. It is expected that the students' mastery of EFL as their target language is much closer to the target language than to their native language, to avoid the dissemination of errors to their future students (Padmadewi et al., 2017).

Various studies on interlanguage among Indonesian EFL/ESL students have been conducted (i.e. Batu, 2018; Ernasari, 2015; Fadhila, 2013; Faisal et al., 2016; Faisyal, 2015; Fauziati, 2017; Handayani, 2017; Ilmiani, 2014; Resturini, 2013; Rizky, 2016; Saputri, 2015; Sidupa, 2018; Siswoyo, 2016; Tulabut, 2018; Zannah, 2014). Some even focused on interlanguage among university students (i.e. Ernasari, 2015; Fadhila, 2013; Ilmiani, 2014; Saputri, 2015; Zannah, 2014) and specifically among students preparing to be English teachers (i.e. Basthomi, 2008; Rahayu & Cahyono, 2015; Rizky, 2016; Wijayanto et al., 2016; Ilmiani & Wijayanto, 2016). However, very limited studies have been conducted on interlanguage among ELE students in their microteaching class (see, for example, Harendita, 2009, Ernasari, 2015; Saputri 2016).

The study is conducted based on a reflection on the importance of identifying students' interlanguage phase among ELE students in the final preparation of their teaching practice to avoid dissemination of language errors. Thus, this study focuses on grammatical errors due to students' interlanguage phase among students enrolled in the microteaching class. It is necessary to identify the grammatical errors and to trace the source of these errors to provide a reference for EFL/ESL teachers to improve their English classes to help students overcome their interlanguage more smoothly.

Literature Review

Interlanguage: Definition, Types, and Its Impacts on Language Mastery

Selinker (1992) defines interlanguage as the natural process as the result of learners acquiring a new language, which means that the error contained in native or non-native speaker's speech production is common during the acquisition of a target language (Corder, 1981; Selinker, 1992; Tarone, 1994). Interlanguage errors occur when learners construct their knowledge of the new language, where the mastery of the target language is not fully achieved, and learners are still in the transition process toward this mastery of the target language (Corder, 1981; Dulay et al., 1982). Thus, interlanguage is unique to individual learners since

the errors produced are not specific as a native language errors or target language errors, but rather, a combination of the characteristics of both languages (Tarone, 1984). It is sometimes termed as the learner's third language phase, where the interlanguage shows average status between the learner's native language as the first language and the learner's second language as the target language (Fauziati, 2017). During this transitional, interlanguage phase, phonetic, morphologic and syntax framework qualities of the target language productions are not quite the same as the student's native language, but it already incorporates the acquired structure of the target language (Sharwood & Smith, 1994; Tarone, 1994).

Interlanguage error has two prominent types, namely interlingual error, which occurs as the influence of learners' linguistic knowledge of native language; and intralingual error, which is caused by the simplification or overgeneralization of the target language system (Brown, 1994; Connor, 1996; O'Grady et al., 2002). Beginners may encounter the interlingual error since they are more familiar with the system and rules of their native language. At the same time, advanced learners may produce intralingual error due to the development of linguistic knowledge of their target language system (Brown, 1994). Interlanguage is produced in the level of language components; including phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary); and surface taxonomy strategies (omission, addition, miss-formation and miss-ordering (Dulay, Burt & Krashen, 1982; Ellis, 1997; Selinker, 1992). Since the language feature of any target language is systematic, the process of language acquisition forms rule-governed behaviour. Thus an interlanguage grammar occurs when non-native speakers have started internalizing its mental grammar: a natural language system that can be described in terms of linguistic rules and principles (White, 2003).

During this third language phase, confusions in the systems of the target language, mixed with the internalized system of the target language may lead to interference that is reflected in the application of the native language system into the production of the target; difficulties in pronouncing particular sounds that do not exist in the native language, and problems in identifying vocabulary elements which look or sound similar but have a different meaning (White, et al., 2013; Zannah, 2014). It is further confounded by psycholinguistic and social factors (Long, 2003), meaning that cultural differences may also contribute to the confusion and misunderstandings of the acquisition of the target language of the learners (Saputri, 2015; Resturini, 2013; Zannah, 2014). Cultural differences have been the challenge for the learners when communicating with native speakers of the target language since the understanding of the cultural context of the target language also determines the language proficiency. Wherein

learners should be able to use the appropriate target language in the context of the target culture to be proficient in acquiring the target language (Allard et al., 2011; Blanchard & Allard, 2010; Zannah, 2014). Thus, when the native language and the target language share similar features in their language system and their uses in their respective cultural settings, the system and the culture of the native language will contribute positively to the acquisition of the target language. The more features shared between the native language and the target language, the less interference will be faced by the learners during their target language acquisition, and the sooner the learners will produce correct language production (Allard et al., 2011; Blanchard & Allard, 2010; Dendenne, 2016; Kaplan, 1966; Kramersch, 2014; Qin, 2017; Szczepaniak-Kozak, 2014; Ye, 2013).

When errors happening during the interlanguage phase are not corrected, these errors might arrive at fossilization (Fauziati, 2011; Long, 2003; Selinker, 1992), where the errors become the persistent hindrance towards the mastery of the target language, as the errors will remain a permanent feature of the learner's speech even as the interlanguage phase is passed (Selinker, 1992). It is further implied that errors fossilization should be prevented with formal instruction to correct incorrect language forms before they become fossilized (Selinker, 1992), while strategies for reducing the production of errors might be prevented reducing the target language into a simpler system and continuous exposure and use of communication strategies (Long, 2003), with overcorrection that may lead to students' anxiety of getting corrected by the teachers while performing a language production, should be avoided as it hinders language production (Atma, 2018).

Interlanguage at Grammatical Level

One of the language aspects where interlanguage occurs is at the grammar level (Tanpoco, et al., 2019; Batu et al., 2018). Grammatical interlanguage structure is developed by the learners throughout a new language development when they start to achieve the language competency of the target language, with the interference of some aspects of their native language including the mastery of the language components (phonology, syntax, and morphology) and surface taxonomy strategies (omission, addition, miss-formation and miss-ordering) (Dulay et al., 1982; Ellis, 1997; Selinker, 1992).

Learners may transfer their native language grammar pattern to their target language speech production. The production of language interference may be caused as the result of the different syntactic, phonological system and vocabulary between the student's native and their new language (Ellis, 1997; Selinker, 1992). This could be characterized by the existence of the

aspects of the student's mother tongue in the use of the target language, which leads into the production of error due to the failure in the mastery of the language system of the new language learnt on the part of the students (Selinker, 1992). Although such application of knowledge of native language into the target language use can help the learners understand the language easier, Selinker (1992) further argues that this can also pose a hindrance to the proper application the rules in the target language when the system of the native language is different from that of the target language, which in turn can lead to error production in syntax, vocabulary and pronunciation (Resturini, 2013).

Microteaching and Third-Year University Students' Interlanguage

Microteaching is a teaching simulation which scales down a real teaching setting in terms of time, lesson and numbers of students, thus allowing students to focus on the selected aspects of teaching (Allen et al., 1972; Asmuni, 2001). It means that microteaching is also real teaching but in the form of a small scale which is intended as one of the approaches used to train, equip and improve teaching skills for prospective teachers (Bush, 1966; Cooper, 1967). Microteaching features characteristics like a class involve only 5-10 students, a lesson usually lasts for 10-15 minutes, the material coverage is restricted, with emphasis on teaching skills and the utilization of peer review as feedback is given to the student-teacher in the form of observation sheet or recorded comments (Asmuni, 2001; Padmadewi et al., 2016).

Microteaching provides substantial teaching experience that allows the practice of several separate necessary teaching skills (Padmadewi et al., 2016), providing the possibility for prospective teachers to acquire a variety of basic teaching skills and understand when and how those skills are applied (Allen et al., 1972; Asmuni, 2001). Microteaching provides the chance for students as the pre-service teachers to apply theory into practice, where the learning activities are conducted in the form of try-outs. In these try-outs, in which small groups of students take the roles of teachers and students in turn (Padmadewi, Artini, & Agustini, 2017). When one student plays the role of the teacher, the rest of the group will take the role of students. As each group usually consists of 10 students, the mock class promotes high interactions among the students participating in the microteaching class, providing a good chance for students to practice their English while practising their pedagogic.

There are eight basic skills trained in microteaching in Indonesia, namely: 1) opening and closing the lesson skill, 2) lecturing skill, 3) probing question skill, 4) teaching variation skill, 5) giving reinforcement skill, 6) teaching small group and individual skill, 7) classroom management skill, and 8) managing small group discussion (Asmuni, 2001; Padmadewi et al.,

2016). Those skills are trained following three stages; cognitive stage, try-out stage, and feedback stage (Asmuni, 2001). In the cognitive stage, the understanding of what specific teaching skills are, why they are needed, and how to train is introduced. When the students have prior knowledge about the concept of micro-teaching, they start making preparations to practice in the try-out stage. After performing the teaching-learning process, they are given feedback to find out which skills have been effective and which still need improvement.

As teachers of English will act as role model for their students as well as correctors of their students' mistakes and errors, it is imperative that their English has as less possible errors as possible, so students will not copy their teacher's mistakes or errors (Zannah, 2014; Padmadewi, et al., 2017; Batu et al. (2018). Thus, identification of errors resulting from interlanguage phase among English students enrolled in Microteaching Class is important so that the sources of the errors can be traced. This is not only important to correct the students' errors to avoid fossilization. It is also important as an input for English students at lower levels and their teachers about the errors that persistently occur among the English students. Therefore, students and teachers can seek strategies to prevent those errors from happening in the first place, and to correct those errors as soon as it starts occurring.

Research Problem

Taking into considerations of the importance of identifying errors influenced by the students' interlanguage during their final preparations to be English Teachers, the present study aimed at describing the interlanguage in EFL students' speech production at English Microteaching class. The objectives of this study are

- 1) to describe the grammatical errors influenced by the students' native language (Indonesian) on the EFL students' speech production in English Microteaching class
- 2) and to describe the grammatical errors influenced by the students' target language (English) on the EFL students' speech production at English Microteaching class

The result of this study is expected to help EFL/ESL teachers to identify the interlanguage at the grammatical level and the cause of the error produced by the students to promote their English classes. It is also expected to enrich the knowledge within this area of study and encourage the researchers to conduct further research.

Method

This study was conducted as a qualitative descriptive aimed at describing the interlanguage in EFL students' speech production at English Microteaching class. The observation was conducted in Microteaching class in A English Language Education Program of one of the state Universities in Bali. The ten students were all Indonesian with the Indonesian Language as their native language, learning English as their target language. The students were on the sixth semester, where the Microteaching Class is assigned as a final preparation before the students conduct their teaching practice in high schools in their seventh semester.

The observation was conducted mainly by the researcher as the main instrument of the research, with the help of video recorder and field notes. The observation was conducted following the class's schedule and arrangement, where each student had 15 minutes to perform how to teach English in small groups, for each of the teaching skills targeted by the Microteaching's learning objectives. During these teachings, each student takes a turn to act as a teacher. The rest of the class acted as high school students. These observations were followed by data collection where the errors were identified, classified and analyzed according to the causes of the errors to arrive at a conclusion.

Findings

As the present study focused on the influence of student's native and target language which contributes to the errors on the EFL students' speech production at the grammatical, it is in a way an error analysis studies, analyzes and classifies the rules deviations are made by second and foreign language learners (Brown, 1980; Richard, 1985). The findings of the study will be displayed in the following section.

a. Grammatical Errors Influenced by the Native Language

The findings of this study reveal that looking from the grammatical aspect, the influence of the native language covers the use of Indonesian collocation, incorrect passive and question construction and the omission of plural marker 's'.

1) The Use of Indonesian Collocation

The result of this study shows Indonesian collocation produced by the students can be seen in examples (1) to (3).

(1) I really really like to read.

'I like reading very much.'

(2) when you feel thirsty.

'when you are thirsty.'

(3) I like to play PUBG but right now not again.

'I used to play PUBG.'

Indonesian collocations refer to the direct translation of two or more words from native language (Indonesian) to target language (English) that follows the native language system which goes along and acceptable to Indonesian as the native speaker. However, this translation is incorrect for the English speaker as the target language (Fauziati, 2017). This interlanguage production was produced by students when they tried to do word for word translation; meanwhile, they are not aware of the rules and the structure of the target language. The adjunct follows the structure of English sentences characterized by the placement of the primary thought in the initial of the sentence.

The language system in the Indonesian language, the phrase can be doubled as in the example, *sangat-sangat* means 'so much' to emphasize the degree of thing that the person likes. However, the English language system is different. There is the adverb of degree as the intensifier which range from 'pretty' to 'very much'. It is used to strengthen the meaning of the adverb or adjective. Therefore, interlanguage was influenced by the use of native language collocation.

Error is classified into interlingual and intralingual transfer (Brown, 1994; Connor, 1996; Fauziati, 2017; O'Grady et al., 2002). When the native language influences the error production made by students, it is called as an interlingual transfer. Meanwhile, when the native language affects the error production made by students, it is called intralingual transfer. Data (3) shows the interlingual transfer experienced by the students. The students tried to translate the word by word and apply the structure of their native to the target language as in 'I like to play PUBG but right now not again' which includes unnecessary adverbs of time 'but right now' and 'not again'. The two adverbs of time are inclusive in the use of past tense 'I used to play PUBG,' where the verb 'used' marks the 'not right now' and 'not again' because it was in the past.

2) Passive Construction

Another native language influence on the grammatical aspect was in the incorrect construction of passive form. In passive construction, the omission of to be auxiliary and the inappropriate use of past participle were found.

(4) The paper should filled with the correct answer.

‘The paper should be filled with the correct answer.’

(5) because it taken back to the first group.

‘because it will be taken back to the first group.’

(6) What should be convey in introduction?

‘What should be conveyed in the introduction?’

From data (4) to (6), it can be seen that the students tend to experience errors in the form of passive construction through omission of to be and past participle. English tenses are manifested by applying specific forms verbs to mark time, and this does not exist in the Indonesian language (Kolln & Funk, 1998; Murphy, 2012). In Indonesian language, time is only marked by an adverb of time while the same verb form is used regardless whether the event happens in the past, present, or future (Bahar, et al., 2019).

Quite similar case happens to passive construction in the Indonesian language. In the Indonesian language, while similar exchange of subject doer into object recipient in passive sentence happens, the verb form is unchanged (Alwi et al., 2003; Bahar et al., 2019). Instead, the passive construction is formed by adding prefix *di-* as in *dipukul*, *dibaca*, *ditulis*, *ditutup*, *dibuka*, etc., without verb changing. First, the recipient of action in the active sentence is replaced to the subject of the active sentence. Thus, to form a passive sentence from an active sentence, the recipient of the action becomes the subject, the verb is added with one of the passive prefixes. In contrast, the doer of the action is marked by the preposition *oleh* which means ‘by’, which may be left out if the doer is obvious or unimportant (Alwi et al., 2003).

Meanwhile, English has almost similar rules in constructing passive form, which confusing students (Ernasari, 2015; Fadhila, 2013; Fauziati, 2017). The unique aspect of both languages is the presence of verb changing form into past participle. Bieber et al. (2013) mention that English passive construction is mostly constructed in the form of the auxiliary be and past participle. Indonesian language system does not have to change a verb for tenses. Passive

form in English is constructed by moving the recipient of action from the doer to the subject position of the sentence. After that, inserting the ‘verb –be’ in agreement in number with the new subject and the appropriate tense. Next, the verb of the sentence is changed into past participle. Last, the doer of the action is placed as an object of the sentence that is added after ‘by’ (Murphy, 2012).

Since some similar rules and procedures should be followed in constructing passive form from native into the target language, therefore, students tend to produce an error of omission of to be auxiliary and inappropriate use of past participle.

3) Question Construction

The third error is question construction. In question construction, the omission of the auxiliary verb was found.

(7) You finished students?

‘Have you finished students?’

(8) you know?

‘Do you know about it?’

Data (7) and (8) show the use of Indonesian interrogative form pattern. From the data, the students applied the Indonesian question pattern in their English speech. Colloquially, in Indonesian language, questions can be marked with raising intonation without any question word included. Examples of a question in the Indonesian language can be seen in (9) to (12).

(9) *sudah selesai?*

already finish

‘have you finished?’

(10) *sudah pergi?*

already go

‘Has she/he gone?’

(11) *kamu bekerja?*

you work

‘are you working?’

(12) *Bekerja kamu?*

work you
'Are you working?'

From examples (9) to (12), we can see that the pattern of questions in the Indonesian language colloquially preceded by a subject as in a declarative sentence. Whereas no question word required. However, rising intonation is used at the end of the utterance. These data also show the flexibility of the Indonesian language system. Data (9) to (10) prove that the subject of the sentence can be omitted when the interlocutor is definite (Alwi et al., 2003). In this study, the interlocutors are the students. Thus, the subject is deleted. Moreover, data (11) to (12) show that the syntactic pattern in the Indonesian language is more flexible (Adnyani et al., 2018; Cahyono, 2016). The flexibility of the syntactic pattern in the Indonesian language can be found in the word order that grammatically functioned as Subject-Predicate can be ordered in reverse Predicate-Subject and still have the same meaning (Cahyono, 2016).

4) The omission of plural marker 's'

The students omitted the plural marker 's' caused by the lack of awareness of the rules in the English language system since plurality does not mark by 's' in their native language (Indonesian language). The production of students' interlanguage was identified in the omission of plural marker 's' as in data (13) to (15)

(13) Please find two partner!

'Please find two partners!'

(14) Just five sentence

'Just five sentences.'

(15) Please make three group consist of two student!

'Please make three groups consist of two students!'

In English, to pluralize a noun, suffix (-s) is generally attached to the noun (Murphy, 2012). However, the addition of plural suffix 's' is not found in the Indonesian language system (Krause, 2009). Instead of adding any suffixes to the noun, it is pluralized by reduplicating or mentioning the noun twice in the sentence (Fauziati, 2017; Sidupa, 2018). In data (13), the noun 'partner' should be pluralized. The number of partner is two. However, any suffixes were

not added by the students due to the influence of his/her native language. To identify that something in a sentence contains plural noun in Indonesian language system, it is important to understand the context or adding words to make clear that something is more than one (Krause, 2009).

In the Indonesian language, to make plural form of nouns, reduplication of nouns is used (Ambarwati, 2009). For examples, root word *buku* or book can be pluralized as *buku-buku* to refer to books, root word *anak* or child can be pluralized as *anak-anak* to refer children, etc. Reduplication will change the noun into plural forms. In general, plurality is signalled by the use of noun repetition in a sentence. Some exceptions exist, where some words cannot be reduplicated. In this case, its root is originally reduplicated, such as *kupu-kupu* (butterfly), *laba-laba* (spider) and *oleh-oleh* (gifts) (Alwi et al., 2003). These roots require numbers to signify the plurality. The addition of number or counted words to these roots can be seen in examples (16) to (18).

(16) *Ada tiga kupu-kupu.*

‘There are three butterflies.’

(17) *Saya menangkap sepuluh laba-laba.*

‘I caught ten spiders.’

(18) *Ibu membawa beberapa oleh-oleh dari Bandung*

‘Mother brought some gifts from *Bandung*.’

b. Grammatical Errors Influenced by the Target Language

Grammar complexity of the native language (English) becomes one of the factors that influence the errors produced by the students. These grammatical errors can be caused by inappropriate use of tenses, pronoun and preposition (Ambarwati, 2009; Fauziati, 2017) as the result of students’ limited knowledge of system and rules of the second language being learned. Similar cases were identified in this study. Students were revealed to commit errors due to influence of the addition of 'to be', addition of 'to', and the use of preposition.

1) The Addition of ‘to be’

This study reveals that the interlanguage form produced by the students was influenced by the inappropriate use of to be in the target language. In the English language system, there is a time relationship between the action and the doer of the action, which is known as tenses

(Renaat, 2006). Because tenses do not apply in Indonesian language, it seems hard for students of EFL to learn verb tenses in the area of grammar (Bahar et al., 2019; Fauziati, 2017; Saputri, 2015). It results in interlanguage production in students' speech because of the absence of the tense verb in Indonesian language system (Fauziati, 2017).

First, students tended to confuse the use of 'to be', for examples:

(19) before we are start our material today

'before we start our material today.'

(20) we must be explain what kind of your hobby

'We must explain what our hobby is.'

(21) I am graduate from *SMA Negri 3 Singaraja*.

'I graduated from *SMA Negri 3 Singaraja*'

Dulay et al., (1982) and Siswoyo (2016) divide addition errors into subcategories. First, double markings show by the failure to omit certain items which are required some linguistic constructions that caused redundantly, but not in others. Second, regularization means the erroneous in place of the regular and irregular marker. Third, simple addition is one of the subcategories of addition that is neither a double marking nor regularization. The addition of 'to be' in (19) to (21) are included in the third subcategories of addition error namely, simple addition. This error does not belong to double markings or regularization (Dulay et al., 1982). It means that the students add some words that should not appear in the sentences they made. Data (19) to (21) should not be added by the auxiliary verb because they are verbal sentences.

Students tried to instruct their friends in the simple present tense; however, the error made in data (19) 'before we are start our material today' caused this form does not belong to present nor progressive tense. The addition of to be 'are' before the verb 'start' doesn't follow the rules of simple present tense. The simple present tense is used to instruct in the classroom, in the form of subject + infinitive + object (Murphy, 2012). It also occurred in data (21) in the construction of simple past tense. The students missed the change of present participle 'graduate' which should be in the form of past participle 'graduated' in their utterance. However, they were aware of the different time expressions. Similar to the reason for errors in (19) and (21), data (20) shows the students' failure in identifying word class which effects on the use of modality. The use of modal auxiliaries expresses modality (must, would, etc.) and modal adverbs (possibly, certainly, etc.) to show possibility, ability, obligation, etc. (Collins, 2009;

Halliday, 1994; Renaat, 2006). Data (20) shows modality by the use of 'must' which belongs to non-epistemic or root modality. It is used to say what is necessary and to give reliable advice or orders to ourselves or other people (Recski, 2002; Swan, 1998) but, again, the students failed to construct the correct form.

The errors in (19) to (21) were due to students' failure to identify word class in the sentence. It affected sentence construction in either present or past tense. A word class is a group of words also known as the form classes which provide the primary lexical content shown by the same basic behaviour namely verbs, nouns, adjectives and adverbs (Kolln & Funk, 1998). In constructing a sentence, students should be aware of word classes because it will lead them to determine the use of verbal and nominal form which have a different pattern. In a verbal sentence, the subject will be followed by infinitive verb meanwhile in a nominal sentence; subject will be followed by an auxiliary verb and word-class other than a verb, such as noun, adjective or adverb (Murphy, 2012; Renaat, 2006). Data (19) to (21) appeared due to the student's lack of knowledge about these forms. They misidentified the verb 'start', 'explain' and 'graduate' as adjectives. This confusion effects on the error in identifying which belongs to verbal and nominal form. As a result, they tried to generalized the use of auxiliary verb or 'to be' in every utterance. Thus, students perceived every form is always added by 'to be'.

2) The Addition of 'to' (overgeneralization of 'to' in the infinitive)

The second type is the addition of 'to' preceding verbs. Students assumed that 'to', and the verbs are connected. The examples found in this study were:

(22) Have you ever to introduce yourself with your friends?

'Have you ever introduced yourself to your friends?'

(23) I can to give some suggestions

'I can give some suggestions.'

(24) So, I will to give you a test.

'So, I will give you a test'.

Data (22) to (24) show the presence of an item that must not appear in a well-formed utterance (Dulay et al., 1982; Siswoyo, 2016) which caused a redundant. This double marker was identified in the addition of 'to-infinitive' after the modal auxiliary. Modal auxiliary does

not have a non-finite form such as 'to must' or 'musting' (Swan, 1998). It means that modal auxiliary is directly followed by infinitive verb without 'to' and do not change the form according to the tenses. Students produced error by assuming that 'to', and the verbs itself is connected while they should be in 'bare infinitive'. The possible reason for this error is the absence of the concept of auxiliary in the Indonesian language system. This assumption leads the students to overgeneralized the 'to' infinitive in every speech (Alwi et al., 2003; Bahar et al., 2019; Fauziati, 2017).

3) Inappropriate Preposition

In this study, the students who speak in the native language produced ungrammatical sentences caused by the improper use of preposition. The examples of inappropriate use of preposition identified in this study are:

(25) Please put it in the corner!

'Please put it at the corner!'

(26) Put it in the table!

'Put it on the table!'

The speaker replaced the preposition 'at' and 'on' with 'in'. The sentences should be 'Please put it at the corner!'. Another student also used inappropriate preposition as 'in' which should be 'on'. It refers to the position of things on the surface. Since the native language and the native language of the students shared different concept for the prepositional system, the students faced difficulties in applying the appropriate preposition while learning the target language. It becomes the problematic one because compared to the Indonesian language, English has numerous prepositions. For example, Indonesian preposition *di*, which designates place and time has several correspondences in English, such as 'in', 'on', 'at' (Bahar et al., 2019).

The multiple functions of a preposition as well as unfamiliar, different rules of preposition caused the students' confusion during using this aspect (Bahar et al., 2019; Tulabut et al., 2018). This confusion proves that students have general though on the utilization of preposition. Tulabut et al. (2018) found that students with unfamiliar, different rules of preposition realized that their knowledge toward prepositions is much less than what they need to know. Due to lack of understanding of students toward the language usage of the target language, they applied the most familiar preposition for them in every sentence which needs preposition

(Fauziati, 2017; Handayani, 2017). This study found that the students over-generalized the preposition 'in' which caused interlanguage error.

Discussion

The present study revealed that students in the Microteaching class still produced errors which are influenced by their native language and their target language. Errors commonly produced during learning a new language which is beneficial for teachers to identify the student's problem as well as to have students practice to do self-correction toward the error produced (Ellis, 1997). Dulay et al. (1982) stated that people could not learn a language without making errors. The present study showed that the students produced errors since they repeat the pattern again and again. It means that they did not become aware of the mistake they made.

The finding of this study proved that Indonesian students encountered some difficulties and errors in acquiring their target language, in this case, English that was following the previous studies (Bahar, 2019; Ernasari, 2015; Fauziati, 2017; Handayani, 2017; Saputri, 2015). Students seemed hard to directly think and speak at the same time as stated by Saputri (2015) who found that the factors of the interlanguage forms produced by the students was due to the difficulty in thinking and speaking simultaneously. It occurs because the proficiency of students in English speaking was low moreover; they were less exposed in English in their everyday life. The productions of these errors were characterized by the existence of the aspects of the student's mother tongue in the target language due to the confusion and lack of knowledge of the target language (Corder, 1981; Dulay et al., 1982; Selinker, 1997; Tarone 1994) which results on interlanguage at grammatical level (Batu et al., 2018; Ellis, 1997; Selinker 1992; Tanpoco et al., 2019; White, 2003;).

This finding proved that the students' native and target language system contributed to the student's error production. Native and target language contributed to the interlanguage production both spoken and written in the level of syntax, morphology and phonology (Batu, 2018; Ernasari, 2015; Fadhila, 2013; Faisal et al., 2016; Faisyal, 2015; Fauziati, 2017; Handayani, 2017; Ilmiani, 2014; Resturini, 2013; Rizky, 2016; Saputri, 2015; Sidupa, 2018; Siswoyo, 2016; Tulabut, 2018; Zannah, 2014). The present study revealed the same that interlanguage was influenced by the native and target language of the students which belongs to surface taxonomy strategies (Dulay, Burt & Krashen, 1982; Ellis, 1997; Selinker, 1992). The errors were the use of Indonesian collocation, incorrect passive construction and the omission of plural marker 's'. Meanwhile, from the target language, the students' interlanguage

speech production included the addition of ‘to be’ and the inappropriate of preposition. The students produce the error of omission as the result of native language interference. In the error of addition, the students tended to produce a redundant form that does not exist in their native language nor in their native language. The findings of the present study revealed that errors mostly happened because of the interference of the native language. Thus, it can be concluded that the Indonesian language does interfere students in English speech production in which this interference hindered students to master the English language (Bahar et al., 2019).

In contrast with Ernasari (2015), the finding of the present study revealed that passive construction was the most dominant of syntactical errors produced by the students. It is related to the cultural influence on the production of interlanguage (Allard et al., 2011; Blanchard & Allard, 2010; Dendenne, 2016; Kaplan, 1966; Kramersch, 2014; Qin, 2017; Szczepaniak-Kozak, 2014; Ye, 2013). The use of passive construction is due to the culture of native language (Indonesia) where the people prioritize first on things or people around them rather than themselves (Zannah, 2014). It is said that the contribution of learning is made when the native language and target language cultures share similar features (Resturini, 2013; Zannah, 2014). Passive construction shows the cultural values as friendly and care, one way to show that is throughout the receiver of the action first followed by the agent later. The modest values hold by Indonesian people make them tend to avoid making a face threatened of the interlocutor so that, they prefer to express their idea in the form of passive voice (Fauziati, 2017). The students’ interlanguage production of passive construction becomes the reflection of this cultural influence.

Another cultural influence on students’ error production found in the present study is that the use of direct translation from the Indonesian language to English without paying attention to the rules and the structure of the target language. It might seem acceptable for the Indonesian people but not for the native speaker. When the students think and speak at once, they did not notice that the language structure of their native language is different from the native language (Saputri, 2015) as found in *sekarang tidak lagi* becomes ‘right now not again,’ which is supposed to be ‘used to’. It was the example of a direct word to word translation. Indonesian collocation also occurs when there is no word in native language equivalent to the word in the native language (Ambarwati, 2009). It is usually related to cultural things such as the name of ceremony; *Galungan, Kuningan, Nyepi*, etc., name of institution; *SMA Negeri, SMP, SD*, etc. Thus, the students used Indonesian collocation to express their idea. Thus, the present study confirmed that cultural differences may also contribute to the confusion and misunderstandings of the acquisition of the target language of the learners.

The factors that contribute to the errors including the low proficiency of the target language, psychology and social factors (Atma, 2018; Fauziati, 2011; Fauziati, 2017; Handayani, 2017; Long, 2003; Saputri, 2015). The lack of knowledge of the target language influenced the error production, their proficiency, the strategy used and how they perceived both languages (Handayani, 2017). As a result, the students applied the knowledge of the knowledge they already knew, whether their native language or the target language (Fauziati, 2011) which sometimes also results on direct translation (Fauziati, 2017; Handayani, 2017; Saputri). Students applied their existing linguistic knowledge when they found the limitation in using the native language, as said by Saville-Troike (2012) and Selinker (1992). Moreover, in Indonesia, where English is seen as a foreign language, the students have less chance to practice the target language since it is only practised at school different from other countries which see this language as the lingua franca to communicate and socialize among people. Psychological factors were due to students' anxiety such as being nervous while teaching the other friends in front of the class, in a hurry, of memorizing the material that they didn't master yet signalled by repetition and fill pause during the speech (Atma, 2018; Long, 2003; Saputri, 2015). Social factor deals with the relationship between the speaker and interlocutor. It means that how the interlocutor influences the speaker, in this study, the other students and the lecturer. The students may produce an error because they have to deliver material to their friends while the lecturer watches and assess them (Saputri, 2015).

As EFL learners, Indonesian students cannot avoid the problem of committing errors in their learning ((Brown, 1994; Batu, 2018; Connor, 1996; Ernasari, 2015; Fadhila, 2013; Faisal et al., 2016; Faisyal, 2015; Fauziati, 2017; Handayani, 2017; Ilmiani, 2014; O'Grady et al., 2002; Resturini, 2013; Rizky, 2016; Saputri, 2015; Selinker, 1992; Sidupa, 2018; Siswoyo, 2016; Tulabut, 2018; Zannah, 2014). Thus, in providing errors correction, the teachers should be able to create a supportive learning environment where students could view errors as a natural part of learning (Atma, 2018; Handayani, 2017; Selinker, 1992; Zannah, 2014). In the teaching-learning process, a teacher was suggested to use code-mixing to deliver the message and to help the students catch the point of the learning taught by the teacher. One of the major contributing factors of interference is the medium of communication both in school and home were mostly conducted in the native language (Sinha, 2009). By considering that the factor of students error was due to the less exposure of the target language, applying code-mixing during teaching and learning might help students to practice more in thinking and speaking simultaneously (Saputri, 2015). Thus, the error can be avoided. Therefore, since errors cannot be separated with learning, tracing the error produced by the students can be one of the steps

that need to be done to overcome the problems of error. At least to reduce the productions of errors committed by the students at any stage while mastering their target language.

Conclusion

In conclusion, the native and target language of students contribute to the interlanguage contained in students' speech production at English Microteaching Class. In syntactical level, interlanguage was grouped into grammatical influence from native language and grammatical influence from the target language. Grammatical errors influenced by the native language were the use of Indonesian collocation, incorrect passive and question construction and the omission of plural marker 's'. Meanwhile, from the target language, the present study identified that the students' interlanguage speech production was caused by the addition of 'to be', the addition of 'to' (overgeneralization of 'to' in the infinitive) and the inappropriate of preposition.

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Coping with Young Learners' Vocabulary in EFL Classes

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Abstract

Young learners have different way in learning and they have limited attention span. A strategy to capture their attention and keep them engaged in learning activities is by providing brightly colored visuals, toys, puppets, or objects. Flashcard is one example of brightly colored visuals which can be utilized by teachers in teaching and learning process. This study was aimed at developing a set of flashcards for young learners, specifically for grade four, five and six as well as developing manual books for implementing the flashcards. ADDIE model was adapted for the present study. Data were obtained by observation, questionnaire, interview, and expert judgment. The flashcards and the manual books were developed bilingually based on 12 topics taught in English subject in grade four, five, and six. In addition, the manual books provided 15 applicable activities that could be done in teaching and learning English. Based on the expert judgment, both flashcards and manual books were considered as excellent media. Hence, they were appropriate to be used by the students and the teachers.

Keywords: Flashcards; Manual Books; Young Learners

1 Introduction

Vocabulary is one important aspect in language learning. It links to the four language skills should be mastered by foreign language learners altogether, that is, Listening, Speaking, Reading and Writing (Huyen & Nga, 2003). Additionally, vocabulary instruction should be able to accommodate the students in discrimination of word meaning and word use in order to help the students to be successful foreign language learners (Alemi, 2010). Foreign language

learners, specifically young learners have different ways of learning due to their limited attention span (Harmer, 2007). Therefore, effective teachers have to be able to design engaging learning activities for young learners.

Designing engaging learning activities for young learners could be done through supplementing the activities with lots of brightly colored visuals, toys, puppets, or objects (Shin, 2006). Those refers to teaching and learning media supplemented by teachers in order to engage learners actively and capture their attention. One representative media could be taken as an example is that Flashcards.

Distinctive characteristics of flashcards were mentioned by previous researches. Cardboards which could be held up for students to see and consist of a word, a sentence or simple picture on it could be categorized as flashcards (Harmer, 2007) (Baleghizadeh & Ashoori, 2011). Hence, it could be said that flashcards are small cards which are designed with a simple picture and word(s) in them and used as a tool for the teachers in teaching vocabulary. The benefits of utilizing flashcards have been proven over time. As mentioned by Haycraft (1978) and Browder & Roberts (1993), flashcards are useful for presenting, practicing and revising vocabulary or as prompts for other activities, such as drilling and memorizing information (sight words, math facts, state capitols, equations, and foreign language vocabulary).

There were researches of developing flashcards as teaching and learning media. A research of developing interactive flashcards in Qatar by both the instructor and the student was conducted by using an online tool called *Word Camp*. The developed flashcards were implemented in vocabulary learning. The result showed that the flashcards developed by the instructor were more effective than those which were developed by the students (Dodigovic, 2013). Other research about developing flashcards was also done by involving 25 fifth-year primary school students as its participants. Those participants were required to create flashcards to use outside the classroom after receiving instructions on relevant techniques. Results indicated that the flashcards, combined with scaffolding provided by the teacher, facilitate students' autonomous engagement (Teng & He, 2015). In line with those researches, it was found that flashcards could be incorporated into a course to promote vocabulary of English language learners. The research findings found out that learning vocabulary with flashcards as an alternative to more conventional resources and they could be implemented to achieve collaborative learning task (Hung, 2015). Unfortunately, those flashcards had not yet equipped with manual book of how to utilize them in teaching and learning process or provide possible activities which could be done by teacher. As a result, it is considered important to develop flashcards for young learners as well as to develop manual books for teachers.

This research was aimed at developing a set of flashcards for young learners along with the manual books for teachers to implement them in the teaching and learning process. A previous research of need analysis had been conducted as a preliminary research (Suprianti, Mahayanti, & Kusuma, 2018). Then, it is continued to the step of designing and developing the flashcards and the manual books since a research design of Analyze, Design and Develop was employed in the study (Branch, 2009). The developed flashcards along with the manual books is intended to be used in grade four, five and six. There are four topics developed for each grade as well as five applicable activities in each manual books. Those topics were chosen after analyzing syllabus used, distributing questionnaire and conducting interview were done.

2 Research design

This section elaborates the design and the development of the flashcards and the manual books.

2.1 The design of flashcards and manual books

The flashcards and the manual books were developed for the fourth, fifth, and sixth grade students as well as teachers who teach those grades and the development was based on a preliminary research in relation to a need analysis (Suprianti et al., 2018). After conducting need analysis, the next step was continued to designing and developing the product, that is, the flashcards and the manual books.

Data gained from questionnaire, interview and document analysis showed that there were 12 topics needed to be developed into flashcards. The topic developed into flashcards for the fourth grade were “Animals”, “Things in the Classroom”, and “Clothes”. Meanwhile, the topics for the fifth grade were “Profession”, “Vehicles”, and “Public Places”. “Fruit”, “Vegetables”, and “Food and Beverages” were the topic for the sixth grade. In addition, the flashcards needed to be accompanied by manual books of how to implement the flashcards or possible learning activities promoted by teachers. There were five learning activities in each grade which implement the developed flashcards. Therefore, there were fifteen activities in total. The activities for the fourth grade were “Guess Card”, “Pick the Picture”, “Happy Sentences”, “Fill in the Blank”, and “Whispering Mode”. “Make the Sentences”, “Rotating Questions”, “The Sequence”, “Touch the Cards”, and “Guess the Clue” were the activities provided for the fifth grade. For the sixth grade, there were “Slowly and Flash”, “Matching Game”, “My Shopping Bag”, “What is Missing”, and “Follow Me”. The manual books were provided in two languages, that is, English and Indonesian versions in order to facilitate teachers who were not graduated from English Education Department. Providing those activities was aimed at giving

the teacher examples of attractive and interactive activities when implementing the flashcards in the teaching and learning process.

2.2 The development of flashcards and manual books

The flashcards and the manual books were developed after the process of need analysis and designing were conducted. The design would be used as the guidance of the product development.

The first step was developing the product in the Adobe Photoshop CS6 application. In developing the flashcards, the paperwork was firstly created in A5 International paper size. The developed flashcards was divided into two sides, the front side and the back side. The front side was intended for the pictures and the word in target language. Meanwhile, the back side was intended for the word (native language), the phonetic transcription and the words in the target language. As the steps for developing the back side, the application used was Microsoft Publisher in order to make easier in making phonetic transcription. The size paperwork in A5 International was chosen.

The manual book was developed in A5 International size and it was to assist the implementation of the developed flashcards. Any needed information regarding to the flashcards would be presented in the manual book. The manual book would contain preface, product information, five activities. The activities inside the manual book included the tools and materials needed, the steps for each activities and notes for the teacher to inform what topic in the flashcards that can be applied during the activities. The manual book was developed in two version which are English version and Indonesian version. The consideration underlying the chosen language in the manual book was because during preliminary observation it was found that the English teacher in Elementary schools was not always graduated from English Education Department. The first step conducted was opening the application used, that is, Microsoft Word 2010. Since the manual book would contain passages and few pictures, Microsoft Word 2010 was suitable for developing the manual book. Both the front and the back cover of the manual book was designed by using Adobe Photoshop CS6.

There were two media experts examining the flashcards and the manual books. The expert judgment rubric used to examine the quality of the product was adapted Sadiman, Rahardjo, Haryono, & Harjito (2009) and Harmer (2001). These are categories and formula used to examine the developed the flashcards and the manual book (Nurkancana & Sunartana, 1992).

Table 1. The categories in rating the application

Score	Criteria
$X \geq Mi + 1.5Sdi$	Excellent
$Mi + 0.5Sdi \leq X < Mi + 1.5Sdi$	Good
$Mi - 0.5Sdi \leq X < Mi + 0.5Sdi$	Average
$Mi - 1.5Sdi \leq X < Mi - 0.5Sdi$	Below Average
$X < Mi - 1.5Sdi$	Poor

Notes:

Mi = the Ideal Mean

Sdi = the Standard of Deviation

X = the Score

$$Mi = \frac{1}{2} (\text{Score Max} + \text{Score Min}) \quad (1)$$

$$Sdi = \frac{1}{3} (Mi) \quad (2)$$

After being given suggestions by the experts, a revision process was done. The example of developed flashcards and manual books could be seen in these figures.

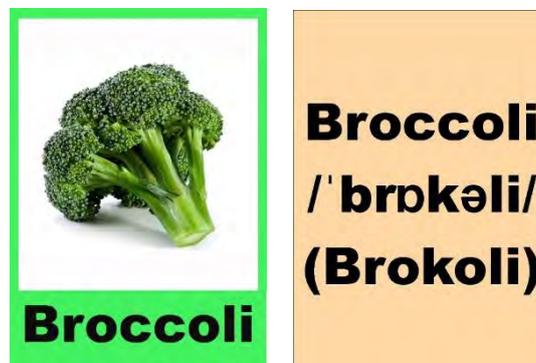


Fig. 1. A Sample of Flashcard design (front and back sides)



Fig. 2. Front and back cover designs of the manual book (Indonesian version)



Fig. 3. Front and back cover designs of the manual book (English version)

3 Discussions

The aim of conducting this research was for developing a set of flashcards for young learners along with the manual books for teachers as well as investigating the quality of the developed media. The procedures used in developing the media were Analyze, Design and Develop as a part of implementing ADDIE model proposed by Branch (2009)

According to the result of the preliminary observation from students' questionnaire, it was found that the teacher rarely used media in teaching and learning process, mostly the media used needed to be improved in terms of its quality, and the students were enthusiastic enough when it came to learn with media.

The developed flashcards contained various vocabularies in noun level. In choosing the topic for the developed flashcards, syllabus analysis was needed and conducted. Syllabus analysis was the next step in collecting data for developing flashcards. After analysing the syllabus used in elementary schools (implementing Curriculum 2013), there were 12 topics needed to be developed into flashcards. The topic developed into flashcards for the fourth grade were "Animals", "Things in the Classroom", and "Clothes". Meanwhile, the topics for the fifth grade were "Profession", "Vehicles", and "Public Places". "Fruit", "Vegetables", and "Food and Beverages" were the topic for the sixth grade. In each topic, 10 vocabularies were chosen.

The next procedure of this research was designing product. In designing flashcards, Adobe Photoshop CS6 application was used since the developed flashcards contained the pictures as well as the words. The pictures on the flashcards were real or authentic pictures as what had been proposed by Sadiman et al. (2009). Here, the picture was really helpful for the children in learning because the children understood the things easily through seeing (Harmer, 2007). The design of flashcards base was divided into two sides. The front side was intended for the pictures and word (in target language). The back side was intended for the word (in target language), phonetic transcription and word (in native language).

The developed flashcards were also supported by the development of manual book which was not only for guiding the teachers on how to use the flashcards, but also on how to implement them in various activities in teaching English. The manual book was developed by using Microsoft Word 2010. In addition, it was developed in two versions, Indonesian and English versions. The consideration of developing the manual book bilingually was because of not all teachers were graduated from English Department and it would be more effective and efficient for non-English department graduation. The activities suggested and mentioned for the fourth grade were “Guess Card”, “Pick the Picture”, “Happy Sentences”, “Fill in the Blank”, and “Whispering Mode”. “Make the Sentences”, “Rotating Questions”, “The Sequence”, “Touch the Cards”, and “Guess the Clue” were the activities provided for the fifth grade. For the sixth grade, there were “Slowly and Flash”, “Matching Game”, “My Shopping Bag”, “What is Missing”, and “Follow Me”. Those activities needed students’ participation during the learning, because almost all of the activities were focused on the cooperative task between the students. In short, these activities can be the references for teacher to teach English vocabulary, especially nouns as well as train the students to use the language in a simple way.

After the design of flashcards and its manual book had done, the next stage was developed stage. In develop stage, the validation from expert judges were needed to know the quality of the product. The result of expert judges was analysed using the formula proposed by Nurkancana & Sunartana (1992). There were two expert judges who validated the media. As the result, the score for the developed flashcards from first expert judge was 46 and categorized as good media and the score for the second expert judge was 48 and categorized as good media. For the result of developed manual book, it was 44 from the first expert judge and 47 from the second expert judge, both were categorized as good media. Thus, it needed to be revised.

The revision from the expert judges was also done to make the developed media better in quality. Moreover, the revisions were in the terms of picture, grammar, content, and activity. For the developed flashcards, there were three flashcards needed to be revised. The revision of the flashcards was about the chosen of the picture. The revision for developed manual book was in terms of content and activity.

The process of trying-out the product was conducted after revising designed product. In trying-out, observation sheet, students and teacher questionnaires, and interview were used in order to find out the responses of the students and the teacher toward the implementation of the media. Based on the result of students, students were satisfied of using the developed flashcards in learning English. This media was also helpful for students in learning English in a fun and interesting ways. It was based on the information given by the teacher; the developed flashcards

and its manual book had met all criteria of good teaching media. In terms of quality itself, apart from the expert judges' result, the result from the teachers on the questionnaire during the implementation was also counted.

After revising the flashcards and their manual book, the product underwent another validation from expert judges. Based on rubric filled by the first and the second expert judges, it was found that the total score of all items were 56 and 57 which belonged to excellent media. Meanwhile, the total score of all items based on the rubric filled by the first and the second expert judge for the developed manual book, it was found that the total score of all items were 57 and 56 which were categorized as excellent media. The result of expert judgment and the result of teacher's questionnaire during trying-out were similar. Based on the questionnaire filled by the teacher, it was found that the total score of all items was 58 for developed flashcards and 58 for developed manual book and they belonged to excellent media. It could be concluded that the quality of developed flashcards and manual book based on the result of expert judgment and teacher as the user during trying-out was categorized as excellent media.

An activity that could be suggested when the teacher coped with vocabulary in the sixth grade was "Matching Game". In this activity, the teacher prepared 10 flashcards in one topic and put them on the board vertically. Then, the teacher wrote the name of the flashcards in Indonesian next to the flashcards that had been set vertically on the board (the name of the flashcards in Indonesia were written randomly). The students had to match the picture on the card according to the correct Indonesian name. The students who could match were appointed to come in front of the class, students come one by one to match the picture (when students matched the flashcard correctly, they got one point).

Vocabulary is one important aspect in language learning. It links to the four language skills should be mastered by foreign language learners altogether, that is, Listening, Speaking, Reading and Writing (Huyen & Nga, 2003). "Make a Sentence" was an activity in the manual book and it was designed for the fifth grade. This activity encouraged the student to make simple sentences based on the cards they chose. The students needed to make logical sentences to gain some points to win. The things that teachers needed to focus was the sentences created by the students. The activity was started with providing flashcards with 3 different and related topics, for example the topics about profession, public place, and vehicle. The teacher divided the students into 2 groups that had equal number. Then, the teacher shuffled the cards and put them face down in a line with their topics. The teacher asked the students to make a line, and asked the representative of each group to choose 2 cards from different topics, for example one card from profession and one card from vehicle. The students had to make a sentence from 2

cards they had taken previously, for example, if the first cards from profession is “a police” and the second card is “a motorcycle”, the sentence could be “a police rides a motorcycle”. Every student had 5 seconds to make their sentences. When they had done, the next student continued doing the same thing.

There were a number of benefits of utilizing flashcards. Flashcards are useful for presenting, practicing and revising vocabulary or as prompts for other activities, such as drilling and memorizing information, such as sight words, math facts, state capitols, equations, and foreign language vocabulary (Browder & Roberts, 1993; Haycraft, 1978). An activity that encouraged the student to implement drilling activity could be found in the manual book for the fourth grade. The activity was called “Pick the Picture”. The teacher prepared the flashcards in front of the class and divided the students into four groups. It was continued to shuffle all of the flashcards in front of the class. Then, the teacher showed the word in Indonesia in front of the class and the student had to find the appropriate picture. This was repeated until all the students got turn. After finding the picture, the student mentioned the name of things shown in the flashcards loudly in front of the class. After that, all of the students repeated the word together with correct pronunciation.

Learning vocabulary with flashcards was as an alternative to more conventional resources and to achieve collaborative learning task (Hung, 2015). In relation to collaborative learning task, the manual book provided several examples. One of them was on activity named “My Shopping Bag”. In implementing this activity, the students did collaborative learning task as sellers and buyers. The teacher prepared flashcards about one or two topics, for example “Fruit” and “Vegetables”. Next, the teacher divided the students into two groups, the first group became the seller and another became buyers. The group who became the sellers had to stand horizontally (holding the image on his head). Then, each student should practice to become the sellers and the buyers. The buyers had to say "I would like to buy ..." (stated the characteristics of the fruit or vegetables on the flashcards, without telling the name) and the sellers had to guess it. When the buyers could describe it, she/he got one point, and when the seller could guess it correctly, she/he will also get one point. This activity was continued until all students got the turn to be the seller and the buyer.

As the result, the development of flashcards and its manual book was categorized as excellent media. However, this research was still not perfect. Besides some strength of the developed media, there were still some weaknesses needed to be minimized. The strengths of the flashcards and its manual book were 1) the developed flashcards could attract students’ attention, make the process of teaching and learning more enjoyable through the activities

provided 2) the developed media could help teachers to transfer the material easily to the students, 3) could help students to improve their vocabulary in interesting and fun ways. Meanwhile, the weakness of the developed media was in the form of the implementation of the media. The use of flashcards and manual book was less effective to be used in a class which consisted of more than thirty students. Thus, the implementation of flashcards should be done by dividing students into small groups consisted of five up to ten students.

4 Conclusions and suggestions

The conclusions and suggestions for future research are summarized as follows.

4.1 Conclusions

This research employed Analyze, Design and Develop stages as a part of implementing ADDIE model proposed by Branch (2009). It was purposed for developing a set of flashcards for young learners along with the manual books for teachers to implement them in the teaching and learning process. The data was obtained through using several instruments, such as observation sheet, questionnaire, interview guide, and expert judgment rubrics. From those procedures, it could be concluded that the media especially flashcards were really needed. It was hoped that the result of this research could help the teacher and the students during teaching and learning process. As the result, the final prototype of flashcards and the manual book were developed and rated as the excellent media.

4.2 Suggestions

There are some suggestions that can be proposed to several parties. It is recommended to students, especially young learners, to learn through flashcards when they are learning and dealing with vocabularies. Learning vocabulary through flashcards can help the students to learn English in fun ways since flashcards could be implemented in several proposed games or activities.

For teachers, they could use the flashcards to be one of the media to teach vocabulary. Besides, it also can increase the students' participation in learning process to create fun and meaningful atmosphere. It is suggested for the teacher to use media more frequently at schools, especially in introducing English vocabularies. It is hoped that this media could be an alternative solution for teachers to implement media as well as implementing innovative activities in teaching and learning process.

For other researchers, flashcards and manual book are one of interesting product to teach English vocabulary. Since the product of this research is still in the form of prototype, any suggestion and follow up from other researchers in the future are welcomed. It is suggested for other researchers to continue this research by conducting field test of the developed product in a broader subject.

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The Effect on Mobile Assisted Language Learning Strategy on Higher EFL Students' Vocabulary Mastery

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Abstract

Vocabulary learning is a complex and gradual process. Many EFL students consider vocabulary the most problematic area of language learning and a real obstacle that threatens their comprehension. Mobile devices can promote increased vocabulary learning and enhanced vocabulary acquisition by promoting omnipresent learning through their portability and exposure to diverse activities. This research was aimed at investigating the effects of Mobile Assisted Language Learning (MALL) strategy by using several mobile applications toward student's vocabulary mastery. The mobile applications include, WhatsApp, Quizlet, Padlet, Quizizz, and Instagram due to their potential features, familiarity, and popularity. Following a post-test only design, 34 experimental students and 33 control students participated in this study by using mobile applications in learning vocabulary for six meetings. Based on calculation result of independent sample test, it was found that the value of sig. (2-tailed) was 0.000. it can be seen that the observed level of significant (sig. 2-tailed) was less than the standard alpha (0.05). Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. It indicated that there was an effect of MALL strategy on 1st semester students' vocabulary mastery in English Language Education. It can be concluded that the use of mobile learning technologies for vocabulary learning provides potentials for students to understand and acquire richer words of the target language. Promoting more utilizations of the vocabulary mobile learning activities in various language components and language skills among students, teachers and researchers were encouraged.

Keywords: MALL strategy, mobile applications, EFL, vocabulary

1. Introduction

Vocabulary is an important part of language learning, which receives a great deal of attention across all educational areas, as it encourages the development of all language skills and significantly affects the achievement and progress of students in content areas (Karabacak & Erdem, 2015). If an individual's vocabulary is richer, the foreign language structure can be better understood. In addition, having adequate vocabulary is necessary for the successful communication (Kassem, 2018). In Indonesian curriculum, speaking, listening, reading, and writing are taught as whole but vocabulary is a part of learning that plays as an indicator of each skill of language. Students are expected to identify, understand, and apply new vocabulary. Compared to other language skills and components, vocabulary is one of the fields that can easily be practiced outside the classroom. Vocabulary knowledge constitutes an important aspect of language development and a fundamental part of learners' general proficiency in a second/foreign language (Nikoopour & Kazemi, 2014). Many EFL students consider vocabulary the most problematic area of language learning and a real obstacle that threatens their comprehension (Bawa, 2017). Students are not able to communicate adequately in English, although they have taken English courses in their early years.

MALL Strategy in 21st Century EFL Teaching

In 21st century era, learning strategy is also evolving along with the technology processes. Students required to have 4C skills in order to compete in this digital era. 4C skills including critical thinking, creativity, collaboration and communication. Furthermore, with the new student's generation called as Gen Z. According to Santosa (2017), Gen Z are different from students that were born in 1990s, they were born with technology already with them. In line with that mastering vocabulary is also a must in this era in order to be able to communicate efficiently. To help students in learning English particularly vocabulary, the use of technology in education is really needed. Providing them with the new approach of learning is a must in order to engage them in the learning process.

Nowadays, the use of technology in education in general and the second language in English (ESL) and the foreign language (EFL) has become popular among educators and scholars as many educational institutions use new technology in traditional classroom environments that includes smart boards, projectors, audio systems and computers. Moreover, with the invention of wireless technology and the development in mobile technology, have gained much popularity in education field. Language teachers and researchers reacted to this

exciting mobile development by promoting the mobile phone for learning languages. The word Mobile-Assisted Language Learning (MALL) was born. Mobile phone has not only served its fundamental functions for communication but also for education support. It provides characteristics, ability and versatility that can be explored for education.

Mobile assisted language learning (MALL) is defined as the involvement of mobile technology in language learning class (Miangah & Nezarat, 2012). It also deals with the use of mobile devices such as PDAs, phones, and other handheld devices. Chwo, Marek, and Wu (2016) further stated MALL is a strategy in language teaching that has a great potential in providing authentic experiences whether it is inside or outside of the classroom. This learning strategy will break the limitations of learning time and setting as in conventional language learning situation. In a language learning context, there are five features of MALL that support the learning circumstances such as access to authentic materials, audio and video recording, access to internet, texting, and enhance learners' communicative skills (Taj, 2016).

MALL also affects cultural practices and makes new teaching contexts possible (Zaki & Yunus, 2015). Through this language learning strategy, learners can access knowledge or information needed from the internet easier. The students also can learn at any time with no limited hours as the learn in classroom context of learning. However, educators must understand how the existence of mobile technology is efficient at the development of motive language learning, a mobile language education specialization, and at the same time how it can support various types of learning. (Zaki & Yunus, 2015). Besides, Solikhah and Wirawati (2020) also stated that mobile learning provides many beneficial and attractive apps that can be easily accessed to assist modern learning situation. Simply, presents key features of mobile learning are from permanence, accessibility, immediacy, interactivity and the position of educational activities. It is obvious, while definitions differ, that people can not only be mobile, but also technology.

MALL Strategy in Teaching Vocabulary

Integrating MALL in vocabulary instruction proves to be a promising approach in order to build a collaborative learning. Several studies reveal that learning vocabulary with the help of technology can be more effective than traditional ways. Fageeh (2013) carried out a study to explore the benefits of mobile phone applications with regard to their potential for improving vocabulary learning and motivation. The results showed statistically significant differences in post-test results among the two groups and improvements in the post-test scores for the

experimental group suggesting better vocabulary learning. Ozer and Kilic (2018) investigated the effect of mobile assisted learning environment on academic achievement, acceptance of mobile learning tools and cognitive load of EFL students. Results showed that students' acceptance level for the experimental group has significantly different academic achievements and mobile training tools. The study has also shown that while students learning a language in a mobile assisted language learning environment have not been overloaded cognitively, they have been in the control group. Dashtestani (2013) conducted a study to examine the behaviors of teachers of Iranian English as a Foreign Language (EFL) towards mobile language learning (MALL). The results from the study and interview studies showed the participants' reactions to the use of mobile phones in language learning and education were fairly favorable.

Preliminary observation results showed that the 1st semester students, use their smartphone to do others thing outside the learning curve. Smartphone was not fully use to help the students in teaching and learning process. Furthermore, students were having difficulty in expressing their idea. They need to look for words before able to communicate fluently and spontaneously. Vocabulary size test was also conducted during the preliminary observation. The result showed that most of the students is in the Pre-Intermediate level which mean they are able to communicate simply and understand in familiar situation with some difficulties. Only few students were in the Intermediate level which mean they were able make simple sentences and can understand the main points of a conversation but need much more vocabulary.

Based on the consideration above, there is a necessity to increase the researches about the vocabulary learning and teaching processes in our country. Therefore, exploring various approaches to support students' vocabulary acquisition has become a focus of several studies in recent years. This study tries to fill the gap of MALL research in Indonesian context. It investigated the effect of MALL based strategy in teaching vocabulary at English Language Education Department in Universitas Pendidikan Ganesha Singaraja. Previously, many researchers focus only in one mobile application or platform in improving four skills of English language of the students. As the result it gives positive impact for the students' achievement. This present research offers a novelty in investigating the implementation of MALL strategy in which the activity combined with several mobile applications and online platforms in teaching vocabulary for higher education students.

Method

The research was conducted at English Language Education Department of Ganesha University of Education. The design of this current research was quasi-experimental utilized post-test only control group. Two groups were selected randomly. It was done by using cluster random sampling technique. Two classes from the population that were chosen as the sample, namely 1 D and 1 F. The t-test was performed to ensure that there was no significant difference between the two groups prior to treatment.

Table 1. T-Test of summative score prior to treatment

		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
Summative Score	Equal variances assumed	.000	.995	.788	65	.434	2.16311	2.74505
	Equal variances not assumed			.788	64.733	.434	2.16311	2.74646

Table 1. presented the result of the t-test with the value of sig. (2-tailed) is .434. Since it exceeded .005, therefore the null hypothesis was accepted which means that there was no significant difference between 1F and 1D before the treatment were conducted. In short, it can be said that these two classes will be used as the sample of this current research.

The instrument used for collecting data in both experimental and control group was post-test. Both groups got the same test which was given at the end of the treatments. The test for control and experimental group was in the form of multiple choice. While, lesson plan was used as the guideline in conducting the lesson during the treatment. The design of teaching scenario was different for experimental and control group. The teaching scenarios design adapted based on each treatment. The experimental group was taught by using MALL strategy in which there will be several application and web platform during the teaching and learning

process. Meanwhile, the control group was taught by using conventional strategy. The treatment itself was conducted six times.

The result of post-test was compared by using inferential statistical analysis to show the accuracy of the data collected and also to find out the effect of mobile-assisted language learning on students' vocabulary mastery. First, the normality testing was conducted to know whether or not the data were normally distributed. Second, the homogeneity testing was conducted. Third, independent sample test was used to compare mean score between two groups. Finally, Cohen's effect size test was also used in order to find out how large the effect of the MALL strategy toward students' vocabulary mastery.

2. Findings and Discussion

Measures of central tendency (mean, median, mode), measure of dispersion (range, variance, standard deviation) and the highest and lowest students' post-test score were analyzed through descriptive statistics analysis. The result is presented in Table 2.

Table 2. Descriptive data

Descriptive Statistics						
	N	Rang e	Minimu m	Maxim um	Mea n	Std. Deviation
Post Test Experimental Group	34	56	32	88	60.8 2	12.52 5
Post Test Control Group	33	52	24	76	44.7 3	15.21 4
Valid N (listwise)	33					

Based on the result from Table 2., the number of students from both classes were quite the same. There were 34 students from experimental group (1F) and 33 students from control group (1D). The score mean of experimental group was 60.82, the standard deviation was 12.525, the variance was 156.877, the range was 56, the lowest score was 32 and the maximum score is 88. While, in control group the score mean was 44.73, the standard deviation was 15.214, the variance was 231.455, the range was 52, the lowest score was 24 and the maximum score is 76.

Students' post-test scores were later analyzed by using inferential statistical analysis in order to find out whether or not there was a significance different on students' vocabulary mastery between students taught by using MALL strategy and students taught using conventional teaching strategy. There were three tests used including Test of normality, Test of homogeneity of variance and independent sample test. All of the calculation was done using latest SPSS version 26 program.

The normality of students' post-test scores was analyzed using *Kolmogorov-Smirnov* in SPSS program. The data were normally distributed if the significant value of *Kolmogorov-Smirnov* was higher than 0.05. The normality test of students' post-test score could be seen in Table 3.

Table 3. Normality test

Tests of Normality

	Class	Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
Post Test Score	Experimental Group	.130	34	.160
	Control Group	.125	33	.200*

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the result of the normality test of students' post-test score showed in Table 3, the two groups had higher significant value than 0.05. The significant value of experimental group was 0.160 and the significant value of control group was 0.200. Thus, it could be concluded that both groups had normal distribution.

After analyzing the normality of the students' post-test scores, the homogeneity of the data also should be checked. It was done by using homogeneity test. When the significant value was higher than 0.05, the data was homogenous. The calculation was done by using *Levene Statistic* test in SPSS program 24.0. The result of homogeneity test can be seen in Table 4.

Table 4. Homogeneity test
Test of Homogeneity of Variance

		Levene			
		Statistic	df1	df2	Sig.
Post Test Score	Based on Mean	1.620	1	65	.208
	Based on Median	1.460	1	65	.231
	Based on Median and with adjusted df	1.460	1	64.87 5	.231
	Based on trimmed mean	1.425	1	65	.237

The result of homogeneity test in Table 4 showed that the significant value of both groups was 0.208. Since the significant value was higher than 0.05. Hence, based on the above result, the data can be said homogenous.

Hypothesis testing administrated after the data were normally distributed and homogeneous. Independent sample test was used to compare both experimental and control group post-test score mean to check whether or not there is a significant effect of mobile assisted language learning-based strategy on students' vocabulary mastery. The result of the independent sample test can be seen in Table 5.

Table 5. Independent sample test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
Post Test Score	Equal variances assumed	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
				1.620	.208	4.734	65	.000

Equal variances not assumed			4	61	.000	16.0	3.410
			.720	.952		96	

Based on the result of independent sample test in Figure 5, the value of sig. (2-tailed) was 0.000. it can be seen that the observed level of significant (sig. 2-tailed) was less than the standard alpha (0.05). Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. It indicated that there was an effect of the mobile assisted language learning-based strategy on 1st semester students' vocabulary mastery in English Language Education.

In order to know the influence of independent variable to the dependent variable and to know how well the treatment works, this research employed the effect size calculation. Effect size calculation was used in order to decide whether the effect of mobile assisted language learning-based strategy was large, medium, or small. The calculation was done by using effect size calculator by Becker. The result of the effect size calculation can be seen in Figure 1.

Figure 1. Effect size calculation

Group 1	Group 2
M_1	M_2
60.82	44.73
SD_1	SD_2
12.525	15.214
Compute	
Reset	
Cohen's d	effect-size r
1.1546867550277915	0.4999955237052703

After obtaining the value of Cohen's d, the score was matched with the following scale in Figure 3.7 that was aimed to interpret the effect size. On Figure 4.5, the result of calculation using Cohen's d formulation was 1.15 with eta squared .138 or 13.8%. The effect size value revealed that there was a large effect on the use of MALL strategy towards the 1st semester students' vocabulary mastery in English Language Education.

The results of the present study indicate that the control group was outscored by the experimental group. In other words, the experimental group outperformed the other group by using a mobile app to enhance their vocabulary knowledge and learn the target vocabulary. The

different treatments and media used became a factor that influenced the achievement achieved by the students in both groups. In this research, the students in experimental group were taught by using MALL strategy integrated with several application including WhatsApp, Quizlet, Padlet, Quizizz and Instagram. In contrary, conventional teaching strategy was used as treatment to teach the same material in control group. The treatments were given for six times in both experimental and control group. In each treatment, students were given same material through different media in both groups.

For foreign language learning, WhatsApp is a popular and effective means of using mobile messaging (Alshammari, Parkes, & Adlington, 2017). They also stated that WhatsApp supports the development of language skills including vocabulary, pronunciation, reading, and writing. WhatsApp were used in experimental group as a communication tool in sharing the material as well as the discussion in experimental group. The materials were delivered through students' WhatsApp group so the students are able to read it before the class begin. In other word students will have a background knowledge before they come to the classroom. They also have a chance to discuss the material with their friend. This is in line with the concept of social constructivist learning theory in which students construct and share knowledge thorough social interactions between students (Vygotsky, 1978).

The use of WhatsApp also in line with theory of collaborative learning in which (Alsaleem, 2013) stated that WhatsApp is committed to exchanging, sharing and developing language knowledge and active communication between students and teachers due to its novel potential as interactive learning. In particular, WhatsApp was also received positively by students who report high levels of satisfaction with language activities using the application and high levels of motivation to participate in activities that exploit the collaborative potential of WhatsApp (Amry, 2014).

A numbers studies have examined the use of WhatsApp in which support WhatsApp as a collaborative learning tool. Amry (2014), conducted a study in which she compared the impact of WhatsApp mobile social learning on the achievement and attitudes of female students compared with face to face learning in the classroom. The result showed that there are real differences in the achievements and attitudes of the experimental group compared with the control group. Alqahtani et. Al (2018), surveys the university students whether or not they consider WhatsApp as a significant learning platform that can develop and support their language learning skills. The results of the survey data reveal that students consider WhatsApp to be used as an online learning platform for teaching cum to assist them in the language

learning process. Besides, Puspandari and Basoeki (2020) also found that Whatsapp could facilitate interactive and attractive discussion both individual and group interaction.

Quizlet offers an elegant and user-friendly interface for learners that can improve paper flashcards experience. Some of Quizlet's benefits include the ability to quickly build flashcards with photographs and audio, the ability to access the program on a computer or smartphone, the ability to instantly rearrange flashcards to prevent sequential learning or to memorize the sequence, and the ability to interact with the cards using a number of test and game modes (Barr, 2015). As an e-learning program, Quizlet's success in enhancing vocabulary learning can be attributed to the increased role that information technology plays in all aspects of life. New generations of learners are used to use internet-connected smart devices to accomplish most of their daily tasks (Sanosi, 2018). All the study modes provide feedback and errors corrections that make autonomous learning highly effective (Dizon, 2017).

Sanosi (2018), stated that in the classroom, the live learning mode provides an effective collaborative experiment for students who are obliged to share information and exchange responses to vocabulary questions in a competitive spirit with other student groups, thus becoming an active collaborative process. In addition, users have more options to use each mode, such as responding with terms or definitions, playing audio or not, and studying all of the terms or specific terms.

In line with that, Quizlet also has a relation to the cognitivist theory of learning. According to cognitivist theories of learning, linguistic information is processed verbally and visually. Quizlet offer a various learning mode that can provide audio-visual and verbal stimuli in the form of verbal schemata via different modes of learning. In addition, the use of different cognitive learning tools contributes to the diversity of learners and learning styles in any educational setting. Though people process verbal and visual stimuli in dual channels according to cognitive theories, each processing only a portion of the available information at one time (Fageeh, 2013).

Overall, Quizlet is an effective learning media for vocabulary. Several researches have proven the effectiveness of Quizlet. For instance, a study by Dizon (2017), Examined the effectiveness of using the popular online research tool Quizlet to learn L2 English Vocabulary. Pre-and post-test results showed that the learners were able to make improvements that are statistically significant. In fact, a test conducted by the researcher showed that Quizlet's students had favorable expectations for learning vocabulary in L2. Lam, Wang, and Zhao (2018), noticed that animation tools for portable devices such as Quizlet may create ' visual-orthographic representations ' and suggested that a range of digital technology should be used

for language learning in and outside the classroom. Sari (2019), further stated that Quizlet is a tool that hesitated learners with different styles of learning such as visual, audiovisual and kinesthetic. Quizlet thus provides the students with a complete learning experience that makes learning more engaging and effective.

The use of Quizizz was also a factor that affect the students' achievement in experimental group. It is in line with the gamification concept in the learning process. Many researchers examined that the gamification in learning is effective and innovative teaching strategy in education field, and can help students to enhance their performance of language studies, as well as enhance their collaboration and keep learning active. One benefit of using Games as a teaching strategy is that students have the opportunity to receive immediate feedback through discussion and the correct answer to their rationale (Mei, Ju, & Adam, 2018). Quizizz also provided live game leaderboard. By showing this leaderboard, learners are willing to overcome difficult challenges to gain a sense of achievement. Zhao (2019), stated that the leaderboard, which shows the live ranking of their performance and motivates them to study.

The rapid pace of Quizizz, providing students with immediate feedback, means they are involved in their learning (Lane, 2016). Several studies found that Digital game can effectively enhance the attention, interest, creativity, and community relationships of students. Moreover, designing a series of rules and objectives in a digital game-based learning environment can enable achieving mental and physical satisfaction (Mei, Ju, & Adam, 2018). For instance, a study conducted by Bury (2017) showed that lot of students agreed that the paper quiz was not engaging and dull. Majority of students felt that online formative assessment tools like Quizizz were engaging. Zhao (2019), also found that Quizizz helps students concentrate in class and reduces their test anxiety. They prefer doing in-class exercises using Quizizz than on paper. Students who use Quizizz more frequently agree more strongly that Quizizz is easy to use, stimulates their interest, helps them concentrate in class, and reduces distraction caused by electronic devices. Thus, compared with conventional courses, learning with digital game provide effective, engaging and powerful learning environments in which students can develop essential skills of learning, such as critical thinking and problem-solving skills.

Padlet is an application which helps to create an online bulletin board for collaborative learning (Jaganathan, 2016). In this online virtual board, both teacher and learners can learn collaboratively, reflect to each other by sharing links and pictures as the source of information for related material. Since it can be accessed by using any type of electronic devices that are connected to the internet, This application offers users to learn collaboratively anytime and anywhere. The use of Padlet became more interesting when the students could upload a variety

forms of file to support their ideas. Users can share any forms of file, such as documents, photos, videos, or even link. Padlet provides a platform for students to actively participate in their learning.

Students engagement in learning established through collaboration and sharing ideas. This will help students to be aware of their own learning and thus improve their performance in learning language (Algraini, 2016). Padlet is thus one of the Web 2.0 technologies which incorporates the Flipped Learning model. Flipped learning is a pedagogical approach in which instruction is devoted to collaboration and guidance outside of the learning space and in the classroom (England, 2017). (Haris, Yunus, and Badusah (2017), support that the use of Padlet is effective in enhancing students' performance in language learning.

Although Instagram has limited functions, it can be useful in language classrooms. Instagram provides a plethora of contextualized visual data which can help in language classrooms (Al-Ali, 2014). Using Instagram at the classroom can do a lot of activities. Students can use this tool to exchange views and opinions on different topics. Students may also take part in a group activity, where each student asks others to vote on a photo or video. This allows them to exchange knowledge with teachers and classmates (Handayani, 2016). These aids are especially useful because they offer visual elements that can cater to visual learners (Al-Ali, 2014). In addition, using Instagram in classrooms can help create a socially connected learner community, as the tool itself gives students the opportunity to communicate and socialize with each other beyond the constraints of the classroom (Erarslan, 2019).

Socializing on Instagram is done primarily through the like and comment functions, which Instagram users do not even take for granted. However, Instagram eased the process of providing contextualized content to the students that they could relate to and use to produce additional content that made sense to them. In other words, Instagram has helped the students create a more personalized learning experience, which Al-Ali (2014), Believe that this is a vital element to successful learning. He further clarified that learners deliberately mold their learning experience by doing project at Instagram in ways that can only be achieved through technology. This kind of active involvement in which students became creators and facilitators of content, presenting information to their peers for learning purposes is important in the language classroom because it makes learning a language more efficient, as noted by Gonulal (2019).

Additionally, some studies were conducted on Instagram. Al-Ali (2014), explored the integration of Instagram as a mobile learning tool in EFL classrooms. The primary focus in this teacher-led study was on the ability to speak and write. Al-Ali also confirmed that Instagram offers unique resources for language learners to build more individualized learning

experiences. Instagram has also been found to be quite effective in building a strong sense of community amongst learners. Handayani (2016), also reported that Instagram can become a great educational tool that makes the educational process unique, interesting, and insightful.

To summarize the result, this research revealed that there was an effect of using Mobile Assisted Language Learning toward the 1st semester students of English Language Education vocabulary mastery. This statement was supported by the result of both descriptive and inferential statistical analysis. Furthermore, in the discussion section both from theories and empirical study also supported the result of this study. Overall, the findings of the present study indicate that mobile technology has the ability to increase learning rates compared with traditional methods. Mobile devices with Android applications such as WhatsApp, Quizizz, Quizlet, Padlet, and Instagram were faster, easier, and more engaging.

3. Conclusion

Mobile assisted language learning has become a possible tool in complicated learning process. In the 21st century, technological advances made technology a compulsory resource for teachers to use throughout teaching and learning. MALL has received considerable attention recently as a means of increasing students' performance in all areas of language learning. Learning vocabulary is no exception since many apps have been designed to encourage the learning of vocabulary. The incorporation of mobile applications into the teaching and learning process has proved to be a positive approach for student engagement. Regarding to the implementation of mobile applications in teaching vocabulary, the result of present study showed that the experimental group had a greater score than the control group. Thus, the implementation of Mobile Assisted Language Learning affected the students' vocabulary mastery.

5. Implication

Mobile Learning and online learning activities nowadays dominate the education world due to the COVID-19 pandemic. Based on this fact others researcher can conduct the same research topic by exploring the use of mobile technology in online language learning as well as mobile application and platform which were massively increasing in recent years. In other words, future research might need additional dimensions and variables to give better understanding of Mobile Assisted Language Learning. It was also suggested for educator in university to use abundant possibility of mobile phone in teaching and learning process especially for teaching vocabulary. Since there are so many accessible applications and mobile platform in recent years.

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